Read this first

This file is a **study reference** for learners of the IGNOU MA in Gender and Development Studies (MAGD). It shows one way to lay out the research proposal for the field-based route of **MGSP 001, Internship I / Field Based Research Project I**. It is not a proposal for you to submit, copy or sign.

Point	What it means for you
Where the six parts come from	Section 1.12 of the MGSP 001 Hand Book (School of Gender and Development Studies) lists the proposal as: Title of the Research Project; Introduction to the Topic/Theme; Research Questions; Purpose and Objectives of the Research; Appropriate Research Techniques/Tools; Time Frame. This sample follows those six headings and nothing else.
Who sees the proposal	The Hand Book says you can discuss the proposal with your Project Counsellor and finalise it. It prints no IGNOU approval form for the proposal. Your counsellor's CV goes to the Director, SOGDS and the MAGD Programme Coordinator for approval.
Square brackets	Every [bracket] is a fact only you can supply: your Gram Panchayat, block, district, numbers, dates and the people you will meet. A proposal sent with brackets still in it is unfinished.
Data	No figure in this file is a finding. Section 1.9 asks you to carry out field research to generate your own data; your findings come from that.
How this file was made	Prepared by the ignouproject.com editorial desk with AI assistance, from the MGSP 001 and MGSP-002 Hand Books read in November 2026 and the public documents cited in the references, each checked against its source. Published under BK Sahni's editorial responsibility. ignouproject.com is independent and not affiliated with IGNOU.
Theme	MGSP I theme 3 in section 1.4: Gender-sensitive Planning and Policy Making (linked to MGS-004). Gender analysis tools come from MGS-003 and methods from MGS-005.

Choose your own topic from your own place and interest. Reusing this title, these research questions or this wording in your proposal would make your work look like everyone else's who downloaded the same file.

SAMPLE FOR STUDY REFERENCE

Research Proposal: MGSP 001 (Field Based Research Project I)

MA in Gender and Development Studies (MAGD), School of Gender and Development Studies, IGNOU

Item	Entry
Name of learner	[Your name]
Enrolment number	[As on your IGNOU ID card]
Regional Centre / Study Centre	[Name and code] / [Name and code]
Project Counsellor	[Name, M.A. in (subject), (n) years of research experience]; CV sent to the Director, SOGDS and the Programme Coordinator, MAGD on [date]
Medium	[English or Hindi, as selected at admission]

(a) Title of the Research Project

Women's Participation in the Mahila Sabha Held before the Gram Sabha for the Gram Panchayat Development Plan: A Field Study of [Name] Gram Panchayat, [Block], [District], [State]

(b) Introduction to the Topic/Theme

Article 243D(3) of the Constitution, inserted by the Constitution (Seventy-third Amendment) Act, 1992, reserves not less than one-third of the seats filled by direct election in every Panchayat for women. Seats in the elected body are one route to a voice in local planning; the Gram Sabha, where the annual Gram Panchayat Development Plan (GPDP) is discussed, is another.

The Ministry of Panchayati Raj has issued advisories to States to facilitate the holding of separate Ward Sabha and Mahila Sabha meetings before Gram Sabha meetings (Rajya Sabha Unstarred Question No. 2974, answered on 26 March 2025), and publishes Guidelines for Institutionalization of Mahila Sabhas in Gram Panchayats on its People's Plan Campaign page. The intention is that needs raised by women reach the Gram Sabha and the GPDP.

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Whether that happens in a given Gram Panchayat is a question that can be answered only in the field. In [Name] Gram Panchayat, [state what you already know from your own residence or work: for example, when the last Mahila Sabha was held, if you know it, and where the GPDP is displayed]. MGS-004 treats gender-sensitive planning as a cycle from needs to plan to implementation; this study looks at the first link of that cycle at the smallest unit of planning. Following the Hand Book's advice (section 1.11) to contextualise the topic in the area of work or residence, the study is located where the learner lives, so that field visits fit within the 120 study hours of the course.

(c) Research Questions

1. How do women voters in [Name] Gram Panchayat come to know about the Mahila Sabha, and how many of those interviewed have attended one?

2. Who attends and who speaks at the Mahila Sabha, by age, social group, Self-Help Group membership and ward?

3. Which needs did women raise in the most recent Mahila Sabha, and which of these appear in the Gram Panchayat Development Plan of [year] as displayed or uploaded?

4. What reasons do women give for not attending or not speaking?

(d) Purpose and Objectives of the Research

Purpose: to describe, for one Gram Panchayat, the path from needs raised by women in the Mahila Sabha to items in the Gram Panchayat Development Plan, and to identify the points at which that path breaks.

1. To study the awareness and attendance of women voters regarding the Mahila Sabha in [Name] Gram Panchayat.

2. To examine the profile of women who attend and speak at the Mahila Sabha.

3. To analyse how far needs recorded at the Mahila Sabha are reflected in the GPDP of [year], classifying them as practical or strategic gender needs (Moser, 1993).

4. To explore the barriers that women report to attending and speaking.

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5. To suggest steps the Gram Panchayat can take, drawn from the findings.

The objectives are worded neutrally; none assumes what the field will show.

(e) Appropriate Research Techniques/Tools

Technique or tool	Used for	Details to fill in
Interview schedule (structured, with a few open questions)	Objectives 1, 2 and 4	[n] women voters from [n] wards chosen by [method: for example, systematic selection from the voter list of each ward]; pre-tested on [n] women outside the sample, then finalised (section 1.13)
Observation of one Mahila Sabha meeting	Objective 2	Only with the permission of the Gram Panchayat; who attended, who spoke, which issues were raised; no names recorded
Key informant interviews	Objectives 3 and 5	Sarpanch or Pradhan, Panchayat Secretary, [n] women ward members, [n] SHG leaders
Document review	Objective 3	Minutes or resolution of the Mahila Sabha (if the Gram Panchayat shares them), the GPDP of [year] as displayed or uploaded on the eGramSwaraj portal
Gender analysis framework	Objective 3	Practical and strategic gender needs (Moser, 1993), as taught in MGS-003
Analysis	All objectives	Frequency tables and cross-tabulations (counts and percentages) using [software, for example a spreadsheet or SPSS as in MGS-005]; themes from open answers and key informant notes

Field method to explain in the report (section 1.13): how the interview schedule was designed and pre-tested, how any persons helping with the survey were identified and briefed, how field records were checked, and how the data were processed. Consent will be taken before every interview, and no respondent will be named in the report (our advice; the Hand Book asks that sources and methods be stated and justified).

(f) Time Frame

MGSP 001 (Field Based Research Project I) carries 4 credits; at 30 study hours a credit the Hand Book says learners should spend 120 hours on each field-based project, covering the proposal, discussion with the counsellor, literature review, data collection, analysis, interpretation and writing (section 1.10). Planned split (our planning estimate, to be agreed with the Project Counsellor):

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Stage	Hours	Weeks (from [start date])
Theme, reading and diary or logbook started	12	[ ]
Proposal drafted and discussed with the Project Counsellor	10	[ ]
Review of literature and secondary data (GPDP, guidelines)	18	[ ]
Interview schedule designed and pre-tested	10	[ ]
Field work: interviews, observation, key informants	35	[ ]
Data entry, tables and analysis	15	[ ]
Writing the report (about 4,000 to 5,000 words, counting appendices)	15	[ ]
Revision with the counsellor, typing and binding	5	[ ]
Total	120	[ ]

References

Constitution of India, Article 243D(3), inserted by the Constitution (Seventy-third Amendment) Act, 1992.

Indira Gandhi National Open University. (n.d.). *MGS-005 Research Methodologies in Gender and Development Studies*, Block 1 Approaches and Philosophical Foundations; Block 2 Contemporary Perspectives. New Delhi: IGNOU, School of Gender and Development Studies.

Indira Gandhi National Open University. (n.d.). *MGSP 001 Internship I / Field Based Research Project I: Hand Book*. New Delhi: IGNOU, School of Gender and Development Studies (eGyanKosh, 2020).

Ministry of Panchayati Raj. (n.d.). *Guidelines for Institutionalization of Mahila Sabhas in Gram Panchayats*. New Delhi: Government of India. panchayat.gov.in, People's Plan Campaign page.

Ministry of Panchayati Raj. (2025). Rajya Sabha Unstarred Question No. 2974, 10-Fold Initiative for Women's Empowerment, answered on 26 March 2025.

Moser, C. O. N. (1993). *Gender Planning and Development: Theory, Practice and Training*. London: Routledge.

[Add the studies you actually read for your review of literature, in the same style: author's surname, initials, year, italic title, publisher, place (MGS-005 manner, Hand Book section 1.14).]

Study reference prepared by the ignouproject.com editorial desk. Not for submission. Your proposal must be your own work, finalised with your Project Counsellor.

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