



JESUS AND MARY COLLEGE



E-Proceedings of  
GOLDEN JUBILEE  
INTERNATIONAL CONFERENCE

on

*Empowering Women  
Through Transformative  
Education*

Wednesday, 3 October  
& Thursday, 4 October 2018

**Patron:**

Sr. (Dr.) Rosily T.L. rjm, Principal

**Conveners:**

Dr. Ameeta Motwani, Associate Professor

Dr. Alka Sehgal, Associate Professor

Dr. Alka Marwaha, Associate Professor

Dr. Renu Gupta, Associate Professor

## Preface

Jesus and Mary College (JMC), a constituent College of the University of Delhi, was established in 1968 by the Religious Congregation of Jesus and Mary. Starting with a few hundred students, JMC today holds a prestigious position as one of the leading women's colleges in the country. The College celebrated its Golden Jubilee Year during 2017-18.

The Jubilee Year celebrations began on a befitting note with an inaugural function on 20<sup>th</sup> September 2017. We were deeply honored and privileged to have President of India Shri Ram Nath Kovind as the Chief Guest on this occasion. In his speech, Shri Kovind emphasised the role of education in the 21<sup>st</sup> century and the importance of educating women in India. He lauded contribution of the College in higher education for women. Many eminent guests like the Archbishop of the Roman Catholic Archdiocese of Delhi, Fr. Anil Jose Thomas Couto, the Chairman of UGC Dr.V.S.Chauhan, the Vice Chancellor of Delhi University, Prof. Yogesh Tyagi, retired faculty and non-teaching staff, prominent alumnae along with the current students and staff joined the inauguration. The programme was compered by the well-known television news anchor and an alumna of JMC, Ms. Rini Simon Khanna and was telecast live on Doordarshan. A photo exhibition showcasing vignettes spanning this journey of fifty years was also showcased.

It was decided that the yearlong celebrations would focus on the theme "Empowering Women through Transformative Education". The celebrations during the Golden Jubilee year, included academic and cultural events giving testimony to JMC's pursuit of academic excellence, faith in humanity and pride in the rich cultural heritage of India. Each department organised an Academic Day where eminent academicians and scholars were invited to address the students and faculty to enhance the academic ethos of the college. The various cultural societies of the College organised competitions during the Annual festival 'Montage' showcasing the talent of our students in dance, music, quiz, debate etc. An Inter-faith Peace Seminar was held to bring together the many threads of faith and spirituality into one common bond of humanity and love. As part of the Golden Jubilee celebrations, the Sports Day this year was a memorable one, its grandeur enhanced by the presence of distinguished sports personalities of the country.

Education and productive, secure employment are vital tools for empowering women, especially in the context of economies that have historically reproduced sharp social divisions and hierarchies. University education plays the role of a catalyst in women's development by supporting women to be free thinkers, explore channels of self-discovery, and determine the ways in which they want to participate in the public and private domains. Nevertheless, attaining university education in the first place, and the persistence of gender-based violence and discrimination in the larger society are challenges which women continue to be confronted with.

In the light of above, it was decided to conclude the Golden Jubilee Year Celebrations with a two-day International Research Conference titled "Empowering Women through Transformative Education" on October 3 - 4, 2018. Eminent academicians and scholars from India and abroad participated at the well-attended Panel Sessions.

It was brought out that the journey towards attaining women empowerment encapsulates unceasing resistance, introspection, and critical review of social structures/institutions, state policy. In this light, the following sub-themes were explored in the conference:

- Political, Cultural and Ideological Dimensions of Women Empowerment
- Victimization to Empowerment: Journeys of Indian Women
- Gender Violence and Resistance
- Diversity and Inclusion in Higher Education
- Empowering Women in the 21<sup>st</sup> Century: The role of University education
- Global Perspectives on Reforms in Higher Education
- Women Entrepreneurship and Financial Independence
- State or Community-driven Empowerment Initiatives and Transformed Living Realities.

The Conference had many eminent speakers at three Panel sessions which included Padma Shri Meenakshi Gopinath (ex Principal, LSR); Prof. Shyam Menon (CIE Delhi and Former Vice Chancellor, Ambedkar University); Prof. Ravinder Kaur (IIT Delhi); Prof. and Ambassador (Retd.) Veena Sikri (Convenor, South Asia Women's Network); Prof. Anita Ghai (Ambedkar University Delhi); Dr. Mary E. John (CWDS Delhi); Ms. Kanta Singh (UNDP India); Foreign experts: Finnish Professor Marja-Liisa Tenhunen (SHU MBA Shanghai University), British Education Expert Ms. Becky Smith (Asst. Director, International Advance

Higher Education, UK); American Professors Akhilesh Chandra (Akron University, Ohio) and Huma Ghosh (San Diego State University).

The panel discussion sessions presented different facets of conceptualization of women empowerment and agreed on the need to redefine women empowerment as autonomy and agency of the women to make informed choices and decisions. Economic growth along with education emerged as the key facilitators of women empowerment.

The Conference received an overwhelming response from researchers from all parts of India (from University of Kashmir to Calicut University in Kerala). Around 40 scholars, whose papers were scrutinised by rigorous review process, presented their papers in Technical Sessions organised in four inter-linked themes. This document is a compilation of the Abstracts of these papers along with brief reports and glimpses of the Panel sessions and other highlights of the Golden Jubilee Conference.



## Organizing Team

**Conference Chief Patron:** Prof. John Chathnatt sj, Chairman, Governing Body, JMC

**Patron:** Sr. (Dr.) Rosily T.L. rjm, Principal

**Conveners:** Dr. Ameeta Motwani, Associate Professor  
Dr. Alka Sehgal, Associate Professor  
Dr. Alka Marwaha, Associate Professor  
Dr. Renu Gupta, Associate Professor

### Technical Sessions

- I Chairperson:** Dr. Mani A. Nandhi, Associate Professor  
**Discussant:** Mr. Naveen Thomas, Assistant Professor
- II Chairperson:** Dr. Alka Sehgal, Associate Professor  
**Discussant:** Dr. Amya Agarwal, Assistant Professor
- III Chairperson:** Dr. Ameeta Motwani, Associate Professor  
**Discussant:** Ms. Deepali Kulkarni, PhD. Scholar, Syracuse University, USA
- IV Chairperson:** Dr. Jayanti Seth, Associate Professor  
**Discussant:** Dr. Sandhya Nambiar, Assistant Professor

### Student Activities & Stalls Management

**In-Charges:** Dr. Rekha Dayal  
Associate Professor

Ms. Smita Gupta  
Associate Professor

**Judges:** Ms. Shalini Shrivastava  
Associate Professor

Ms. Sunita Narain  
Associate Professor

Dr. Anu Ahuja  
Associate Professor

Dr. Neelam Rishi  
Associate Professor

### Finance & Hospitality

**In-Charges:** Dr. Renu Gupta.  
Associate Professor

Dr. Sona V. Andrew  
Associate Professor

Dr. Saumya Varghese  
Assistant Professor

Ms. Monica Chhabra  
Assistant Professor

## Organizing Team cont.

### Venue Management

**In-Charges:** Ms. Sheel Sabu  
Associate Professor

Dr. Amita Tiwari  
Associate Professor

Dr. Shefali Mishra  
Assistant Professor

Dr. Joan Antony  
Associate Professor

Dr. Nishwan Bhatia  
Associate Professor

### Rapporteurs

Ms. Mansi Aneja, Assistant Professor

Ms. Gurpreet Kaur, Assistant Professor

Ms. Asha Sundaram, Assistant Professor

Ms. Ishita Singh, Assistant Professor

Dr. Prabhjyot Kaur, Assistant Professor

Dr. Neetu Duggal, Assistant Professor

### Registrations & Online Communications

**In-Charges:** Dr. Amita Palliwal  
Assistant Professor

Dr. Amrita Sastry  
Assistant Professor

### Designing, Printing & Photography

**In-Charges:** Mr. Jobin Thomas  
Assistant Professor

Ms. Charu Sarin  
Assistant Professor

Ms. Rashi Mukhopadhyay  
Assistant Professor

Ms. Ruhi Ghai  
Assistant Professor

### Technical and Administrative Assistance

Mr. Gaurav, IT Consultant  
Ms. Sylvia Lal, Sr. PA to Principal

Mr. R. S. Pathania, Sr. Caretaker  
Mr. Ram Kailash, Sound and Light

# Program Schedule

## Day 1 (October 3, 2018)

8:30 AM - 9:00 AM **Registration of Delegates** (Foyer, Multi-Purpose Hall)

**Inaugural Session** (Multi-Purpose Hall)

9:00 AM - 10:30 AM **Welcome Address:** Sr. (Dr.) Rosily, rjm, Principal, JMC  
**Address by Chief Guest:** Prof. Yogesh K. Tyagi, Vice-Chancellor, DU  
**Keynote Address:** Prof. (Retd.) Karuna Chanana, JNU, Delhi

### 10:30 AM - 11:00 AM Tea Break

**Panel Discussion: "Women Empowerment: Meanings and Contexts"**

11:00 AM - 1:00 PM **Panelists:** Prof. Ravinder Kaur, HUSS, IIT Delhi, Prof. Mary E. John, CWDS, Delhi, Ms. Kanta Singh, UNDP, India  
**Moderator and Discussant:** Dr. Nilima Chitgopekar, JMC

### 1:00 PM - 2:00 PM Lunch

2:00 PM - 4:00 PM **Parallel Technical Sessions 1 and 2** (MPH 1 and MPH 2)  
**Inter-College Poster Making Competition for Students**  
(Amphitheatre)

## Day 2 (October 4, 2018)

8:30 AM - 10:30 AM **Parallel Technical Sessions 3 and 4** (MPH 1 and MPH 2)  
**Inter-College On-the-Spot Acting Competition for Students**  
(Amphitheatre)

### 10:30 AM - 11:00 AM Tea Break

**Panel Discussion: "Unleashing the Potential of Women - Role of Higher Education"**

11:00 AM - 1:00 PM **Chairperson:** Prof. Shyam Menon, Ex-Vice-Chancellor, Ambedkar University Delhi  
**Panelists:** Padma Shri Meenakshi Gopinath, Former Principal, LSR, Prof. Huma Ghosh, San Diego State University, USA, Prof. Anita Ghai, Ambedkar University Delhi  
Ms. Becky Smith, Asst. Director, International Advance HE, UK

### 1:00 PM - 2:00 PM Lunch

**Panel Discussion: "Global Perspectives on Women and Higher Education"**

2:00 PM - 3:30 PM **Chairperson:** Prof. Veena Sikri, (Former Diplomat) Jamia Millia Islamia, Delhi  
**Panelists:** Prof. Marja-Liisa Tenhunen, Former Rector, Centria University, Finland, Prof. Akhilesh Chandra, University of Akron, Ohio, USA

**Valedictory Session**

3:30 PM - 4:00 PM **Valedictory Speech:** Prof. Sudesh Nangia, Member, GB, JMC  
**Brief Report:** Dr. Alka Sehgal, Convenor JMC Golden Jubilee Committee

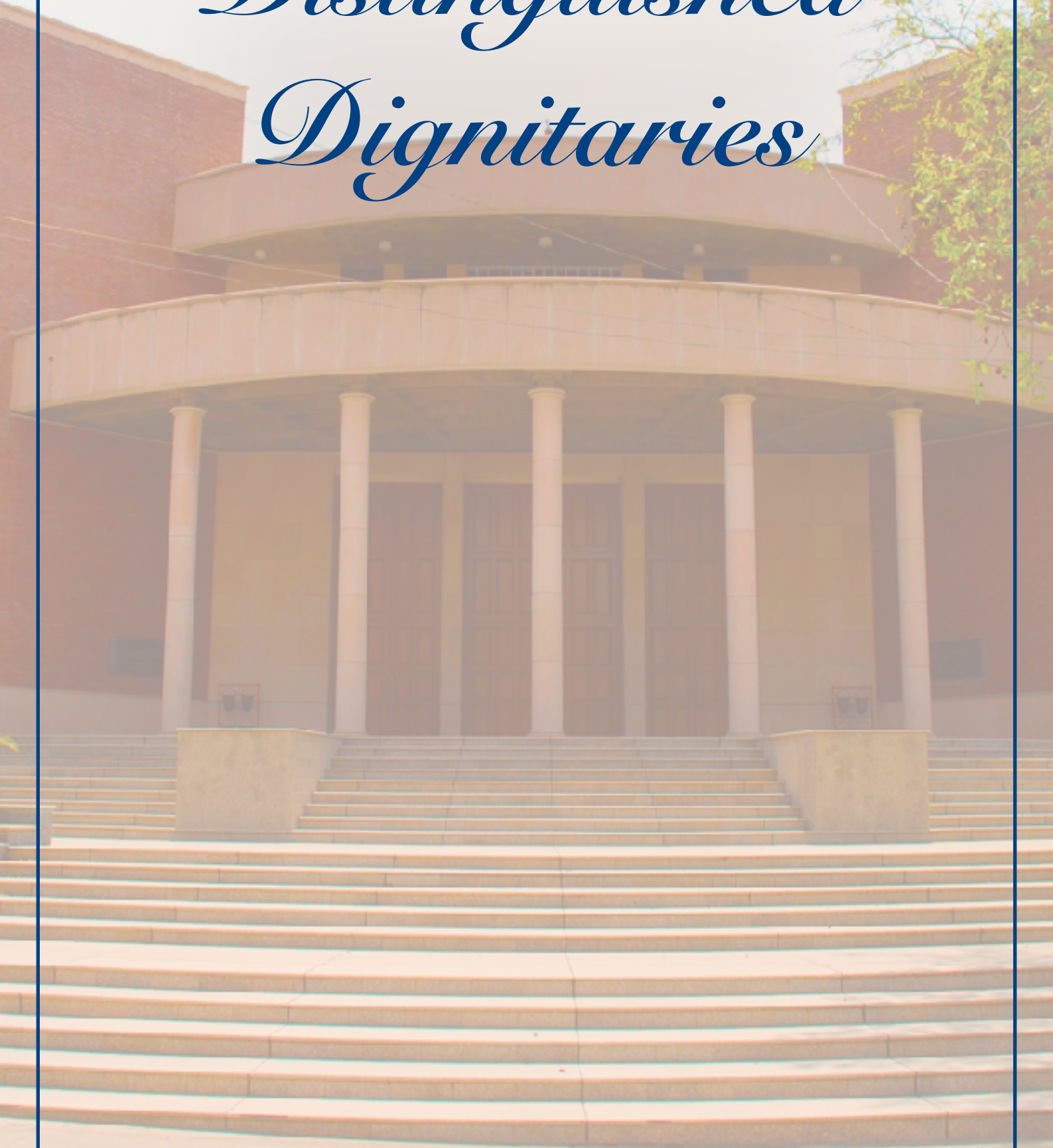
**Vote of Thanks:** Dr. Ameeta Motwani, Convenor JMC Research

# Table of Contents

|  |           |
|--|-----------|
| <b>DISTINGUISHED DIGNITARIES.....</b>  | <b>1</b>  |
| <b>INAUGURAL SESSION.....</b>  | <b>12</b> |
| Address by Chief Guest Prof. Yogesh K. Tyagi<br>Keynote Address by Prof. Karuna Chanana  |           |
| <b>PANEL DISCUSSIONS.....</b>  | <b>21</b> |
| Women Empowerment: Meanings and Contexts<br>Unleashing the Potential of Women: Role of Higher Education<br>Global Perspectives on Women and Higher Education |           |
| <b>VALEDICTORY SESSION.....</b>  | <b>30</b> |
| <b>Abstracts of TECHNICAL SESSION 1.....</b>   | <b>33</b> |
| Women Empowerment & Financial Independence   |           |
| <b>Abstracts of TECHNICAL SESSION 2.....</b>   | <b>46</b> |
| Political, Cultural and Ideological<br>Dimensions of Women Empowerment   |           |
| <b>Abstracts of TECHNICAL SESSION 3.....</b>   | <b>57</b> |
| State or Community-Driven Empowerment Initiatives<br>& Transformed Living Realities  |           |
| <b>Abstracts of TECHNICAL SESSION 4.....</b>   | <b>66</b> |
| Victimization to Empowerment: Journeys of Indian Women   |           |
| <b>PHOTO GALLERY.....</b>  | <b>75</b> |



# *Distinguished Dignitaries*





## Distinguished Dignitaries



Prof. Yogesh K. Tyagi



Prof. Karuna Chanana



Sr. (Dr.) Rosily T.L. r.j.m.



Dr. Ravinder Kaur



Dr. Mary E. John



Ms. Kanta Singh



Dr. Nilima Chitgopekar



Prof. Shyam Menon



Padma Shri  
Meenakshi Gopinath



Prof. Huma Ghosh



Dr. Anita Ghai



Prof. Veena Sikri



Prof. Maria-Liisa  
Tenhunen



Prof. Akhilesh Chandra



Ms. Becky Smith

## About our Guests

### Chief Guest



Prof. Yogesh K. Tyagi

Dr. Yogesh K. Tyagi is the Vice Chancellor of University of Delhi. He is on leave from his positions of Professor of International Law at JNU and Professor of Law at South Asian University. Professor Tyagi is a Member of the Institut de Droit International, American Society of International Law, European Society of International Law, International Law Association, Indian Society of International Law, and Indian Council of World Affairs. Professor Tyagi has also served as a Member of the Law Commission of India; Director of the Centre for Studies and Research in International Law and International Relations and Co-Chair of the Research and Planning Committee of the Asian Society of International Law. Professor Tyagi has held visiting appointments at the London School of Economics, the University of Tokyo, the University of Georgia at Athens, the Max Planck Institute for International Law, and many other institutions worldwide. He has also published in several prestigious international periodicals and has been on the Editorial Boards of various international journals.

Dr. Karuna Chanana is an Independent Researcher and Education Professional. She has been a Professor of Sociology at Jawaharlal Nehru University. She has also taught at Jesus and Mary College for a year from 1972 to 1973. Dr. Chanana received her Masters from Department of Sociology at the Delhi School of Economics. She is the author of books such as *Transformative Links Between Higher and Basic Education*. She is widely published in journals such as the *Economic and Political Weekly*. Her research interest is in areas of Gender and Higher Education.

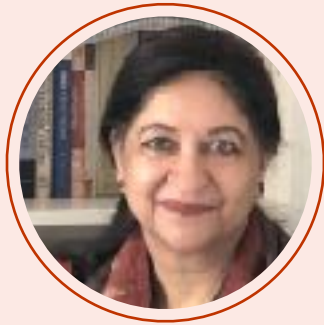


Prof. Karuna Chanana



Sr. (Dr.) Rosily  
T.L. r.j.m.

Sr. (Dr.) Rosily T.L. r.j.m. is currently the officiating Principal of Jesus and Mary College with over three decades of academic and research experience. She has held teaching positions at various institutions including Department of Elementary Education, JMC, and St. Bede's College, Shimla, Himachal Pradesh. She is a teacher educator with a passion to enable students to develop as women of competence and compassion. She has undertaken research projects funded by University of Delhi, one of which was selected for collaboration with the University of Michigan, USA. Her areas of interest include value education and pedagogy of social science.



Dr. Ravinder Kaur

Dr. Ravinder Kaur is a Professor of Sociology and Social Anthropology at the Department of Humanities and Social Sciences, IIT Delhi. She has received her PhD from Department of Sociology, Delhi School of Economics, University of Delhi. Prior to joining IIT Delhi, she has worked at the Delhi School of Economics and New York University. She has also served as a consultant for various international organisations such as the World Bank, UNDP and UNFPA. She has worked on projects funded by ActionAid, IDRC, and SIDA. Her research interest is in the areas of Sociology of Kinship, Marriage and Family, Urban Social Anthropology, Migration Studies, Gender Studies, Demographic Anthropology, Sociology of India, Social Change.

Dr. Mary E. John is currently Senior Fellow at the Centre for Women's Development Studies (CWDS), New Delhi, India. She was Director of CWDS from 2006 to 2012 and was Deputy Director of the Women's Studies Programme in Jawaharlal Nehru University, from 2001 to 2006. She has written widely in the fields of feminism and women's studies. Her recent publications include *Women's Studies in India: A Reader* (Penguin 2008), and the report *Gender Biased Sex Selection: History, Debates and Future Directions* (UN Women, 2014).



Dr. Mary E. John



Ms. Kanta Singh

Ms. Kanta Singh is the State Project Head at the UNDP wherein she manages employment and entrepreneurship programme for women in the state of Haryana. She has over 20 years of multicultural experience in the management of pro-poor, pro-women development programmes in organisations such as WomenPowerConnect (WPC), International Foundation for Electoral Systems (IFES), Women in Sustainable Enterprises (WISE) and Center for Social Research (CSR).

Dr. Nilima Chitgopekar is an Associate Professor in the Department of History, Jesus & Mary College. She has worked on multimedia including digital lectures and documentary films. The recipient of many prestigious fellowships, she is the author of several books and articles on matters to do with religion, history and gender.



Dr. Nilima Chitgopekar





Prof. Shyam Menon

Dr. Shyam B. Menon is a Professor at Central Institute of Education, University of Delhi since 1994. He has been the Vice Chancellor of Ambedkar University from 2008-2018. He has held several positions like Dean, Faculty of Education; Proctor, University of Delhi; Director, School of Education, IGNOU and Professor at the Central Institute of Educational Technology, NCERT; and a teaching faculty at M.S. University of Baroda for several years. He has been a Fullbright Fellow at the University of Wisconsin, Madison. Currently, he is on the Editorial Board of several prestigious Indian and International journals. He is also on the Task Force on Access and Equity in Higher Education constituted by the International Association of Universities.

Padma Shri Meenakshi Gopinath is an Indian educationist, political scientist, writer and former principal of Lady Shri Ram College, New Delhi. She is the founder and incumbent director of the Women in Security Conflict Management and Peace (WISCOMP), a non governmental organization promoting peace and socio-political leadership among the women of South Asia and a former member of the National Security Advisory Board.



Padma Shri  
Meenakshi Gopinath



Prof. Huma Ghosh

Dr. Huma Ghosh is a Professor, Department of Women's Studies at San Diego State University (SDSU). She is currently on the advisory boards of the Centre for Islamic and Arabic Studies; Center for Asian Studies; and International Security and Conflict Resolution Institute at SDSU. She received her PhD in 1990 in Cultural Anthropology from Syracuse University. She has published extensively on women in Afghanistan, Muslim women in India and in the U.S. diaspora, and gendered violence and conflict with a focus on Afghanistan.

Dr. Anita Ghai is a Professor of Psychology at Ambedkar University Delhi. She is a disability rights activist in the areas of education, health, sexuality and gender. She has been a Fellow at the Nehru Memorial Museum Library, Teen Murti Bhawan and also the President of the Indian Association for Women's Studies.



Dr. Anita Ghai



**Prof. Veena Sikri**

Veena Sikri is currently the Professor, Ford Foundation endowed Chair, Bangladesh Studies Programme, Academy of International Studies, Jamia Milia Islamia. She has held visiting appointments at the Institute of South East Asian Studies, Singapore, and Academy of Third World Studies, JMI. She has several diplomatic positions including the High Commissioner of India to Bangladesh, High Commissioner of India to Malaysia, Consul General of India, Hong Kong, Director General, Indian Council for Cultural Relations among others. She began her career in 1971 when she joined the Indian Foreign Services. She has published several essay and books on India's diplomatic relations with a focus on Bangladesh.

Prof. Marja-Liisa Tenhunen has 35 years of education experience in Finland. She was the President and Managing Director of Centria University of Applied Sciences for 17 years. She is member of the Research and Innovation Council under the Ministry of Education and Culture in Finland. She had been delegation member for the Finnish Funding Agency for Technology and Innovation under the auspices of the Ministry of Employment and the Economy. Shanghai University, where she is presently working as a Chair professor, conferred the title of High-end Foreign Expert to her in 2014.



**Prof. Maria-Liisa Tenhunen**



**Prof. Akhilesh Chandra**

Dr. Akhilesh Chandra is a Professor of Accounting at the GW Daverio School of Accountancy at University of Akron, Ohio. He is also the Director of the Institute for Global Business and a KPMG Research Professor, Accounting and Information Systems. An esteemed researcher in the field of Management Accounting and Audit, he has also been the Director of Center for Research and Training in Information Security and Assurance (CReTISA) and a Program Chair at American Accounting Association, Ohio. His areas of research interest are Emerging Technologies and Artificial Intelligence in Accounting, Ethics and Social Responsibility, and Risk and Corporate Governance.

Ms. Becky Smith has extensive experience working internationally in provision and development of higher education. She has been facilitating governments, voluntary organizations and individuals on a global basis to enhance their performance and achieve goals of higher education. Prior to this role, Becky spent over twenty years working in both academic and administrative roles within universities on three continents. She has over a decade of teaching experience at institutions like University of Leeds, Leeds Beckett University, Zhejiang University, Shanghai University, the University of Groningen, the University of York and University of Toronto.



**Ms. Becky Smith**















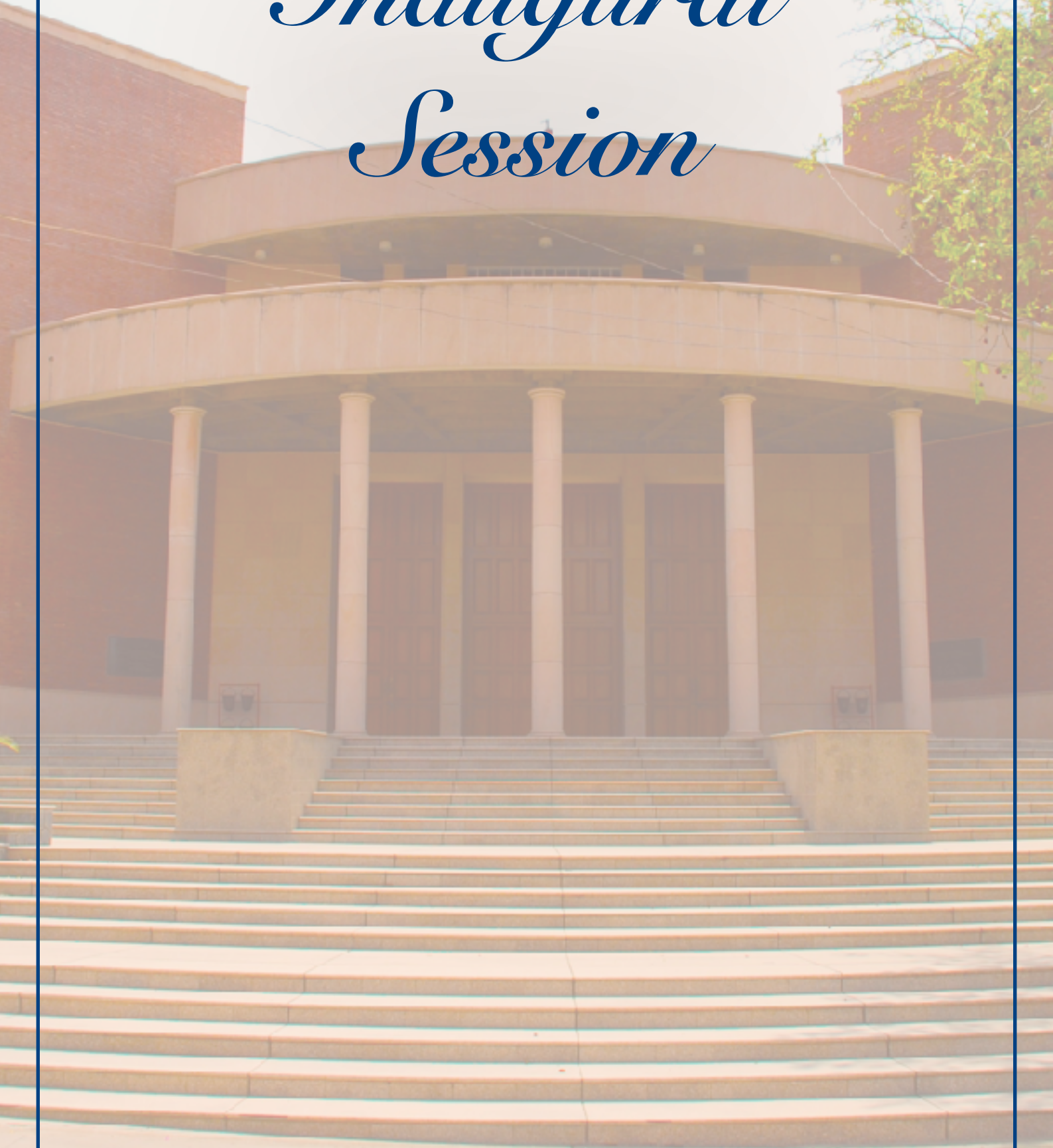








# *Inaugural Session*



















## Address by Chief Guest Prof. Yogesh Tyagi (Vice Chancellor, DU)

Prof. Tyagi appreciated the need for creating awareness about empowerment of women. He said that women's rights are a part of human rights and women's empowerment and human empowerment have common objectives: (1) Self-preservation, (2) Self-realisation, (3) Contribution to community development and more importantly (4) Enlightenment. He elaborated that it has taken a long time for law to recognise equality - be it of castes, races or gender. However, women empowerment has emerged as an important concept relatively recently. The second aspect that Prof Tyagi elaborated was the need to positively impact behaviour and attitudes of students for education to be truly transformational and empowering. He stressed that education is the most important, easiest and most celebrated means of empowerment and that both teachers and students empower each other through questions and that attending classes contributes to empowerment.





## Keynote Address by Prof. Karuna Chanana

Prof (Retd.) Karuna Chanana in her Keynote Address proposed that there is an adherent need to overcome certain institutional barriers and existing organisational structures that reinforce the narrow perceptions and stereotypes related to women. Therefore, it is required that colleges and universities have a long-term vision for women to build their self-confidence and enhance their capacities to be the agents of change in the society.

She further elaborated that education is not free from gender issues such as presence of masculine and feminine subjects, which are chosen not on merit but emerge in complex social practices. She expressed her concern that success of women in traditionally male dominated professions has not translated into women's representation in decision making roles. Therefore, there is an urgent need to dismantle the institutional barriers and change the existing organizational structures that reinforce the traditional perceptions and stereotypes about women.





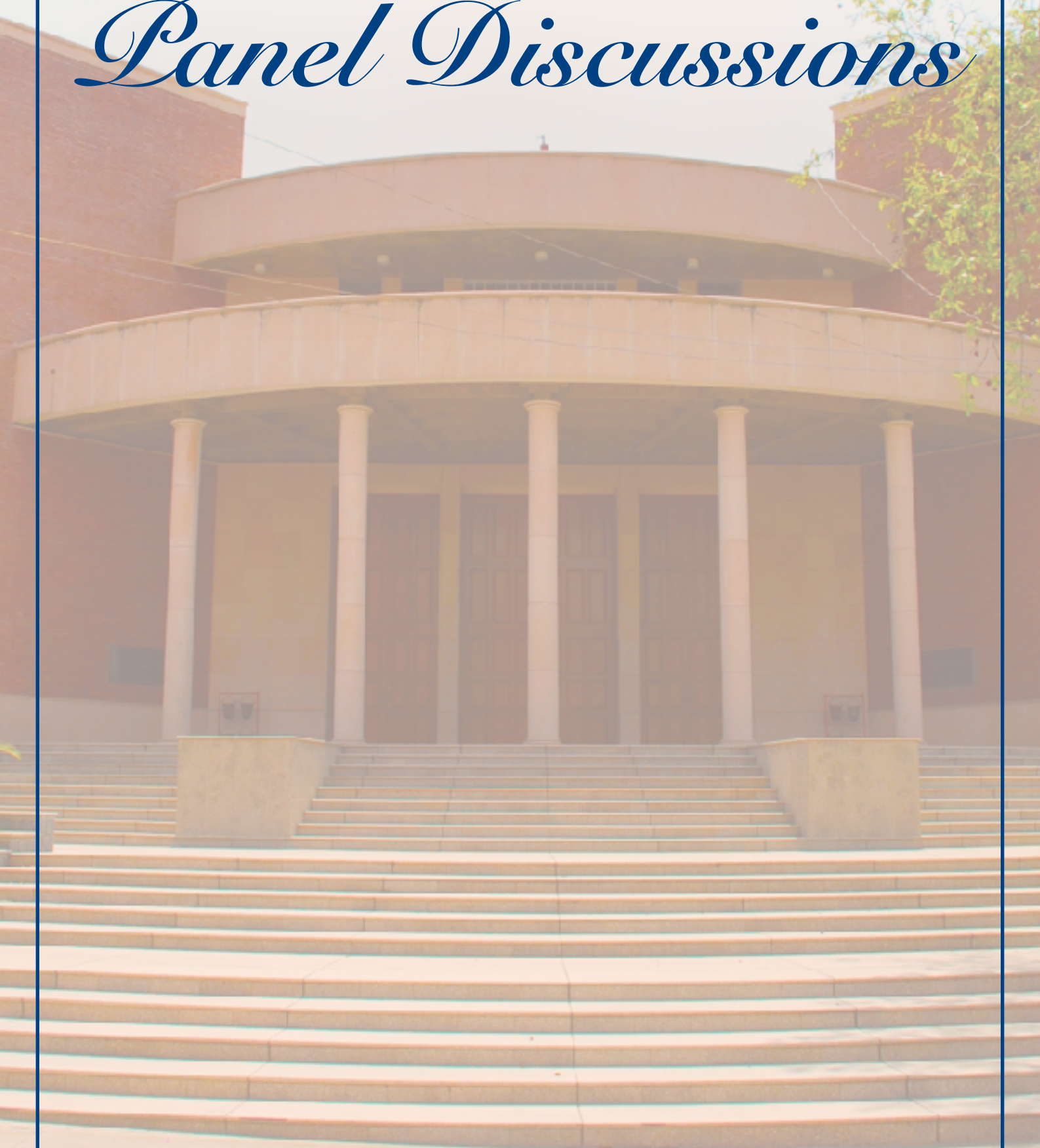








# *Panel Discussions*



## Brief Report of Panel Discussion

### WOMEN EMPOWERMENT: MEANINGS AND CONTEXTS

#### MODERATOR & DISCUSSANT

Dr. Nilima Chitgopekar

**Prof Ravinder Kaur** discussed the ideas of autonomy and agency in understanding women empowerment. She explained that social practices of sex selection abortions and daughter aversion are a reality and deterrent to women empowerment. She raised the pertinent question that though data shows increase of women in higher education, does the woman have autonomy and agency in issues concerning childbearing. Prof Kaur emphasized that empowerment is needed most in making fertility decisions and in making education political.

**Prof Mary E. John** said that public debate in the context of women empowerment often relates to violence against women. This debate has seen an increase after the Delhi gang rape case of a young girl by strangers at night. She argued that statistics from crime branch bring forth a different picture- that 98% abusers are known to the victim and only 2% abusers are strangers. In some cases, the abuser is the caretaker. She stressed that higher education and employment are important for women empowerment but mere increase in numbers is not enough and that more attention should be paid to economic autonomy of women.

**Ms Kanta Singh** talked about the UNDP's Disha project for women that focuses on developing awareness, linking aspirations with skilling opportunities and helps to set up small enterprises. Her data about economic indicators brought forth that 95% women are in informal economy. She encouraged the students to reach their potential and negotiate their own spaces within the family.

**Overall:** The panelists Prof Ravinder Kaur, Prof Mary John and Ms Kanta Singh presented different facets of the definition of women empowerment such as sex-selection and violence; and agreed on the need to redefine women empowerment as autonomy and agency of the women to make choices and decisions. Economic growth along with education emerged as the key facilitators of women empowerment.









## Brief Report of Panel Discussion

### UNLEASHING THE POTENTIAL OF WOMEN: ROLE OF HIGHER EDUCATION

#### CHAIRPERSON

Prof. Shyam Menon

**Padma Shri Meenakshi Gopinath** stressed the need to have more girls' colleges at University level so as to provide spaces for learning and growing for women. She also discussed few community outreach programmes taken in this direction at Lady Sri Ram College and how such programmes have enabled girls of those communities to have better access to higher education.

**Prof Anita Ghai** shared her insights and experiences of making institutes of higher education more accessible to all women, particularly those who are differently-abled. She stressed that the access needs to be physical as well as social so as to ensure continued participation of women from diverse backgrounds.

**Ms. Becky Smith-** Ms. Smith stressed on significance of various support mechanisms to advance and empower women in Higher Education. While citing examples and statistics from UK, she identified key challenges for women in Higher Education and also suggested feasible alternatives. Some of the discussed alternatives were - more training for women for key roles in universities, development of women's support groups, developing leadership roles in part-time, job-share and flexible basis and so on.

**Prof Huma Ghosh** stressed that education and productive secure employment are vital tools to empower and uplift women, especially in the context of economies that have historically reproduced sharp social divisions and hierarchies. She further discussed that University education plays the role of a catalyst in women's development by supporting women to be free thinkers, explore channels of self-discovery and determine the ways in which they want to participate in the public and private domains.

**Overall:** The panelists - Padma Shri Meenakshi Gopinath, Prof Anita Ghai, Ms Becky Smith and Prof Huma Ghosh shared varied ways in which Higher Education can unleash the potential of women of different backgrounds. Some of the highlighted ways were development of community outreach

programmes and women's support groups, making institutes of higher education physically and socially inclusive and creating avenues to do jobs on sharing and flexible basis for women.







## Brief Report of Panel Discussion

### GLOBAL PERSPECTIVES ON WOMEN AND HIGHER EDUCATION

#### CHAIRPERSON

Prof. Veena Sikri

**Prof. Marja-Lisa Tenhunen** highlighted five universal factors that encourage women to achieve success in higher education- Basic skills, International exposure (Experience), Mentoring, Role Models and Early Starting. She also shared examples and statistics from Finland, one of the most gender-equal countries in the world. She suggested few ways to ensure participation of women in key roles and responsibilities in Higher Education by making certain fundamental changes in Education system from early on. Some of the suggested ways are - focus on successful implementation of educational apps, to view teachers and professors as facilitators, encourage students to work and learn in groups or teams and to give space to creativity and design in learning process of students.

**Prof Akhilesh Chandra** discussed the global trends in Higher Education with specific focus on US. He highlighted some key issues in attainment of higher education - market being the key player at the University level, data driven management, rising cost of tuition for higher education / school loans and so on. He further added that women (especially belonging to ethnic groups or minorities) lag behind in terms of enrolment and continuation in higher education as compared to men. He claimed that higher education for women is important as it can lead to workplace gender equality, women's exercise of choice in family planning and better health coverage for women.

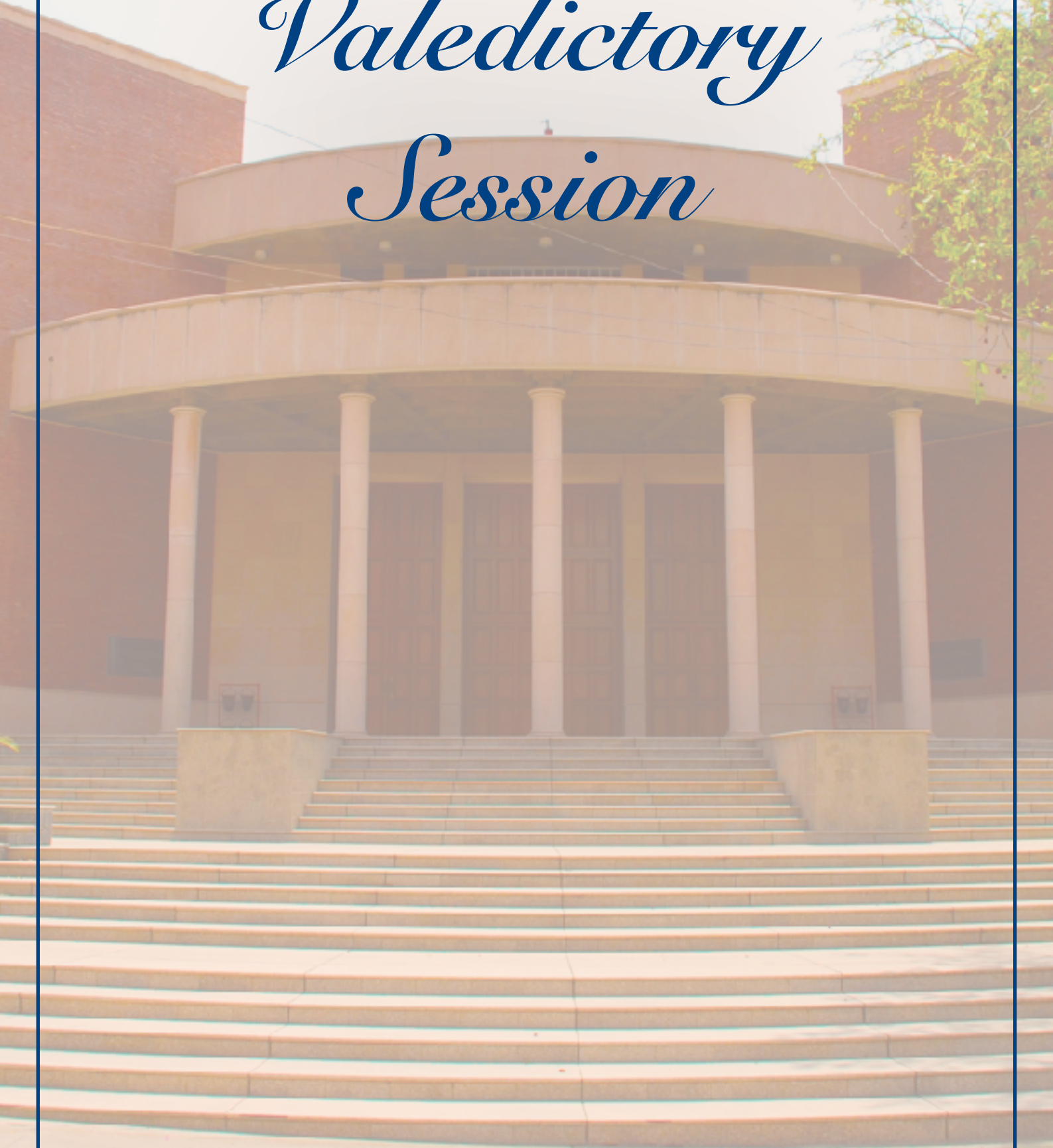
**Overall:** The panelists Prof Tenhunen and Prof Chandra discussed Global Perspectives through which gender disparity could be addressed in Higher Education. Some of the perspectives focussed on inculcation of basic skills, international exposure, mentoring, role modelling and early starting for all women (especially women of ethnic groups or minorities).







# *Valedictory Session*



## ***Brief Report of the Valedictory Session***

The two-day conference culminated in a Valedictory session on the evening of October 4, 2018. The Valedictory speech was delivered by the Chief Guest Prof. Sudesh Nangia, Member of the Governing Body, Jesus and Mary College. Prof. Nangia talked about her own experiences as a student in order to connect with the students and inspire them to be their best selves.

Dr Alka Sehgal (Convenor, JMC Golden Jubilee Committee) presented a report of the Conference. She highlighted that the role of the conference was to continue the dialogue on the issues of women empowerment, its meanings, importance and role of various agencies in general and higher education in particular.

All the delegates who presented papers at the four Technical Sessions were given certificates.

Dr. Ameeta Motwani (Co-convenor of the Conference) proposed Vote of Thanks on behalf of the Organising Committee and hoped that we should be able to organise more International Conferences in future.









# *Technical Session 1*

WOMEN ENTREPRENEURSHIP  
& FINANCIAL INDEPENDENCE

Chairperson: Dr. Mani A. Nandhi, Associate Professor, Commerce, JMC  
Discussant: Mr. Naveen Thomas, Assistant Professor, Economics, JMC  
Rapporteur: Ms. Gurpreet Kaur, Assistant Professor, Commerce, JMC

Date: 3 October 2018  
Time: 2:00 pm to 4:00 pm  
Venue: MPH 1



### 1. Title: **Victimization to Empowerment: A Journey of Indian Women**

**Author:** Dr. Neetu Tyagi, Head, Assistant Professor, Dept. of English, V.S.P.P.G. College, Shamli (U.P.)

**Abstract:** India is widely acknowledged as a key growth driver to the global economy. The last decade witnessed a major growth in the GDP of country. India made a paradigm shift in policy approaches from the concept of 'Welfare' in the seventies to 'Development' in the eighties and now it is 'Empowerment'. This revolutionary process has been accelerated by the activism of some sections of women who made considerable progress through their persistent efforts at recognition of women as 'persons of equal value'. This difficult journey from Victimization to Empowerment was a herculean task and a big victory for Indian women. Still many obstacles and social evils in male dominated society resist the forward march of women who constitute half of the country's population. While economy is making strides in the right direction, women's workforce participation rates remain abysmally low and are a cause of concern. It is an ironical fact that India became first country in Asia to accomplish Mission Mars but ranks 29th out of 126 countries on the basis of gender inequality index. Undoubtedly, position of women improved during last many decades but true women's empowerment is still awaited.

Thus, in order to achieve the goal of developed country, India needs to transform its colossal women force into effective human resource and this is possible only by women empowerment and gender sensitization. Women's participation in economic, social, political arena is the only key to achieve internationally set goals for sustainability and development. Women Empowerment means the emancipation of women from vicious grip of social, political, cultural, economic and gender-based discriminations. Women emancipation means to render them the right to make life choices.

The prime objective of this paper is to examine the gap between women empowerment on paper and women empowerment in real. Even today a large number of women are either ill equipped or not in a position to push themselves out of their traditionally unequal socio-economic conditions. A review of government policies for women empowerment such as Streeshakti, Balika Samridhi Yojna, Swashakti, and other more than two thousand projects reveal that little has been done and a lot remains to be done. Most of the schemes are in files only. Many NGOs and activists are making fast bucks and doing little. Women participation in the workforce may benefit India as a whole.

The present paper is based on a study that is being undertaken to derive qualitative data from a questionnaire survey of sample of around 50 women from different spheres of life. Additionally, a group discussion was conducted among 20 women. The findings will be discussed while presenting paper along with PPT.

**Keywords:** Gender Inequality, Women Empowerment, GDP, Gender Sensitisation, Victimization

## **2. Title: Increasing use of digital finance platform and its relation to women empowerment**

**Author:** Vartika Garg, Research Scholar at Pacific University, Udaipur

**Abstract:** India is one amongst those countries whose majority of the population still resides in rural areas. Women in these regions, are not able to gather enough opportunities that can make them empowered enough to be a bread earner. However, government's initiative to make India a "cashless economy" has been able to bring adequate opportunities to women. Imparting knowledge related to digital finance has been able to provide better understanding with respect to general use of cashless methods of payments such as debit cards and net banking facilities. The research paper aims at understanding the change that digital finance platform has been able to bring, in the form of women empowerment.

The research is primary in nature where 50 women from Mavli block of Udaipur district have been surveyed through questionnaire. The main motive behind choosing this area is its low literacy rate among women, which is 48.45% in comparison to that of males, that is 74.74%. The census, 2011, also states that 73% of total women in the age group of 15-59 years are non-workers in Rajasthan. However, there is certain section of people in Mavli, who have been able to make use of digital finance platform and bring themselves in a workable position.

Stratified sampling method have been used to select 50 participants for study where, women of 21 - 35 years have been chosen to conduct the research. Frequency analysis technique have been used to reach to the conclusions. The research is then summed up based on data that has been gathered through it and derive the factors that has helped them to bring this change.

The findings of the survey suggest that digital finance platform has been able to provide various opportunities for women empowerment. They are now more technology friendly and are able to make use of digital media effectively. They have been able to learn various digital payment methods which has also assisted them to start their own businesses without stepping out of their homes. It helps them to credit and debit all the payments through mobile phones only. Results show that out of 50 women, 19 have been able to start their businesses at small level and 10 women have been able to take their businesses to medium level, with the help of their knowledge of digital finance.

It can be concluded that digital finance has been able to bring transformative changes in living and working conditions of women. The major change that is reflected in the survey results is the increased rate of women entrepreneurs in Udaipur district. Most commonly used platforms of digital finance are mobile wallets, such as, Paytm and BHIM UPI. Also, introduction of various payment methods and imparting knowledge about them, through government programme has been able to influence adoption of digital payments among women in Mavli block.

### **3. Title: Empowering Women through Social Entrepreneurship: A Study of Transformed Realities**

**Author:** Abhay Kumar, Assistant Professor & Fellow, Developing Countries Research Centre, University of Delhi

**Abstract:** Education is one of the most empowering tools in the life of human beings. Somehow both men and women couldn't empower themselves equally because of unequal social and political atmosphere all over the world. There were many reasons behind women's subjugation prominent among them were lack of education, social prejudices and discriminatory practices, lack of political will, to name a few.

In India things started changing gradually after independence but only for those women whose male members were educated and empowered. Education particularly higher education has played very significant role in empowering women. Traditionally higher education includes teaching and research only but lately in many parts of the world including in India, community development/empowerment has become part of it (in India it's not yet official). University Grants Commission which regulates higher education does talk about it in its 12th plan proposal. This initiative has impacted a good number of women who were marginalized and deprived of every facility.

This process and practice of women empowerment is known as social entrepreneurship. It's called social entrepreneurship primarily because it is started with a very strong social (welfare) dimension or run by an entrepreneurial leader with an important social cause.

This paper will discuss some social entrepreneurial ventures which mainly seek business solutions to social problems faced by women. A nonprofit organisation which has a very good network of students, faculty and corporate leaders in more than 40 countries and 1800 universities all over the world has impacted a huge number of women. This paper will discuss three different projects under which social entrepreneurship life has completely transformed the lives of more than 50 women who were earlier living either under social stigma and huge suffering or were unable to make a good living. These are:

1. **Azmat:** This project worked with 30 women manual scavengers near Ghaziabad. They have now become entrepreneurs and earning good amount of money with dignity and respect.
2. **Sattva:** Under this project 13 women of Karnal district in Haryana are working in dairy sector and have become successful entrepreneurs.
3. **Asw:** This project deals with 12 women who work to facilitate safe drinking water and, in the process, have become entrepreneurs.

### **4. Title: Women and Work Participation in India: A Study of Educational Attainment and Working Status**

**Authors:** Neha Chauhan, Assistant Director, Indian Economic Service (IES) & Dr. Devi Roy, Centre for Canadian, US & Latin American Studies, School of International Studies, Jawaharlal Nehru University

**Abstract:** One of the important debates in labour economics is the issue of the difference in the structure of employment and productive pursuits of men and women. The employment and general roles of men and women in economic arena are turning out to be gender determined. Even with the same level of education, women lose out to men in terms of employability because of their gender determined roles in society and their impact on economic and social decision making from the side of employees as well as job providers.

The study aims at analysing the effects of various exogenous variables, including gender on the workforce participation rate of working age population. The interplay of social and economic variations in the workforce participation rate of women is the question I have tried to answer in this proposed study. Workforce of an economy consists of all those economic agents who contribute towards the creation of National Product and includes all those employed in productive activities as well as seeking employment in a particular financial year. This definition in many economies fails to capture the gender wise distribution of workforce mainly because of social norms and unfavourable accounting rules. The United Nations System of National Accounts (UN-SNA) defines the production boundary of an economy and thereby determines what kind of market and nonmarket production of goods and services is included in the estimation of the gross domestic product or gross national income (UN 1993, 2008).

The present study is based on the National Sample Survey Organisation (NSSO) 68th round unit level data (Employment and Unemployment situation in India). Appropriate bivariate analyses have been done along with a logistic regression model, which attempts to estimate the effects of selected background variables on the labour-force participation of women. Three separate models have been computed for women who are in their working age (14-59 years). The marginal effects are calculated with respect to different age groups and income classes for female and male workers separately to analyse the effect of educational attainment on workforce participation of people in the working age.

Interestingly, educational attainment shows different results for the female and male workers. For men, educational attainment improves the chances of participation in the labour force, whereas, for women the relationship is not unidirectional. The probability of educated unemployment is higher for all workers irrespective of their gender.

## **5. Title: Women Empowerment: Visibility in the Entrepreneurial World in the last decade**

**Authors:** Ms.Vrinda Moda, Assistant Professor, Jesus and Mary College, University of Delhi & Ms.Trisha Chowdhry, Assistant Professor, Jesus and Mary College, University of Delhi

**Abstract:** Women have emerged as a new face of the entrepreneurial world. A lot has been done by the society and the government to empower women to walk into the field of business. Educated and qualified women are starting new ventures every day. Women face difficulties in raising finance, having expert knowledge, getting support and motivational family environment, and lack of ability to take risks. Education, awareness, overcoming fear, guidance and support are some of the major reasons boosting the presence of women in the financial market.



This study focuses on urban and qualified women who have taken the risk of starting a new business in the area of Delhi/NCR. This study focuses on the modern and urban businesses, generally in the form of companies. Women are becoming part of businesses in the form of directors, co-owners, promoters, etc.

In India, there are many companies that get themselves registered with the Ministry of Corporate Affairs. We have taken the companies that were registered in the last decade only in the area of Delhi/NCR and analysed how many were incorporated by women. This will give an idea of where women stand in the current economy. Further, what fields or industries are preferred by women has been analysed. This shows whether the modern women have actually left the conventional businesses and took the challenging job of entering into new, technical or specific industries. Our study is based on the secondary data. Also, we took Top 20 Women Entrepreneurs on the basis of their turnover and looked for their financials only if they were running company form of business. Through this we will see the amount of investment they have made and how much profits are being generated by them. This will highlight whether there are any problems faced by women in raising finance or are they lacking behind in financial performance (profitability). This analysis is based on data collected from reliable sources and will help researchers and academicians to use the results for further analysis on the role of women in entrepreneurship.

**Keywords:** Women entrepreneurship, urban, market share, financials

## **6. Title: Women empowerment: From Homemakers to Entrepreneurs**

**Author:** Neha Khaitan, Assistant Professor, University of Delhi

**Abstract:** There are many centuries of prejudices faced women. But the simple fact is that wherever energy is directed, excellence comes into that field. The same corollary applies to all men and women in this world and entrepreneurship is not less for a woman. If a woman puts her energy in a house, she makes it a 'home' and if she channelizes her energy towards a business venture, she is an 'entrepreneur'. There are many women entrepreneurs who had a burning desire of starting their own business, establishing their name, some jumped into entrepreneurship out of circumstances or opportunity. Whatever is the mind behind such entrepreneurial journey, the inspiring life stories of these women entrepreneurs will make you appreciate their strong will power, hard work and dedication, perseverance and immense motivation to pursue what they are passionate about.

**Research Methodology:** A case study approach has been taken where five inspiring stories of women entrepreneurs have been studied in depth from various sources. The secondary sources include websites, books, newspaper articles etc. Some important key points and/or lessons worth noting and remembering are also included at the end of each case to make the case-reading interesting and motivational.

**Results and Conclusion:** The life-stories of these women entrepreneurs from the journey of a homemaker to an entrepreneur is not only an inspiration to the budding entrepreneurs but

also provide hope and strength to all the women to fight against all odds and not indulge in self-doubt, making life worthy and satisfying.

**Keywords:** women, entrepreneurship, inspirational stories

## **7. Title: Strategies of MNCs in enhancing rural women economic empowerment in emerging markets**

**Authors:** Dr. Alka Maurya, Associate Professor, Amity International Business School & Mr. Aditya Gupta, Assistant Professor, Amity International Business School

**Abstract:** In the current scenario, emerging economies play a very important role in global economic development. Leading companies in the developed economies are eyeing emerging economies as they offer lot of potential due to presence of multiple factors like, abundance of labour force, low wages, huge consumer base etc.

MNCs all over the world have developed strategies to penetrate into these markets to gain maximum advantage. Some of the companies have been successful and other tasted failures due to lack of knowledge about these markets. Companies that have sustained their presence in the markets are the ones who have worked on strategy, which is mutually beneficial for the company and for the country.

Even though emerging economies offer lot of potential but at the same time they face lots of challenges on political and economic front. Unemployment, high inflation, fiscal deficit, huge external debt, unstable political environment are some of the common problem of these economies.

MNCs who have chalked out a plan considering all these challenges have emerged as winners in these markets. For example, MNCs like Unilever and Coco Cola developed strategies to penetrate the rural part of the country because they realized that there was not much growth in the urban areas and if they want to earn profits they must look at the rural part of the country. But the problem in the rural part is that the population is huge but the purchasing power is less. To capitalize on this gap these MNCs came up with the strategies to empower the rural workforce in such a way so that they can earn their livelihood and also become part of the business strategy of the organization.

This case study is an attempt to look at strategies of MNCs to empower rural women with two-fold objective of their economic empowerment and also to align them with the strategies of the company and thereby making them part of their value chain.

**Keywords:** Emerging markets, women empowerment, economic empowerment

## **8. Title: A Study of State Initiatives on Women's Education: Transforming Social Position of Women in India**

**Author:** Rakhi Dhaka, M.Phil. Research Scholar, Department of Sociology, Delhi School of Economics, University of Delhi

**Abstract:** Women and Education in India have always been a topic of concern since the introduction of modern education to the women during the colonial rule. It has always been under debate and discussion in terms of the frameworks of the curriculum and of pedagogical strategies, accessibility and infrastructure of school in order to educate the girls in contemporary Indian society. This paper highlights how does State, through its welfare public policies, defines the issues of women which is one kind of tool of socialization in patriarchal society. The question becomes then: "Is it an imposition of gendered social structure of the state through this state mechanism or is it reproduction of such structures due to lack of critical approach in dealing with sensitive issue of the Indian society with lowest sex ratio and critical condition of women?" Hence, it becomes important to look at the state initiatives of education for women.

In the following paper there is an attempt to critically examine education for women and how does state frames educational policies for women through its intervention. How does the state deals with issues related to education for women for the larger objective of women empowerment? How can we conceptually understand the perspective of the state towards women from studying the way public institutions work towards education of girls in particular? When state perspective on education for women is analyzed then it should also be considered that not only changes in nature of state influences the reforms in education but these reforms also change the way in which we think about the role of state and what we expect out of it. Eventually it is these educational reforms that are constructed by the state in the form of policies and programs that require critical study but at the same time there is need to understand the connection between the policy and state, policy and sociology of education, policy and reproduction of gendered constructions through education. In this paper there is an attempt to understand the relationship between these institutions and reproduction of knowledge system. The paper attempts to examine how state plays an important role in women education through its intervention. What is mechanism of its intervention and how it is essentially critical to look at intervention in women education and understanding the concepts through the discipline of sociology of education? The paper tries to analyses the relationship between state intervention and women education through understanding the concepts of policy making for public institutions in education sector. How 'gender' as a category makes the difference in the way education policies, programs and schemes are framed? Some of the major questions that will be highlighted through the paper are as follows:

- What were implications of State policies on women's social position in Indian society?
- How did the different socio-political, economic and cultural contexts emerge for social position of women as a result of these policies for women's education?

The feminists' debates of Women and education emerged from the perspective of classical liberal feminists who advocated the intervention from the state for social justice and empowerment of women. Mary Wallstonecraft pointed towards the relevance of education for women in order to develop their rational skills. The state essentially is masculine dominant hegemonic institution that reproduces structures through advocating gender biased education institutions that are not being looked at critically and essentially from a gender perspective. It is hence important to analyze how state frames its welfare policies for



women in the context of education and other relevant spheres of private and public domain. In the context of importance of critically studying and approaching the policies as state intervention helps understand that it can be political rather than democratic. A critical approach recognizes that what counts as policy and what drives a specific policy agenda is shaped by social changes and transformations in the wider economic, political, cultural and social settings (Maguire, 2007). The process of change and transformation has tendency to become dominant and sediment into policy and practice especially in context of education for women. In studies of educational research, the study tends to focus on classrooms and teachers only, it is significant to also understand how they are positioned due to impact of mandated policy requirements (Ball, 97). For example, lack of female teachers in school could possibly be not due to the unavailability of female teachers but there could be other reasons of familial pressure of women for not pursuing work after marriage or preference to male teachers in secondary schools as female roles are seen to be nurturing as teachers i.e. required only till primary levels. Policies that focus only on enhancing effective management may tend to neglect the gender question and hierarchies in school. However, when the question of gender is involved, chances are likely that discrepancies would persist in actual practices and the objectives. According to Wernersson (1989) school policy is a step behind because ideological principles must be formulated before they are incorporated into official socialization of private and public life that impacts on social position of women.

This paper is an attempt to understand the relationship between these institutions and concepts with the description of how we can understand these relationships through analysis of state programs and welfare policies in context of girls schooling at primary level in Indian context. It is the primary education which is foundation of individual's life in terms of development of their basic skills, interests, and holistic development. This paper will majorly deal with the girls schooling and how it is structured by the state intervention in education under provision of education for women for broad objective of women empowerment and social justice. In order to study the state intervention programs at primary school level and examine the policy making for women education, the programs initiated by the state such as Right to Education, National Policy on Education and National Curriculum Framework will be positioned critically at the intersection of social, cultural, economic, and political aspects. This will be examined to study the shifts in framework of state towards women education and how it has reflected in their programs over time. How these programs have implicated on the social structure of our society in terms of the perspective towards education for women. The paper critically examines the objectives of the programs, how they have conceptualized gender and 'intervention for girls schooling' as specific category while framing and implementing the schemes. There is an attempt to study conceptualization of education of girls and reproduction of gendered structures through intervention of state.

## **9. Title: Women's Emotional Intelligence and Leadership: Friends or foes?**

**Authors:** Dr. Neetu Choudhary, Assistant Professor & Kaya Puri, Research Scholar, Mittal School of Business, Lovely Professional University

**Abstract:** The purpose of this study is to assess the relationship between Emotional Intelligence and Leadership style among female leaders in higher education in Punjab. To assess the relationship, 150 female leaders who were working as head of the department were surveyed using Multifactor Leadership Questionnaire. The findings show that the female leaders displaying transformational leadership behaviours show high Emotional Intelligence as compared to women who do not display transformational leadership behaviours. The implications of this research suggested the greater utility of workplace specific EI measures when concurrently assessing workplace outcomes. Research in EI may increase our understanding of effective leadership and could lead to the development of better tools for the selection, training and development of leaders. Moreover, this paper also extends upon earlier research that has explored relationship between emotional intelligence and leadership styles.

**Keywords:** Leadership, Emotional Intelligence, Punjab, Education and Women Leaders

## **10. Title: Does Financial Inclusion through Micro-finance Empower Women? An Analysis of Psychological Status of Women SHG Members**

**Author:** Dr. N.K Das, Assistant Professor, Dhenkanal Autonomous College, Odisha

**Abstract:** Empowerment of women implies developing the women as more aware individuals, who are politically active, economically productive, independent and are able to make intelligent discussion in matters that affect them (Koko,1992). Economic empowerment is the capacity to freely engage in any economic activity as well as to take financial decisions. This can be achieved through opportunity of education and employment, access to finance such as facility of loan with low rate of interest to engage in financially productive activities. The economic empowerment of women through Self-help Groups (SHG) in India started in early nineties. At first it began by the NGOs. Govt. of India launched various schemes and programmes to further the formation of a greater number of SHGs. The financial institutions and various other government and non-government agencies are providing training to the women SHG members for the promotion of micro-enterprises. It serves multiple purposes like financial inclusion, poverty alleviation and women empowerment. One of the goals behind women empowerment programmes is to ensure good mental health which is manifested through a range of psychological variables.

Objectives: (1) The study intends to know the need and analyses the importance of psychological variables in women empowerment. (2) The purpose of the study is to highlight the level of psychological empowerment, self-efficacy, self-esteem, psychological capital, social capital, quality of life and psychological well-being of economically empowered women SHG members. (3) The objective of this exploratory investigation is to utilize the findings of the study in theory building as well as its practical applications in the field of women empowerment.

Scope & Significance: Microfinance programmes through SHG is widely acknowledged for having tremendous potential to generate income and employment for women thereby alleviating poverty and empowering women in developing countries, especially in India.



But, very few studies have been conducted to explore the psychological phenomenon of empowerment among women SHG members. Second, when compared with other professions that women engaged in India, economic empowerment through micro-finance and micro-enterprises need more support. A state of psychological wellbeing on the part of women furthers the empowerment process. Empowered women define their attitude, values and behaviours in relation to their own real interests. They enjoy autonomy and are able to use their talent to live fulfilling lives. They maintain their strength in the face of pressures. Therefore, it is pertinent to know the role of micro-finance programmes through SHGs in the improvement of the psychological status of women. Without a good quality of life and psychological well-being of women, talk of empowerment is hollow.

Method & Findings: The study relied on both qualitative and quantitative data obtained through secondary sources like books, journals, research reports by agencies, etc. Personal interviews with women SHG members have been carried out to get the accurate picture. The result of data analysis and interviews reveal that the SHG members are in better position in psychological variables than the non-SHG members. Regular training, exposure and capacity building programmes can improve their psychological empowerment.

**Key Words:** Financial inclusion, Micro-finance, Psychological well-being

## **11. Title: Legal Provisions for Women Empowerment and Awareness Education Amongst Women of Chitrakoot District (U.P.)**

**Authors:** Saumya Singh, Research Scholar, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, MP and Dr Amarjeet Singh, Dean, Faculty of Rural Development and Business Management, MGCGV, Chitrakoot, MP

**Abstract:** The present study is describing the status of women empowerment by increasing level of awareness education among them. Men have higher status in every field due to gender-based discrimination in the Indian society. The mindset of the society is that women should be kept under the supervision of men in all stages of life and men have unlimited rights upon them. This mindset continues to deteriorate the status of women in the society. India saw the opening of flood gates to social reforms for upgrading the status and empowerment of the women since British period. A number of constitutional and other legal provisions were made related to women empowerment but they were less aware about the legislative provisions.

The two types of awareness education relating to the legal provisions for women empowerment have been adopted:

- Awareness Education of Protection measures.
- Awareness Education of Women welfare measures.

A number of legislative provisions were enacted by the government to protect the dignity and status of women from various offences against women from the womb to the grave. India was declared a welfare state and a variety of schemes were launched at center and

state level for improvement of women in India. The present study examines the awareness education among women about the various legal and constitutional provisions and the schemes launched for women empowerment.

Findings of the Study: A number of non-government organizations were working for the awareness education among women but the respondents were less aware about it. Very few respondents expressed that one NGO named "Vanangna" has been working in the study area on the issue of women empowerment. The respondents expressed that they were aware about the various legal provisions but majority of rural women expressed that no efforts have been made either by government, NGO or by any other agencies to support them in enforcing these. The legal provisions alone will not help in protection and empowerment of women and improvements in their status. It is needed to change the mind-set of the society.

Various legal provisions and schemes related to protection and empowerment should be implemented fairly and beneficiaries should be educated properly.

## **12. Title: Antecedents of Employee Burnout in Healthcare industry with special reference to Private Sector Hospital Nurses**

**Author:** Neelam Nakra, Research Scholar and Assistant Professor, Lovely Professional University

**Abstract:** Employee burnout is distinctive stress syndrome characterized by emotional exhaustion, diminished personal accomplishment and depersonalization. This study on employee burnout in health care sector (Nurses), identifies the degree of burnout among nurses, and analyzes the effect of demographic variable on burnout. The data collected from private sector hospitals has been analyzed using statistical techniques. As per analysis of MBI scale, major factor contributing to job burnout is Personal Accomplishment of Nurses. By applying one-way ANOVA and one sample T-Test and summated mean analysis, it is revealed that demographic variables such as age, marital status and salary doesn't contribute to job burnout and major organizational variables causing job burnout is Mental Dissatisfaction and Work Deadlines for which necessary education and training is required to cope-up with the syndrome of Job burnout.

**Keywords:** Employee burnout, Emotional Exhaustion, Empowerment, Role Conflict

## **13. Title: Role of Human Capital in Women Empowerment**

**Author:** Kanika Dhingra, Research Scholar, IIFT, Delhi

**Abstract:** The present study examines the impact of women entrepreneurship on women empowerment and the role of human capital in this process. The women entrepreneurs were surveyed from small and medium enterprises (SMEs) located in north-west India, i.e., Gujarat. The statistical tools, like confirmatory factor analysis (CFA) and structural equation

modelling (SEM) were applied for data analysis. Results reveal that human capital fully moderates between women entrepreneurship and empowerment in emerging economies like India. Thus, women's human capital strengthens the relationship of women entrepreneurship and empowerment. The study is confined to examining only women empowerment as a consequence of women entrepreneurship.





# *Technical Session 2*

POLITICAL, CULTURAL AND IDEOLOGICAL  
DIMENSIONS OF WOMEN EMPOWERMENT

Chairperson: Dr. Alka Sehgal, Associate Professor, Education, JMC  
Discussant: Dr. Amya Agarwal, Assistant Professor, Political Science, JMC  
Rapporteur: Dr. Prabhjyot Kaur, Assistant Professor, Education, JMC

Date: 3 October 2018  
Time: 2:00 pm to 4:00 pm  
Venue: MPH 2

### 1. Title: Religion as a source of women's educational empowerment: a case study of Kerala Muslims

**Author:** Muhammed Salim P., Student, Department of Islamic Ideologies, KKHM Islamic and Arts College & MA Psychology Student at IGNOU University, Kerala

**Abstract:** There is a misconception about religion that it is the basic reason for rejection and suppression of women's higher education and their self-sufficiency in every sphere of life. By taking Muslims of Kerala as a case study, this paper shows that in this case, religion has played a significant role in women's educational empowerment. In Kerala, Muslims are at second position (26.56%) in total population and are also the second in (governance of) total number of educational institutions after government's and special institutions for girls.

Malappuram district is the largest Muslim populated district in Kerala. This small district possesses the largest number of government and unaided educational institutions (Example- Total graduate level institutions in Malappuram is 87) and majority of unaided institutions are under Muslim managements (56 institutions among 87). And there are special institutions for women among these. Shamina Shafiq, member of National Commission for Women (NCW), said after visiting Malappuram and Kozhikode districts as part of a sample study undertaken by the Research and Studies Cell of the Commission, "It was quite amazing that the new generation of women from the backward Muslim communities were receiving clear orientation from their own families to opt for the best professional courses and careers". All this indicate that the religious people and parents are giving more importance to equal education for women. Unfortunately, there was a time, when Muslim women were denied education. It was due to social and historical reasons and is not ordained by religion. Now, there are many religious courses which have MOUs with International universities, and they provide higher and practical education to women to be self-sufficient like Wafiyya (wafycic.com), Zahraviyya (dhiu.in) and so on. This study is based on the results from 10 leading Islamic organizations working for women's higher education in Kerala and describes how much they are inspired by the religious influence. The study also mentions the drawbacks and limitations by analysing the methodologies and structure.

### 2. Title: Women in Islam: From Enslavement to Human Emancipation

**Author:** Muhammed Ravah KV, Department of Sociology, Calicut University, Kerala

**Abstract:** Men have always assumed superiority over women and have sought to dominate the world and relegate women to the background. Cultures and civilizations have sought to confer legitimacy to this male superiority and have accordingly developed myths and conventions that tend to perpetuate them.

Islam gives credence to women, granting them respect, honour, dignity and equality. In the centuries prior to Islam, women were illiterate, looked upon as commodities and were given very little or no value. The status of women in Islam can be truly appreciated when the position of women is examined in pre-Islamic period, known as Jahiliyyah (the period of ignorance). The Quran (Islamic religious text) generally speaks about women with high regard, respect and dignity.

Since Islam was revealed to mankind, a new page was turned and women were lifted from darkness to a shining ray of light. They were given rights, treated with fairness, granted justice and were held in high esteem. Allah orders proper treatment and deference to women in the Quran. During the time of the Prophet social change with respect to gender relations was implemented. Islam brought about radical change and improved the lives of women who were now seen as individuals with hopes and aspirations. This Research paper is divided into three parts:

The first part explores the empowerment of women in Islamic era. The second part describes the women in the ancient Hindu community and the third part is about women in Christian society. Women in the ancient Hindu community suffered specially widows who at times were asked to perform the Sati Dharma and to die in her husband's burning pyre. The Muslim emperors and sultans who came later made attempts to stop these discriminatory practices. This is described in the writings of Francois Bernier. Even the Christian Community denied the fundamental rights of women and there are evidence of discriminatory practices in the Christian community.

### **3. Title: Women empowerment through education**

**Author:** Sayyid Ali Bahassan, University of Calicut, Kerala

**Abstract:** Empowerment seeks to tackle the multiple barriers that deny women and girls the right to make life choices and voice their opinions. This entails a rebalance of power and a transformative change in the institutions and power relations that underlie gender inequalities. Empowerment aims at changing systemic forces that marginalize women, girls and other disadvantaged groups. It is a long-term process of change that challenges ideologies of male domination and women's subordination. Since these constraints are systemic and institutional, they need to be addressed in explicit and strategic ways.

Transformative change for empowerment involves changes in multiple dimensions of the lives of women and girls. Empowerment is about the mutually related links between inner change and systematic structural change. It entails fundamental shifts in the distribution of resources and in institutional structures, and in women and girls' expressing agency, both individually and collectively.

This study explores challenges and opportunities for the empowerment of women through education. Based on an analysis of existing research, the study shows how various factors



like poverty, gender stereotypes and institutional cultures impact upon educational outcomes. Consequently, a more equitable distribution of educational resources, gender sensitive institutional cultures and practices, and challenging social norms and expectations of men and women are needed. Greater access to the labour market, better earnings, and personal empowerment will be the return. The challenge for policy makers is finding the right policy mix and the political will to address the complex factors that affect women's and girls' empowerment through education.

The purpose of this paper is to understand key challenges for education systems in addressing gender discrimination and opportunities for building gender equality. The main questions the study deals with are:

- What forms of gender discrimination exist within education systems and why?
- How does this discrimination translate into labour market and other forms of gender discrimination in society?
- How might education systems better empower girls both as students and as future participants in society?

**Keywords:** Women's Empowerment, Non-Formal Education Programs and Social Transformation

#### **4. Title: Empowering Women in the 21st century: The role of university education in Kashmir**

**Authors:** Anayat Ul Lah Mugloo & Bilal Ahmad Mir, Doctoral candidates, Department of Political Science, University of Kashmir, Srinagar.

**Abstract:** Mary Daly says, "Patriarchy is the religion of entire planet". Through this institution of patriarchy, women have been victimised through the ages and injustices inflicted on them by their male compatriots. Women constitute half of the world's population but there is a minute minority of them who participate in politics, administration, public forums, international fields etc. and majority remain far away because of gender discrimination, lack of education, female infanticide, financial constraints, family responsibility, low mobility, low ability to bear risk, low need for achievement, absence of ambition for the achievement, social status, dowry, caste marriage and child marriage, atrocities on women (Raped, Kicked, Killed, Subdued, humiliated almost daily), and above all their presence in the conflict zone like Kashmir. It was due to this patriarchy that they have been sidelined and suppressed till now. They need a grand strategy to get rid of such repressive conditions in order to enjoy their freedom. Education has played a pivotal role in their empowerment. The women in Kashmir remained as backward as the women in rest of Indian states in all matters because of the stereotypes attached to their education and empowerment. Education spreads awareness among women about their legal, social, political and economic rights, provisions and privileges to fight against gender bias. It enables them to realize their potentials, develop their skills, seek employment and improve their nutritional and health conditions.

Therefore, educating women encourages their political participation and economic independence, and improves their quality of life and through them of the whole family and then of the whole nation in a broader sense. The university education has played a vital role in the empowerment of woman in Kashmir by challenging the taboos and dogmas attached to their subjugation. This paper is an attempt to articulate the ways through which the University of Kashmir has been acting as an institution of change and empowerment for the women of the valley. It articulates the ways adopted by this institution through which women of the valley have come to have ideas of empowerment and ways of getting liberated from the clutches of patriarchy in Kashmir. It focuses on the ways in which women of the valley are being made part of the ongoing education system and highlights the type of affirmative action this institution has adopted to enhance participation of women. It will focus on how the women of valley adapt themselves to the ongoing educational system and will study the welfare schemes adopted by this institution for their empowerment. For this purpose, questionnaire and interview method would be adopted to reveal the blind spots and reveal the methods women have adopted to challenge the present patriarchal elements of this society. However, the main focus of this paper will be on the extent to which the educated and emancipated women of Kashmir enjoy their freedom in this conflict-ridden region.

## **5. Title: Female Academic Spaces: liberatory or impeding?**

**Author:** Dolly Sharma

**Abstract:** Realizing the importance of educating women in a free and nurturing environment, philanthropists and industrialists set up institutions in Delhi that would encourage women to receive education. As a result of their vision and efforts, the University of Delhi today has 22 women-only colleges, and they are alma mater to alumnae who inspire female students to secure admission there.

However, I feel what also needs to be addressed is whether the existence of women only spaces happens to impede the development of the majority of women. I would like to address the following question in my research paper: "Are female academic spaces truly empowering women by providing an isolated environment or are they hampering them?"

My paper will employ interviews and visual ethnography as methodological tools in order to garner the perspectives of students regarding issues that afflict them both in and outside college and whether the academic spaces inhabited by them have equipped them for successfully dealing with the outside world. Thus, the paper seeks to provide an insider's perspective of the University of Delhi's women-only colleges.

An analysis of this kind will solve three problems. First, it will raise problems that concern female students and which will add to the women-only colleges' awareness of the female students' concerns and the ways to relieve them. Second, it will open up suggestions as to whether workshops or life skills programmes are necessary for the over-all development of women students, for instance Lady Shri Ram College of the University of Delhi organizes self-defense training and has active societies like Women Development Cell and Pinjra Tod

that respond to female concerns and support them in their endeavours. Third, it will also bring out sites of repression that tease women students within the college. The outcome will indicate the extent to which the women-only colleges have been crucial in empowering their female students and the structures which need to be set up within the college boundaries in order to facilitate teaching and learning process. All the students that secure admission to these prestigious colleges do not belong to financially stable families as a result of which they are required to contribute to the domestic work and also rush to attend classes if they live far. It would be interesting to see how these colleges deal with the problems of such students and thus examine the contribution of the college at the interstices of class and gender.

The paper would thus highlight the importance of female academic spaces in today's world and the extent to which they provide opportunities to women.

## **6. Title: Glass Ceiling of Women at the Workplace**

**Authors:** Ankita Patra & Dr. Shikha Mishra, Amity Business School, Amity University, Noida

**Abstract:** In today's scenario, the perception of career success is contrived by men. It creates an invisible hurdle for women in various fields in achieving top positions and rising in the career ladder. There are many initiatives and programmes introduced by the Government to minimise the gender biasness but even though, there is a higher disparity especially at the top hierarchy than at the lower end. The root cause lies in the mind-set of the people. Our society is dominated by males, thus this tradition is holding women back. The paper focuses on various domains and sectors to provide an insight regarding the position and condition of women in achieving career growth. The concept of glass ceiling leads to better understanding of the gender inequalities. Qualitative research methodology has been adopted to interpret the culture of workplace and finding out the reasons for the pernicious problem. Triangulation of narrative and phenomenology approach has been adopted to understand the challenges faced by women in shaping their career paths. On the basis of the interviews of women at various positions in different sectors, several findings were drawn. Instead, of the significant contribution of women to the organisation yet their presence at top leadership positions is very low. Gender inequality has been the major concern and the acceptance of decision making power of women. There is an obvious pay difference among both the genders due to factors such as maternity leave and women are split between the work and the personal life, thus are less likely to take high risk jobs. In case of an evident failure, they are at an untenable leadership position. It is high time to break the glass ceiling and restructuring the work culture. Gender equality is something which comes from within, by changing the mind set and attitude of the people especially men towards women. Leadership disparity of men and women should no longer be a women's problem. Hence, there should be a sustainable leadership position. There should be a similar pay structure in order to encourage women at workplace. Hence, several factors have been discussed in the paper to minimize the gap and level between both the genders.

**Keywords:** Glass ceiling, gender biasness, gender inequality, maternity leave, leadership



## **7. Title: Gender violence and Sex education**

**Authors:** Mimansa Bhardwaj & Kuldeep Kumar, Hindu College, Indian Academy of International Law and Diplomacy

**Abstract:** Even after a long drawn struggle towards educating women, increasing employability and enhancing skill training, gender based violence can be found in society irrespective of economic or educational disparities in the various sections. Patriarchy being the oldest hegemony continues to pervade the private and public sphere in rigour. Male domination could be understood as the product of the systematic inhibition of women's sexual experiences and knowledge. The by-product of which being tabooisation of female sexual experiences. This lack of knowledge, combined with misinformed stereotypes relentlessly leaves women to become a passive participant in human societies. An omnipresent desensitization towards women's treatment as a passive entity has been explored in the light of sexual freedom. Limitation placed on her individuality as a product of historical injustices, creates gender based challenges in development of women, further leading to gender based violence. Therefore, this paper seeks to establish a correlation between different dimensions of gender based violence, focusing on - domestic violence, cultural violence, economic violence and incest with the lack of sex education to females in the comprehensive education system. This is followed by an analysis of creation of true empowerment with the establishment of realisation that women are not passive objects which could be controlled by male domination, rather individuals with choices. Thus, exploring gender based violence and resistance, from a radical point of view, this paper seeks to establish the importance of correct sex education in formal education system. The study tries to elaborate on various forms of violence are culturally constructed, condoned and sometimes, even supported.

## **8. Title: Making of Gender and Disability Inclusion: In Context of Rights of Persons with Disabilities Act, 2016**

**Author:** Shamsad Alam, Panjab University, Chandigarh

**Abstract:** Women play vital role in the development and progress of the society. Despite it, the recognition of the human dignity of women with disabilities and their full participation in the society are limited. The nature and form of the disability is affecting the individual and social life of women in India. They are more disadvantaged than other able women and men with disability. They are being discriminated because of their limitations and special needs. attitudes of the society towards them are misinformed and unjustifiably negative. Total population of women with disability in India as per census 2011 is 1.18 Crore. People with disabilities in India are subject to multiple disadvantages. Widespread cultural biases based on gender and disability greatly limit their educational opportunities and employment. Women with disabilities are defined as those who are facing disabilities with physical, sensory, learning, intellectual, emotional and other disabilities which may be visible or invisible, stable or progressive, occurring at birth, during childhood or later.

**Methodology:** Qualitative and Case Study methods are used for this paper. The findings of this study focused on the issues relating to discrimination experienced by women with disability. The situation of discrimination against women with disability is highlighted in the areas of education, training, health and employment, among others. The concept of independent living is promoted. The role of the government and other authorities are discussed to ensure equal rights for women and children with disabilities. Intervention strategies for girl children with disabilities are discussed to improve the condition of the women with disabilities.

**Keywords:** Gender, Women with Disability, Discrimination, Opportunity, Rights of persons with disability.

## **9. Title: Politics of Shame: Gender, nakedness and protest in India.**

**Author:** Jigyasa Sogarwal, Research Scholar, Jawaharlal Nehru University, New Delhi

**Abstract:** Naked protest as a phenomenon has been gaining currency in our times. Several instances including the more iconic ones namely naked protests at Jantar Mantar by farmers of Tamil Nadu, Mothers' protest against Armed Forces Special Powers Act in Manipur and many others such as a dalit family of four stripping naked against atrocities committed on them, a woman walking naked to the nearest police station against domestic abuse, a film actress stripping her clothes against apparent sexism in film industry are several individual cases of men and women stripping naked against abusive traditional norms, discriminatory laws, tenets, patriarchal norms in families and societies, negligent police, nepotism etc.

Nakedness as a political category is crucial here. By and within itself Nudity is not demeaning. India has had her own naked traditions (mostly religious) such as the 'Digamabara' sect of Jainism and the Hindu naked saints also known as the 'Naga Babas'. While the story of nudity in religion is dominated by men, the reverse of it is true for nakedness in politics. In politics it is predominantly women who occupy the stage. Here the paper makes a conceptual difference between Nudity and Nakedness. How nakedness will become political will depend on the act of stripping. When one is being stripped naked by another, by force and coercion, it is terrifying, reducing and humiliating. This nakedness is deeply political. So, in naked protest, where one is responding to this stripping down of their dignity, one is engaging in a deeply political act. In protest, nakedness essentially marks a spectacle, a rebellion. It has a shaming impact on its audiences. The emotional purchase of naked women bodies is tremendous in a patriarchal society. In protesting naked, women offer resistance of a kind that attempts to shame the perpetrator.

The paper deals with the concept of naked protests taking specific examples from recent times to suggest that naked protests by women produce a robust site for resistance in politics. The paper systematically argues that 'Shame' becomes the axis around which the socio-political relations of a patriarchal state are regulated. While shame is emotional and not immediately recognizable, within the domain of the state it transcends into real

locatable deficiencies. So much so, it hinders the equal, fuller and meaningful participation of those shamed by the society collective. Shame therefore becomes available to the perpetrators of violence and discrimination and those at the top of the hierarchy and invoked vis-a-vis honour, pride in varied contexts. Shame is used to reduce, humiliate and discriminate individuals and groups of individuals, women being one of the worst casualties. And yet shame in the way it constitutes itself has the possibility of subversion. Subversion of shame which manifests itself in the form naked protests becomes a tool for resistance. The sites of naked protests become the spaces where the politics of shame is exposed, challenged and responded to. Hence it is argued that in subverting shame, naked protests attempt to alter and sometimes even succeed in inverting prevalent power relations. In protesting naked, the participants bring upon courage and will onto their self, a self that had hitherto been victim of the shame and humiliation.

## **10. Title: Examining the Enhancement of Women's Wellbeing by Applying the Capability Approach to Education**

**Author:** Aastha Mishra, PhD Scholar, Philosophy, Jawaharlal Nehru University

**Abstract:** Women's education is of prime importance women have been neglected in our country indisputably. Education empowers women and allows them to be independent. From a feminist viewpoint, one of the most cardinal roles of education has been to maintain gender inequality. However, education is also the starting point for women empowerment, as it empowers women in several economical, financial, political and social perspectives, namely, it boosts economic growth, enhances job opportunities, empowers to overcome discrimination and makes women independent.

Additionally, apart from this standard economic perspective that is widely entertained, I shall exhibit a different aspect attached to education of women and their individual and collective wellbeing that chiefly deals with the ethical perspective of education. Two eminent thinkers, namely, Amartya Sen and feminist, Martha Nussbaum had extensively discussed this ethical aspect of wellbeing through education. They had done so by floating a notion named "The Capability Approach". The Capability Approach provides a more comprehensive and meaningful understanding of issues relating to education and women's welfare.

My aim in this paper is three-fold: firstly, I shall critically scrutinize the standard capitalist, rights-based and neo-classical economic models of education and show their inadequacy. Secondly, I shall propose an ethical model of education that provides a useful conceptual and practical framework for a more relevant understanding of issues relating to women's education and their wellbeing. This model links development, quality of life and individual freedom internally. Lastly, by employing the theory of Capability Approach extensively, I shall advocate the importance of the idea by focusing on people as ends in themselves, rather than simply as means to economic activity. Here, I shall refer to the work of a very influential social and feminist thinker, Martha Nussbaum who talks about women's education in terms of the greater good and ultimate value. Nussbaum includes education in her list of capabilities. Capabilities are goods which all people are entitled to. In this line, I shall



demonstrate how the Capabilities enable women to lead flourishing lives. This way by referring to Nussbaum's Theory of Capabilities and by exhibiting the connection between women's education and the good life/ flourishing life, I shall emphasize a re-thought version of education. This re-thought version claims that education is both the means to achieve, as well as the objective of freedom. Instrumentally, education is a means, by creating and sustaining intellectual development. It is also intrinsically linked, by defining what intellectual development is. In both these ways education plays a role in the removal of substantial barriers to freedom.

**Keywords:** The Capability Approach, Women Education, Wellbeing, Social Justice.

## **11. Title: Women, Gender and Patriarchy: Exploring the Margins**

**Author:** Mohammed Jabir K, Research Scholar, University of Calicut

**Abstract:** Women's empowerment programmes are carried out in the world through various methods which all aim at different dimensions of women's empowerment. These dimensions reveal the common areas of women's empowerment as benefits of the programmes. This study aims to research the effects of these programmes for women; while also questioning the methods used in non-formal education programmes.

Through the research of two main empowerment programmes that carry an economic feature and two other shorter ones we concluded that:

- 1) As a result of the programmes, women reach the stage of psychological empowerment whereas collective work and political mobilization of women in these programs are very limited or absent that is a necessity for women's empowerment, to go beyond a personal transformation to a social change.
- 2) Women's relational empowerment is observed in their familial and public relations through the increase in self-confidence and communication skills.
- 3) Improvement in awareness raising and critical thinking on gender issues are observed whereas women's knowledge on gender disparity do not necessarily change gender division of labour at home. Knowledge and practice are not always in concord with each other.
- 4) Women's consciousness can rise through dialogue whereas women's rivalries and quarrels create obstacles in the programmes that raise questions on women's solidarity and use of power.
- 5) Methods in the literature are in compliance with the methods used in these programmes in terms of interactive learning, women's experiences and participation; whereas women's experiences and needs have little or no impact in making planning decisions in the beginning of the empowerment programmes.

**Keywords:** Women's Empowerment, Non-Formal Education Programmes, Social Transformation

## **12. Title: Empowering Women: State and Religious Personal Laws in India**

**Author:** Neha Kishore Banka, Assistant Professor, Department of Political Science, P.G.D.A.V. College, University of Delhi

**Abstract:** The state as well as religious groups seek to control women and families as instruments of perpetuating their ideological and political agendas. Thus, women's rights are often the terrain in which the contestations and collaborations between state and religious groups take place. In this context, whether a liberal state should intervene in religious practices which discriminate against women, becomes a matter of contention. Gendered conflicts within religious groups need to be recognised in order to attend to the mistreatment of women and violations of their rights. Religious rights granting complete autonomy to the groups over allocation of rights and benefits to group members overlook the harms that befall women. When religious practices clash with Constitutional guarantees of gender equality, it poses a normative and political dilemma to the liberal state: should the gender unjust religious practices be accommodated? Furthermore, women's reality is marked not only by patriarchal norms of their religious group but also by communal prejudices. Questions of gender and community need to be addressed simultaneously rather than in isolation from each other (Agnes 2012). Without intersectional focus on gender and community, any analysis of concerns of women remains fragmented and inadequate. Rejecting religious personal laws on the grounds of Constitutional values and imposing state laws has limits in terms of ameliorating the position of women. Overlap between religious personal laws and state laws often becomes a source of legal dilemma for women. This paper argues that in dealing with gender unjust religious practices, the Indian state should adopt the shared adjudication framework (Sachar 2008, Bader 2009, Solanki 2013) as it is committed to women's group identity as well as gender equality. Shared adjudication framework with its emphasis on greater coordination between state and religious institutions, empowers women by enabling them to negotiate their rights from multiple legal sources. It is rooted in intersectionality of women's identity and does not force them to choose between rights of citizenship and group membership. The paper studies interactions between the state laws and religious personal laws and whether it has resulted in gender just outcomes in India.



# *Technical Session 3*

STATE OR COMMUNITY-DRIVEN EMPOWERMENT  
INITIATIVES AND TRANSFORMED LIVING REALITIES

Chairperson: Dr. Ameeta Motwani, Associate Professor, Commerce, JMC  
Discussant: Ms. Deepali Kulkarni, Ph.D. Candidate, Syracuse University, USA  
Rapporteur: Ms. Asha Sundaram, Assistant Professor, Education, JMC

Date: 4 October 2018  
Time: 8:30 am to 10:30 am  
Venue: MPH 1



### **1. Title: Breaking the Cage with the Power of Pen: A Case Study of 'Khabar Lahariya'**

**Author:** Rashmi Verma, Assistant Professor, Department of Mass Communication Central University of Jharkhand

**Abstract:** Freedom of expression is vital for the development of the nation. It is also important for the overall development of a human being. Indian Constitution has provided this basic right to its citizens in 19 (1) but the ground realities are not that ideal. In Indian society where women especially, rural women are on least priority, any form of freedom is a farfetched dream. They are yet to achieve the socio-cultural, religious, political and economic freedom because of which they are lagging behind. In such scenario 'Khabar Lahariya' has emerged as a 'cage breaker' for the rural women. This weekly newspaper, a YouTube Channel and an online portal have given platforms to rural women, where they exercise their right of expression with the capacity of reporter, editor, page maker and so on. They report, edit, present and produce news of their interest. They also cover issues related with local politics, administration, education, health and other social issues which they feel are important. 'Our news in Our language' is the motto of this mission. Started in 2002 in Chitrakoot, Uttar Pradesh this all-women endeavour has completed 16 years and rapidly spreading its wings in Banda, Mahoba, Banaras, Faizabad, Lalitpur, Tikamgarh, Ambedkarnagar, Jhansi, Barabanki, Riva, Satna, Chattarpur, Panna districts. This paper is a case study that introspects and analyzes various aspects of 'Khabar Lahariya' and its journey from 'Initiative for Awareness' to 'Empowerment'.

**Keywords:** Freedom of Expression, Cage Breaker, Khabar Lahariya, Empowerment

### **2. Title: Opportunities and challenges of Economically-Weaker Section (EWS) Girl Children of Private Schools**

**Author:** Rajiv Bhatia, Ramjas Academic Institution Directorate of Education, Govt. of NCT, Delhi

**Abstract:** Early education is a crucial phase of growth and development because experiences during early childhood can influence outcomes throughout the life of an individual. For all children, early education provides an opportunity to prepare the foundation for lifelong learning and participation. The education of girls is not valued in many societies because they are expected to contribute more at home, while boys are encouraged to gain skills to work outside the home. The present paper reveals that the elimination of inequality in education would help to lessen poverty in general. Research shows that female education has indirect effects for society such as improved fertility rates, improved child health and improved educational opportunities for everyone in the household. In addition, increased skill levels allow women to participate more in the economy, which will increase the economic prosperity of the family. Although globalization

has opened markets worldwide, increased profits and created more jobs for women, persistent female illiteracy is a major impediment to women's empowerment. Empowering women and adolescent girls through literacy and education can enable them to develop analytical skills on gender, development and other issues. On the lines of Sarva Shiksha Abhiyan (SSA), the Government of India has also launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA), with an objective of universalizing secondary education. Government has also initiated, among others, special programmes such as Shala Siddhi and School Leadership to improve quality of education and quality of leadership at school level. Recognising the linkages between elementary and secondary education, the Central Advisory Board of Education has also recommended integration of SSA and RMSA. The need to extend the Right to Education Act to secondary education is also being discussed. These initiatives and discussions reflect the realization of the state that universal, strong, equitable and quality secondary education is essential for the development of the modern nation. The launching of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) a few years ago with an objective to provide universal secondary education, the current discourses on the need to extend the Right to Education Act to secondary education, and the more recent initiative of the Government of India to integrate Sarva Shiksha Abhiyan with RMSA and Teacher Training, necessitate a serious discussion on theoretical, empirical and practical aspects of universal secondary education, as all these have serious implications not only for secondary education, but also for universal elementary education, rather for the whole education sector.

**Keywords:** Crucial, Persistent, Stipulated, Universalizing, Learning Outcome

### **3. Title: Family as Protector or Perpetrator? Honour Killings in India**

**Author:** Mahima Varma, Assistant Professor, Department of Sociology, Jesus and Mary College, University of Delhi

**Abstract:** This paper examines reasons for family compliance with community diktats that sanction honour killings of couples indulging in marital unions across caste boundaries in Haryana, India where incidents of honour killings were frequently reported. While the killings may be sanctioned by the panchayat, the act of killing is carried out by close family members. Kin seemed to brand the couple, their own children, as culprits and believed the killings would reinstate honour lost at the hands of youngsters transgressing caste norms by pacifying community idea of justice. The role of the family as provider of opportunities of empowerment, especially for girls, sometimes despite resistance from the community, seems stranded at a material level of education. Given the incidents of honour killings, the notion of equality of opportunity does not reach the level of ideological change. This remains contested by a limited vision of honour, status and welfare of the family members in alignment with community expectations. Several honour killings take place in cases of *sagotra* or hypogamous marriages. For those who support honour killings, increasing mobility chances through education and employment for girls from 'upper' castes and boys from 'lower' castes become a contentious issue, raising concerns over interactions across gender and caste boundaries.

Media reports on the issue of honour killings noticeably escalated around 2007, following the first ever conviction as murderers of those implicated in a case of honour killing of Manoj and Babli by the latter's kin in Kaithal, Haryana. This case juxtaposed the role of family as perpetrator and protector with the girl's and boy's family's involvement lending different meaning to the implication of power, agency and resistance. Assuming honour killings to be a rural phenomenon, media reports emphasised the disjuncture between notions of crime and punishments, law and justice between *khap panchayats* and the modern state.

In presenting a sociological analysis of the role of family in honour killings, this paper draws on media representations of such incidents in newspaper reports from prior to the Manoj-Babli case till date. Reports on honour killings in the English newspaper *The Times of India*, chosen here for analysis, tends to depict the urban dweller in a manner that absolves them from knowledge, let alone participation in such brutality as opposed to the rural. Although newspapers report views expressed by those supporting *and* opposing honour killings and about the community *and* the family, it is critical to analyse the possibility of bias in reporting that can distort reality of caste and gender dynamics in honour killings. Based on newspaper reports, this paper seeks to question whether reasons that prompt some families, and not others, to place community expectations before protective instinct towards their children are driven solely by concerns over community prestige and caste honour or carried indications of larger political, economic and gender hierarchies surrounding family allegiance to community sanctions. Examination of these makes homogeneity of community and family, crime and punishment in the context of honour killings contestable.

#### **4. Title: The Peculiar Patriarchy and the Ramifications of Womanhood: Understanding Experiences of Agency in Indian Women**

**Author:** Sharin D'souza, Student, Jesus and Mary College

**Abstract:** Women's everyday experiences in the Indian context are constantly policed by discriminatory structures embedded in our society and our individual psyches. Be it the household, the work place or any recreational space, no sphere of operation is devoid of restrictions for women. These limitations block women's mobility, decision making, economic independence and security, pervading their sense of agency in every form.

The present study aimed to understand the many ways in which women experience their sense of agency in such a convoluted and inhibiting context. The paper sought to bring out the narratives of working urban Indian millennial women, how they perceive their sense of agency and how they negotiate and assert their agency in the face of all of blocks and barriers to their agency.

To this end, semi-structured interviews were conducted with 8 women (18- 35 years old) and using Braun and Clarke's (2006) approach to thematic analysis three sub-themes were delineated:

- a) Agency denied in a Patriarchal Culture,
- b) Understanding Agency and
- c) Negotiating Agency.



The first theme includes sub-themes of:

- choices dictated by gender
- threats to safety
- marriage and motherhood as super-ordinate goals and
- internalized cultural expectations.

Understanding Agency is inclusive of:

- ownership of choices across domains
- financial autonomy and employability
- freedom of thought and expression
- occupying public spaces and
- facilitators of agency.

Negotiating Agency involved sub-themes of:

- fighting through limited choices
- actions aimed at consciousness raising
- backlash for agentic actions and
- the emotional labour of negotiation.

The limitations and implications of the same have been discussed.

**Keywords:** Agency, Autonomy, Patriarchy, Psychology, Urban Women

## **5. Title: Gender norms in Everyday social transactions: An Observational study**

**Authors:** Dr. Priyanka A. Rao, Assistant Professor, Department of Psychology, University of Delhi South Campus, Delhi & Purnima Kumari Oraon, Junior Research Fellow, Centre for the Study of Social Exclusion and Inclusive Policy, Jamia Millia Islamia, Delhi

**Abstract:** The present study aims to understand gender norms in everyday social transactions, presenting a stimulus to create a cognitive dissonance. In this study a video clip of short movie "Juice" has been presented as a stimulus to create cognitive dissonance. This study consists of two phases, first is presentation of stimulus, in which the verbal and non-verbal aspects of behaviors were observed.

After completion of first phase, in the phase two semi-structured interview schedules were employed to both participants in one to one setting. The total number of settings of observations is thirty as well as total sample for interviews are sixty. There are thirty female and thirty male participants in the sample. Major observational data included the tone of voice, emotional expression, gestures and posture during specific scenes, feelings after watching the clips in terms of agreement, resonance and disagreement. For the purpose of analyzing the data, technique of thematic analysis was employed. The most common emerging themes include the usage of terms referring to secondary position of women in daily interaction, unsaid role and responsibilities, unpaid and undervalued role in

transaction, naturally occurring behavior/interaction which is dominated by patriarchy, learned helplessness, courage to resist and initiating a dialogue. As a result of the study, there has been a shift in thoughts about gender roles in few cases whereas in most of the cases the objective of *initiating a dialogue* was achieved.

**Keywords:** Social transaction, Media, Gender, Cognitive Dissonance, Mental Load

## **6. Title: Influences of Ambedkar's Thoughts on Women's Empowerment - The Trajectory of Dalit Feminism in India**

**Author:** Manasi Duggal, PhD scholar at Jamia Millia Islamia, New Delhi

**Abstract:** Dalit women are victims of both gender and caste hierarchies. Dalit feminist movement emerged in the 1990s out of the critiques of the mainstream women's movement in India in highlighting its inability to account for intersection of caste and gender. Dalit feminists, following Ambedkar's ideas and beliefs analyse Indian society as structured around Brahmanical Patriarchy.

The proposed paper looks at the trajectory of Dalit women's movement, Dalit feminism and the influences of the Ambedkarite movement on Dalit women in India. The paper seeks to understand the kind of oppression Dalit women have faced and what have been the state responses towards their empowerment. The proposed paper would be a theoretical exploratory research based on both qualitative and quantitative analysis of both primary and secondary data. The study would take into consideration the feminist methodology to explain how and why gender is an important variable in studying the unique experiences of Dalit women. The study would make use of content and discourse analysis. The study would take into consideration standpoint feminism way of looking at the world which has an explicitly critical understanding of the state as a set of patriarchal practices that support yet silence, the structural disadvantages that women face. Crucial to standpoint feminism criticism of the patriarchal state is the historical question of the public and private sphere, with the women being in the latter while men would be dominators of both public and private sphere. The first section of the paper looks at the history of Dalit women's movement in India as a precursor to the emergence of Dalit feminism. The next section of the paper looks at the various theoretical debates within Dalit feminism and feminist politics. The final section of the paper critically evaluates the conditions of Dalit women in India in contemporary times with the help of empirical data from various governmental and non-governmental reports.

## **7. Title: Educational Inclusion of Girls with Disabilities: Implementation, Progress and Challenges**

**Author:** Sunita Kathuria, Senior Research Fellow, Ph.D. Scholar, University School of Education, GGSIPU, Dwarka, Delhi

**Abstract:** Stigmatised, prejudiced, harassed, mocked, looked down upon, Girls with Disabilities (GwDs) are exposed to the intersectional and multiplier effect linked with gender discrimination, disability, class, caste, ethnicity and rural-urban residence, which increases the discrimination they experience in the society. Though our culture is progressing each day, discrimination against females still exists possibly in much more subtle ways. On one side, lot many women empowerment initiatives, campaigns and schemes are being run by the government and many NGO's are working to prepare women for facing the struggle and fight for equality but on the other hand, it has failed to pay enough consideration towards the pain of Women with Disabilities (WwDs) specifically. WwDs, therefore, are still to be found on the peripheries of all human rights movements and remain bogged down in a clearly disadvantageous position within the society. They are exposed to multiple challenges in different domains of life, be it social, cultural, economic or political, which goes unrecognised most times. Education plays the most significant and instrumental role in the fight against disparities, marginalization and poverty. Regarding the educational inclusion of GwDs, the statistics reveals that lowest educational enrolment and retention are found among marginal categories within the disability spectrum i.e. multiple disabilities, intellectual disabilities and speech and hearing disabilities. The reason behind it is found to be the poor learning environment and incapability to communicate. In addition to this, there are various hurdles to GwDs accessing education and then remaining into the system till its completion. While there are few studies which have shown that students with disabilities are increasingly getting enrolment in school education system, the count of GwDs in school education still remains low at secondary and senior secondary stage.

The researcher has presented this paper in three parts. The first part deals with the Indian Acts, policies and schemes related to educational inclusion, its implementation and its progress so far. For this, the paper starts with the content analysis (document analysis) of current Indian schemes and policies on school and non-formal education under the lens of rights of girls with disabilities as mandated by Global Inclusion Policies. The second part attempts to highlight the challenges of GwDs in enrolment and retention in schools. The research data is analysed qualitatively and reveals various reasons behind the high rates of illiteracy, school failure, absenteeism and drop-outs among GwDs in India. The study used method of personal interviews and focussed group discussions with the girls (with disabilities), their parents and teachers for collecting data. The analysis reveal that a blend of social, economic, cultural and political factors is responsible for the low enrolment and retention of GwDs. The prime reasons are found to be poor awareness about the inclusion schemes, indifferent attitude, accommodation, transport, limited learning resources, physical access, discrimination, poverty, sexual abuse and harassment.

Recommendations for improvement are suggested in the last part of the paper. In order to diminish the disadvantage GwDs suffer in education; the stakeholders of education must be sensitised towards the reality, diversity and intrinsic value of WwDs, and their contribution to the society. One of the best ways to build a society which is non-discriminatory, just and based on harmony is through inclusive education which must be free -of-charge in India.

At the end, the researcher recommends equal access to continuing education for GwDs as a medium to enhance their personal independence so that they are empowered to exercise their rights of deciding the ways to lead their life in the manner they want.



**Keywords:** Girls with Disabilities, Educational Inclusion, Policies and its Implementation, Challenges in Educational Inclusion of GwDs, School system.

## **8. Title: A Study on Personal Wellbeing and Marital Adjustment of Working Women and Homemakers**

**Author:** Dr. Anu Dandona, Assistant Professor, AIBAS, Amity University, Lucknow

**Abstract:** The ambiguity in the role of a homemaker makes the society question their productivity which in turn leads them to devalue themselves. In the present era, there is a need to assess personal wellbeing and marital adjustment of working women and homemakers.

Objectives: The aim of the present study was to investigate and compare the personal wellbeing and marital adjustment of working women and homemakers. The study also aimed to investigate whether personal wellbeing has any effects on marital adjustment of working women and homemakers.

Methodology: Purposive sampling method was used for the study. 80 working women and 80 homemakers were selected as part of the sample. Personal Wellbeing Index and Marital Adjustment Questionnaire were administered on them. Participants' scores were evaluated and analyzed after using Mean, SD, t-test and correlation statistical techniques.

Findings: The results indicated that there was significant difference between personal wellbeing and marital adjustment of working women and homemakers. Working women scored higher on personal wellbeing and marital adjustment as compared to homemakers. A significant positive correlation was also found between personal wellbeing and marital adjustment of working women and homemakers.

**Keywords:** Working women, Homemakers, Personal Wellbeing, Marital Adjustment.

## **9. Title: The effectiveness of women component plan (WCP) in Mattathur Panchayath in Kerala with special reference to assets for self-employment project**

**Author:** Monica CR, student, M.A. in Development policy and practice, Department of development studies, Rajiv Gandhi National Institute of Youth Development, Chennai, Tamilnadu

**Title:** The 9<sup>th</sup> five-year plan of government of India adopted Women Component Plan (WCP) as one of major strategies of planning for women empowerment through identification of women-centric projects at the level of Panchayats (local self-government institutions). It is considered as the most outstanding and creative steps in the decentralized planning process in Kerala. This created a space for Women's problems to be raised in the Gram/ward sabha and gave opportunities to identify projects which may benefit them and bring more women into the public domain of development debate. In the financial year

2017-2018, 16 projects were implemented in Mattathur Panchayath under Women Component Plan (WCP). Out of these, 5 of the projects aim at strategic development and rest of them are based on the asset creation for the development of women. This paper analyses the project asset for self-employment of women under women component plan (WCP) including the established entrepreneurial unit i.e Coconut oil processing unit under this particular project. Asset for self-employment project mainly focus on giving women a livelihood through implementing a production unit. The mentioned coconut oil processing unit named Mahima is enterperneurial unit established under asset for self-employment project and is the joint initiate of 20 housewives of the ward 23 of Mattathur panchayath. The paper describes the functioning of this unit and explain how it is contributing to the empowerment of women and impacting their lives.

**Keywords:** Women component plan (WCP), Asset for self-employment, entrepreneurial unit

## **10. Title: Role of Kudumbashree and Women Empowerment in Kerala State, India**

**Author:** Vajeehul Haque CK, Student, Department of Political Science, IGNOU

**Abstract:** The empowerment of women through different laws, legislative activities and schemes is one of the important concerns of the 21st century. This study explores the role of Kudumbashree and its impact on women empowerment in Kerala that changed the living standards of women. Kudumbashree is a practical model for strengthening the self-help group (SHG) based poverty alleviation programme. Kudumbashree leads to sustainable, social and economic development of women and directly impacts their living status as well as educational, nutritional and health needs of their children.

Kudumbashree was launched by the government of Kerala in 1998 with an aim to eradicate poverty through institutions of rural urban local self-government. The programme is linked to local self-government institutions and it makes efforts to alleviate poverty through an integrated approach involving effective union of resources and action. It combines different kinds of activities like thrift and credit, micro enterprises, income generating activities. Kudumbashree forms self-help groups with members from the same socio-economic background. It thus chooses to focus on three major aspects: women empowerment, economic empowerment and social empowerment. The present study attempts to identify the major factors impacting the empowerment of women and also to measure the impact of projects done by the Kudumbashree mission.

In a nutshell, the poor women of the state have become active participants in the planning and implementation of various anti-poverty programmes under Kudumbashree. It represents a unique model of participatory development which can very well be adopted by other developing countries. the strategy of participation and empowerment adopted in Kudumbashree mission ensures sustainable livelihood to many poor women.

**Keywords:** Kudumbashree, Women empowerment, Poverty alleviation, Self-help group, Kerala Microfinance, Micro Enterprises



# *Technical Session 4*

VICTIMIZATION TO EMPOWERMENT:  
JOURNEYS OF INDIAN WOMEN

Chairperson: Dr. Jayanti Seth, Associate Professor, English, JMC  
Discussant: Dr. Sandhya Nambiar, Assistant Professor, English, JMC  
Rapporteur: Ms. Ishita Singh, Assistant Professor, Education, JMC

Date: 4 October 2018  
Time: 8:30 am to 10:30 am  
Venue: MPH 2



### 1. Title: From Subjugation to Self-Emancipation: Critical Insights into an Autobiographical Novel *Karukku* by a Dalit Christian Writer Bama

**Author:** Dr. Yash Deep Singh, Assistant Professor, Department of English, Graphic Era Hill University, Dehradun, Uttarakhand, India

**Abstract:** "It is for freedom that Christ has set us free. Stand firm, then, and do not let yourselves be burdened again by a yoke of slavery". These words from Saint Paul, the Apostle find resonance all through the narrative by a Dalit Christian Writer named Bama Faustina in her autobiographical novel *Karukku*. Defying any specific genre classification, this book is too unconventional to be called either an autobiography or fiction, although it seems to be both. Through this book, Bama not only documents her individual frustration and predicament as a Dalit Christian woman who was bound to bear humiliation and rejection at every step of her life, but she also faithfully testifies the collective experiences of an entire subaltern community of India- the Dalits. This element of microcosmic narration sets *Karukku* as a poignant discourse that brings to light the shameful and ugly secrets of our mainstream Indian society, which has thrived on flawed, unjust doctrines of subjugating its most diligent and hardworking section in the name of caste-based hierarchy. Interpolating the 'dignity of labour' done by the Dalits and their role in the Indian society that has never even acknowledged their contributions in Nation-building, Bama's book is a gem in post-independence 'Resistance Literature'. But the book does not limit itself to merely be a treatise on casteist atrocities and a woman's solidarity with the other members of her marginalized community, it moves ahead to become a manifesto of self-emancipation for the victimized Dalits across India. Quite early in life, Bama had realized that intellectual advancement is the key to elevate oneself on socio-economic ladder; hence she herself made her academic excellence, the tool and weapon with which she incessantly fought against all odds, and ultimately succeeded in being able to throw away the yoke of subjugation and the shame of inferiority. In sync with Apostle Paul's anti-slavery rhetoric, Bama calls forth her fellow folks - the Dalits, and particularly the Dalit women, to trust their inner strength which has become stronger through prolonged subversion and take the first step to re-discover, re-define, re-affirm and re-establish their identities as well as their rightful place in the Indian social order through educational and entrepreneurial initiatives, thereby resisting their victimization at the hands of hegemonic powers. My article will not only delineate upon these multiple dimensions of this semi-fictional, semi-autobiographical, semi-testimonial and semi-inspirational book, but also argue that this book must be read as a masterpiece of radical 'Resistance Literature' which is replete with ethos of 'postcolonialism' in terms of perspective and ideology, to challenge and subvert the stereotypical norms of social stratification and to draw the subaltern-marginalized sections of Indian society from the periphery to the center. Further, my article will also make an attempt to explicate the intersecting trajectories between 'Dalit-Feminism' and 'Postcolonialism' that can be identified on insightful close reading of Bama's *Karukku*.

## **2. Title: Dalit Woman Literature in India: An Analytical Study about Tamil Dalit Writer P. Sivakami**

**Author:** Nousahdali K, Student, University of Calicut

**Abstract:** Dalit Feminist Literature is an endeavour from the experiences of dalit women in Indian English literature. A dalit woman has to go through two types of suppression in social hierarchy as a woman and as a dalit. She is suppressed by society as a dalit, meanwhile, by male dominant family as a woman.

Broadly speaking, Dalit women have been exploited at three levels: caste, gender and class. The assault and violence on Dalit women have been increasing in number. Dalit women have not been represented in an appropriate way in Indian English literature. She was only introduced by upper caste male writers as a victim of male dominance. Even progressive writers like Mulk Raj Anand and Premchand depicted her as exploited by upper caste men and thus could only invoke sympathy towards them. She was represented as a defender and rebel against the exploitation and rejection at a later stage when dalit women writers brought her into attention. The important dalit women writers in Indian women literature are Sivakami, Bama, Urmila Pawar etc.

This research paper titled "Dalit Woman Literature in India: an analytical study of Tamil Dalit writer P. Sivakami", deals with the works of P. Sivakami, an Indian Dalit Feminist writer. It provides overview of the issues of Dalit women in India in family and society. She has been exploited in almost all spheres of life. Though there are enough laws to protect them, their implementation is lacking. So, the assault on Dalit women continues without much change.

This paper also looks into solutions to the problems of Dalit women in detail.

## **3. Title: Representation of Subaltern Voice in Indian English Fiction: High Lighting the Narrative of Subalternity in Women**

**Author:** Sayar Singh Chopra, PhD Scholar, Depart of Modern Indian Languages and Literary Studies University of Delhi

**Abstract:** Feminism in various forms and places has grappled with the question of gender, that is, of the power relations among men and women. It includes cultural, economic and political movements that are focused towards establishing legal protection and complete equality for the women. It focuses on the gender politics, power relations and sexuality and gives voice to the problems of women. The twentieth century Indian woman writer Meena Kandasamy's *The Gypsy Goddess* is selected for this study. The book speaks for those Dalit females who are the victims of male power. The protagonist is meek and submissive. The book sees the progress in society as coming through the struggle for power between different social classes. Dalit women are one of the most marginalised segments in the society. Hindi writer Omprakash Valmiki's *Joothan* makes the point clearly in the very second line of the preface "Dalit life is excruciatingly painful" (quoted in Trivedi, 152).

According to Bell Hooks, Feminism is a struggle to end the sexist oppression. Its purpose is not to give advantage to a particular group of women, or a particular race or class of women. Meena's writing style is full of meaning told in a way that is psychologically and emotionally binding. The title of the text provides a great source for better understanding of issues and problems related to patriarchal Indian society. The word 'Gypsy Goddess' is related to women folk. The title of the fiction is tribute to those women who became victims of the great tragedy in 1968 in Tamil Nadu. It expresses the history of darkness related to helplessness of those women who couldn't save themselves and their children from being murdered.

The foremost objective of this research is to analyze the societal norms of gender, race, class, sexuality and other social inequalities in the writings of Meena Kandasamy. A thematic approach from feminist perspective has been adopted for this study.

**Key Words:** Women, Class, Caste, Gender, Subaltern

#### **4. Title: The Rightful Art: Studying Literature as a Medium That Transforms Reality**

**Author:** Ruchi Nagpal, Student, Jamia Millia Islamia

**Abstract:** An often-quoted statement is that 'art imitates reality'; but a recent discourse in the popular media vis-a-vis real world alters this statement and tells us that 'art dictates reality'. Whatever we present in literature somehow alters the way we look at the real world and the way real world functions. Art has the power to subsume the reality and change it and instances of this can repeatedly be seen in literature and can be traced as far back as to 14<sup>th</sup> century wherein Chaucer in his magnum opus, *Canterbury Tales* created the figure of Wife of Bath who challenged the conventional image of women by breaking the stereotypes and living in a way which was hardly perceptible in that century. Similarly, when women are represented as eye candies in popular cinema, an image of women gets cemented to the extent that even in real life, women are looked upon as mere objects and are reduced to their bodies. Saadat Hasan Manto represented her women in a fiercely powerful way in stories like 'Thanda Gosht', 'Hatak' and 'Mozel'. According to the noted Urdu poet and writer, Fahmida Riaz, Manto "saw women the way he saw men." Manto had the power and insight to present women in a way which has never been done before and his genius lies in the fact that he made the Indian readers look at women in a way in which we had never seen them before. For Manto, prostitutes were not the degrading elements of the society and therefore in many of his stories, 'Hatak' being one of them, he takes us for a detour wherein we come across prostitutes who change our worldview.

Time and again, writers across centuries have created a buzz in the world through such stories which had the power to alter the discourse of the real world. Indian government recently eradicated section 377 but Ismat Chughtai, an Urdu short story writer created a spur with her short story 'Lihaaf', which indeed talks about such homosexual relationships in a much too explicit manner. Chughtai faced an obscenity trial for her short story in Lahore court and so did Manto for his stories. But these two literary figures tell us that art can dictate reality and if we choose to present powerful women figures in art then we indeed will have



powerful women in real. When women are represented as docile, homely, virgin figures in Indian cinema, it impacts the women in real life. Similarly, depiction of women as strong, independent figures can inevitably change the way we look at women and the way women are. This paper looks at ways literature has solidified an image of women for better and worse. The paper will look at the mentioned texts and authors in particular and others in general and will try to navigate its way towards a form of art which can and has always made a difference provided we use it in the way these writers did.

## **5. Title: Self-realization in female mystique: An ancient warmth of the Sun**

**Author:** Drishti Kalra, Student, Department of History, Delhi university

**Abstract:** In this paper I try to analyse women like Gargi Vachaknavi who was a famous Indian philosopher during the 800 - 500 BC. She outshined many sages in her knowledge and spiritual insight. In Vedic literature, she is considered as one of the greatest women philosophers of her time. Gargi was highly knowledgeable, having intellectual debates with male philosophers, maintained her celibacy and set the stage for feminist doctrine advocating equal rights for women. Any attempt to write about women today should start with the crucial aspect of the emancipation of women in the past. Increasing awareness of the self-expression of women, developed over the years in the recent past, unavoidably becomes a focal point of any meaningful discussion related to the condition of women. Hence, for a comprehensive analysis of the women-issue even in the context of the remote past, we have to consider various tangents and perspectives, which have come to be associated with the vital aspect of women's emancipation. Gargi's philosophical views also find mention in the Chandogya Upanishad. Gargi, as Brahmavadini, composed several hymns in Rigveda (in X 39. V.28) that questioned the origin of all existence. The Yoga Yajnavalkya, a classical text on Yoga is a dialogue between Gargi and sage Yajnavalkya. This paper tries to analyse women empowerment through education and employment in ancient India and try to identify the ways to uplift women's position through education in modern era.

## **6. Title: Spirited Away: A take on the education of women during the Independence Era**

**Author:** Aiswarya S., MPhil Scholar, University of Delhi

**Abstract:** Education is the most vital tool for the transformation of societies through the empowerment of its people. It paves the way for self-actualisation, enhances personality development, cultivates cultural identity and forms the bedrock of a respectable career. The Right to Education has been guaranteed by UNDHR adopted in 1948 and is a fundamental right guaranteed by the Indian constitution. It is in this context that we need to talk about women's education in particular.

From a historical perspective, Indian women did not have equal access to education. Therefore, since they considerably lagged behind, it is imperative that society and

government ensure that women's education is acceptable, accessible, adaptable and available. This ensures the overall development of the society and helps in the evolution of the society into a modern one. Things gradually started changing once the East India Company formally recognised the need for women's education in India in 1854. The earliest recipients of this system of formal western education were the women who came from the most elite backgrounds. Attia Hosain's *Sunlight on a Broken Column*, an autobiographical novel set in Lucknow follows the life of one such woman. It traces the journey of the protagonist, Laila who was born to an elite Muslim family during the 1920s. Despite the prevailing social attitudes set alongside the turmoil filled political landscape of that time, Laila received western education which helped her stand tall and on her own. Through this paper, I intend to explore into women's education during the Independence Era in general and how religious and social identities shaped women's education in particular with reference to *Sunlight on a Broken Column*.

## **7. Title: "It is not easy to be a Woman" - Understanding Experiences of Having a Female Body**

**Author:** Farhat Khan, MA in Psychology, University of Delhi

**Abstract:** Women's lived experiences have been controlled and defined by others since ages. It is important to draw attention to women's own bodily discourse as a vital source of knowledge for their experiences. Studies in the area of gender have shown that women have not been provided the space to control their own narrative, similarly their body is also controlled by the society they are a part of. The present research thus was conducted to understand the experiences of having a female body and compare these experiences of women from two different developmental stages. Ten interviews which were guided by a semi-structured schedule were conducted with women falling in the age group of 20-30 years (young adults), and 40-50 years (middle adults). The data was analysed using thematic analysis and four major themes emerged from the data. These included the participants evolving sense of bodily self, their experience of pleasure, the cultural sanctions on their behaviour, and lastly their perceptions and experiences of pregnancy and motherhood. It was seen that the two groups had similar experiences with respect to many domains, such as initial resistance and then acceptance of bodily changes occurring throughout their lives, the definition and perceived restrictions with respect to pleasure, the difficulty experienced while negotiating public spaces and the perception of pregnancy and motherhood as a superordinate goal. The major difference however noticed was the young adult group's views on alternate routes to attain motherhood, such as surrogacy and adoption, which was not touched upon by the middle adult group. Furthermore, the young adult group also laid emphasis on the impact of clothing in experiencing harassment. Difference was also noted in the elaboration of the experience of pleasure and the ways to attain it. Limitations and future implications of the study have also been discussed.

**Keywords:** bodily self, cross-sectional, female body, thematic analysis

## **8. Title: Victimization to Empowerment: Journeys of Women in Indian Cinema**

**Author:** Mercy Jill Jill, Research Scholar, Department of English, University of Delhi

**Abstract:** This paper involves discovering the essence of journey of women in Indian Cinema. Cinema which has the power to gain national attention has been transforming over the years. Taking the example of a few specific films and focusing on cinema of Kerala (Malayalam films), the paper attempts to disentangle how female victimizations in the early centuries turned into stories of empowerment and glory in the present era. This cinematic representation needs to be understood as reflections of society itself. With the contemporary films continuing to provide a collective locus for the representation of cultural concerns within the largely comforting and reassuring framework of established genres, gender has become a primary preoccupation in Indian Cinema.

Through the scope of Indian films and its engagement with the popular cinema as a form of ideological interrogation, the paper suggests a break with the conventional modes of female representations as 'silent', 'inactive', 'non-articulate' entities to a counter conventional woman who is evidently active, already always empowered as represented in the New wave movies as I would like to call them. The paper would decipher how new Malayalam films and select Indian films are recasting women in cinematic imagination thereby casting a new woman in the society instead of the victimized, meek and coy women that previous decades of Indian films portrayed. The research tries to locate the 'new women' that these films create. The women found in these sources act as a re-cast for the conventional women found in Indian literary and cinematic imagination.

Kerala, which is evidently a gender sensitive space, needs an alternative to the stereotypical image of women as generally abused by and subservient to men. By looking at the history of women representations in Indian cinema in general and Malayalam cinema in particular, along with the help of gender theories and events in history, I would present an analysis of the nature of the new women who emerged in the twenty-first century. The paper would show how woman is changing by evaluating her own relationship with the male in wedlock or otherwise, how her personality is portrayed, how her body is displayed and how she reacts to the male dominance, in the backdrop of select Malayalam movies.

The Indian film industry which had been male centred and had projected this patriarchal dominance by narrating male-centered stories; their heroism, their dreams and their aspirations mostly hindered the visibility of woman and her predicament. As John Berger says in his *Ways of Seeing*, "Men act, women appear. Men look at women; women watch themselves being looked at". The male-centered belief of finding identity through the juxtaposition of the un-manly figure of the woman is evident in such portrayals. Cinema being the most effective medium representing this *phallogentric* view turns out sometimes as an unethical mentor for female actresses. The contemporary movies show us that this relationship underwent a drastic change and is still undergoing a great deal of change.

## **9. Title: Her Story of Ideas and Change: Kamla Devi Chattopadhyay.**

**Author:** Priyanka Jha, Assistant Professor, Ambedkar University



**Abstract:** The history of India has been written in a manner that has failed to invoke the contributions of many important women thinkers to the construction of national self and its narrative. The manner in which this was undertaken, emphasised the male and dominant voices; as a result there was an invisibilisation of women thinkers' expressions of their aspirations.

The narration of the Indian women's empowerment needs to bring to its core these lesser known and unheard voices. University education can provide time and space in the curriculum for these voices. For this, the present of the women's positionality needs to be contextualized with reference to the past. It will show how a large number of women thinkers played catalysts for women movements and what their struggles have gained.

This paper is in two parts:-

The first part will be based on reading Kamala Devi Chattopadhyay's autobiography "Inner Recesses and Outer Spaces" as foundational to the 19th and 20th Century visions of the women empowerment. It will invoke Kamla Devi Chattopadhyay (1903-1988) as one of the pioneers who uplifted the question of 'Gender' and 'Womanhood' in the larger context of nation and nationhood. With this the 21st century quest of women's empowerment will be contextualised.

The second part will invoke Kamla as interlocutor of change, radicalism and progress from the perspective of a gendered history of ideas. The intention is to throw some light on the promise and realisation of 'Gender Equality' as central to the liberalism and egalitarianism espoused by women's struggles and movements.

## **10. Title: Modern Education and Rise of Women Writers in Modern Manipuri Literature**

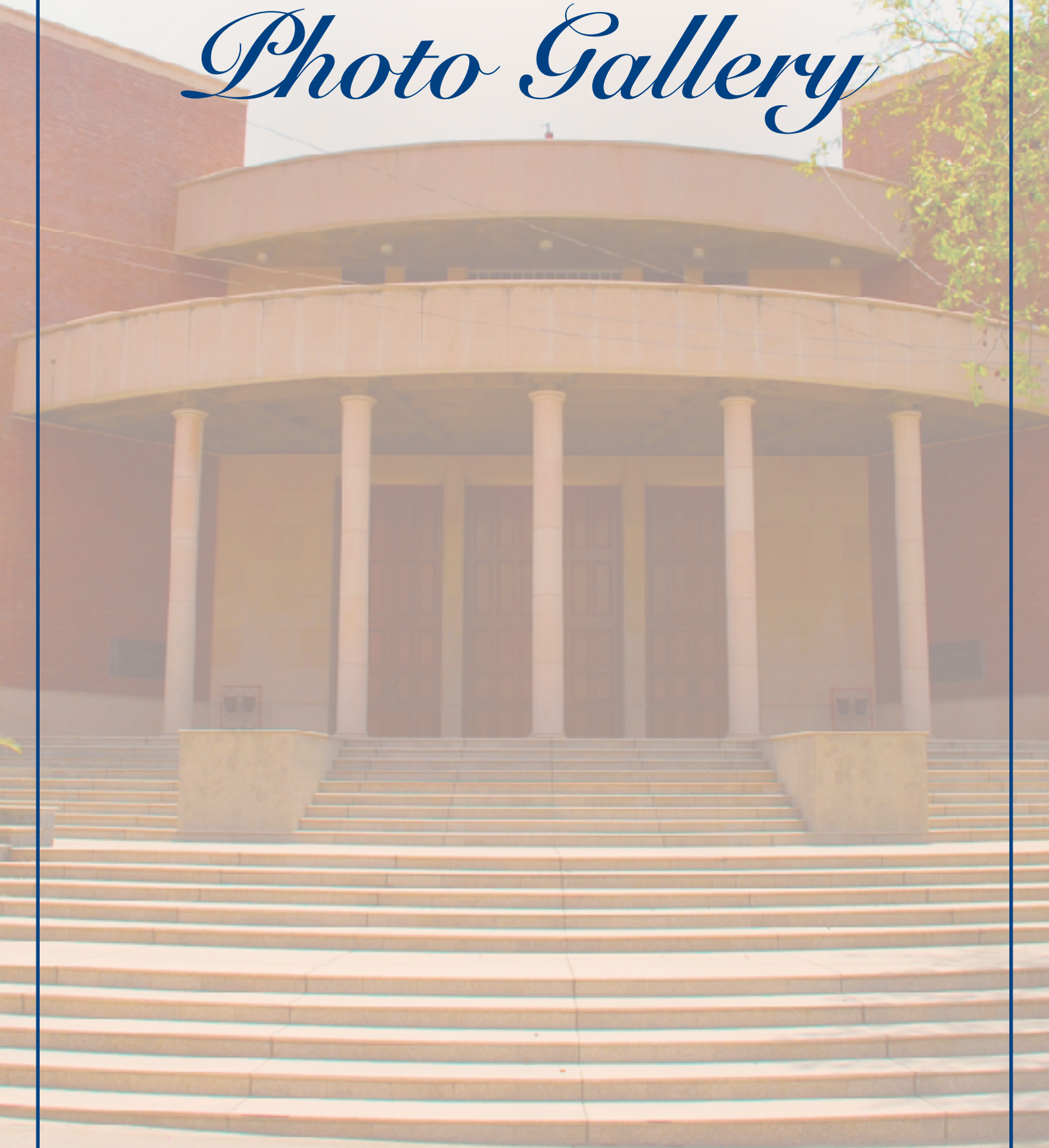
**Author:** Linthoingambi Chanu Ningthoujam, PhD Scholar, Comparative Indian Literature, Department of Modern Indian Languages and Literary Studies, University of Delhi

**Abstract:** Before the arrival of modern education, Manipuri Meitei women had no access to writing though Meitei community have a script of their own and practiced writing. Literature was mostly in the form of oral tradition and women participated and contributed towards its growth (e.g., the Amaibi). However, the corpus of Manipuri writings that we know today was a domain of literate Meitei males. With colonial modernity brought by the British in the 19<sup>th</sup> century, modern education arrived in Manipur. The first school for girls was established in 1935 A.D. and in 1958 A.D., Kh Pramodini (1926-2006) published *Punshi Meira* (Light of Life), the first work of modern Manipuri literature by a woman writer. Along with Pramodini, M.K. Binodini (1922- 2011) and T. Thoibi (1920-2002), are known as the three pillars of Manipuri women literature. By this period, Meitei society had been Hinduised and certain restrictions were placed on women in an already patriarchal structure. Pramodini, Binodini and Thoibi depicted this inevitable conflict between women and the patriarchal Meitei society.

Literature no longer was under the authority of male writers only; women writers had begun depicting their narrative and hence, their struggle to question and transgress gender binaries. As an extension of their self and subjectivity, women writers of this era focused on the “new”, modern-age women and their journey in a society that had just been thrown into a chaotic amalgamation of tradition, modernity and a new nation (Manipur became a part of India in 1949). This paper will examine how modern education shaped women literature in Manipur and aided in telling their stories, thereby, producing an alternative history of the marginalised gender. It will also study selected women writings from the above-mentioned era to understand the role of literature in empowering women and providing a space where women can aspire to be their own self.



# *Photo Gallery*



















*Thank you...*