



Name: Enrolment No:	
--------------------------------------	--

UPES

End Semester Examination, December 2024

Course: GENDER EMPOWERMENT

Program: BBA-PPA

Course Code: BAPP 3014

Semester: V

Time : 03 hrs.

Max. Marks: 100

Instructions:

SECTION A
10Qx2M=20Marks

S. No.	ATTEMPT ALL QUESTIONS:	Marks	CO
Q 1	<i>Multiple Choice Questions :</i>	20	CO1
1.	In which the Hindu Succession (Amendment) Act, was enacted to remove gender discriminatory provisions in the Hindu Succession Act, 1956. a) 1985 b) 1999 c) 2005 d) 2000	2	
2.	Which of the following is a learned behavior or acquired identity? a) Biological age b) Matriarchy c) Gender d) Patriarchy	2	
3.	What are the root causes of gender discrimination? a) Income level b) Individual beliefs about gender c) Preconceived societal & individual beliefs about gender d) None of the above	2	
4.	The National Commission for Women was set up as statutory body in January. a) 1999 b) 1995 c) 1992 d) 1989	2	

5.	Which of these statements is TRUE regarding “GENDER”.? a) It’s a numerical construct. b) Its biologically determined c) It’s a social construct d) Its determining sex of the person.	2	
6.	Gender diversity means: a) Equity Ratio of Population b) Equitable ratio of educated men & women c) Equivalence ratio of men & women. d) Equivalence ratio of men & women engaged in employment.	2	
7.	Which of the following are the sources or forms of judgement? a) Health & Leisure b) Family & parents c) Education, textbooks, curriculum, teachers d) All of the Above.	2	
8.	The opposite of Gender Sensitivity is: a) Gender Analysis b) Gender Inequality c) Gender Parity d) Gender Blindness	2	
9.	The process of being fair to women & men is also termed as: a) Gender Equality b) Gender Sensitivity c) Gender Equity d) Gender Awareness	2	
10.	Focus of the secondary group in the Beti Bachao Beti Padhao scheme is on: a) Young & Married couples b) Old people & Pregnant women c) Medical fraternity & Young people In-Laws d) All of the above	2	

SECTION B
4Qx5M= 20 Marks

Q 2.	<i>Differentiate between the following with an example of each:</i>	20	CO2
1.	Discuss about four waves of Feminism.	5	
2.	What do we need to change first in order to have an equal society? Give an example.	5	
3.	Briefly explain “Hermeneutics”	5	

4.	Write about Section 294-IPC, Section 354-IPC, Section 504-IPC	5	
SECTION-C 3Qx10M=30 Marks			
Q 3.	<i>Answer the following:</i>	30	CO3
1.	"Feminism is the radical notion that women are people" Illustrate with an example.	10	
2.	"GAD rejects the public/private dichotomy." Discuss in points.	10	
3.	"The endorsement of traditional gender roles in religious text acts to convince women to accept their lower status." Elaborate the view of Mary Daly.	10	
SECTION-D 2Qx15M= 30 Marks			
Q 4.	CASE STUDY:1	30	CO4
1.	<p>In 2013, the Indian government took positive steps to improve the lives of women and girls. Between 2011 and 2013, India improved its ranking from 113th to 101th in the World Economic Forum's Global Gender Gap Report. However, inequality, discrimination and domestic violence are still pervasive, particularly in India's poorest states. Indian government data indicates that 35% of Indian women between the ages of 15-49 have experienced physical violence.</p> <p>Following the Justice Verma Committee recommendations (established by the Indian government to review the capacity of India's institutions to deal with crimes against women), the Indian parliament passed the Criminal Law Bill, which aims to strengthen India's laws on violent crimes against women. The bill seeks to penalise public servants who fail to discharge their duty relating to sexual offences, and contains new penalties for acid attacks, stalking, groping and voyeurism. However, a number of provisions under this new legislation carry the death penalty as a sentence so, while we welcome a tough approach for such serious crimes against women, we continues to oppose the death penalty in all circumstances.</p> <p>The Indian authorities have continued to introduce fast-track courts and expand public safety measures, including the introduction of help-lines and the installation of CCTV on public transport. In addition, special police stations, staffed only by female police officers, have been set up to encourage women to come forward and report crimes.</p>	15	

The UK government has continued to be involved in a range of activities to support women's rights in India. This has included a number of projects focusing on empowering women, the legal status of women, and combating sex trafficking.

The UK works with other partners to support women who are primarily the victims of trafficking. This includes the "Stop Trafficking" web portal. This portal was launched two years ago, and has registered hundreds of trafficking cases, resulting in a number of victims being found. The site is improving the exchange of information between various bodies dealing with combating trafficking, including government, law enforcement agencies and NGOs.

The UK has funded projects that are raising awareness of the rights of Muslim women in the states of Maharashtra and Assam, and in Andhra Pradesh through the funding of self-help groups, which are an important means of empowering women.

DFID's programme in India is aimed at helping girls stay in secondary school, thus pushing back the age of marriage. DFID is also investing in interventions that reinforce each other and deliver in the long term: family planning, health and nutrition, microfinance, and skills for jobs.

DFID's wider programme continues to support a range of human rights-related activities in India that have a positive impact on the lives of women and girls. This includes support for government education and health programmes that help to deliver India's Right to Education Act and the Domestic Violence Act. On the Domestic Violence Act, this includes training protection officers and improving help-lines and victim support services.

Through the EU, the UK government has also engaged the Indian government on women's rights, most recently at the EU-India human rights dialogue, which took place in Delhi on 27 November 2013.

The UK government is committed to supporting the Indian government on women's rights, including offering UK experience and expertise where appropriate. This case study is part of the [2013 Human Rights and Democracy Report](#).

Q1. Discuss about DFID. How is it a support of human rights.

Q2. What are your views about Justice Verma Committee recommendations?

Why was it established.

2.	<p>Role Models and People Who Influenced:</p> <p>Empirical studies show a link between the presence of role models and the decision to become an entrepreneur. These studies do not necessarily establish a direct link between the presence of a role model and the setting up of new firms/start-ups. Role models can be divided into two categories, one is icons with whom the entrepreneur is not familiar on a personal basis, models such as Melinda Gates and the second type where the relationship can be more personal for example if the role model belongs to the entrepreneur’s direct environment, such as close family members, friends, teachers to which there develops a strong bond or to the entrepreneur’s wider environment such as colleagues, where there is a weaker bond.</p> <p>Social cognitive theory (Bandura, 1977, 1986) discusses that individuals are attracted to role models who can help them to further develop themselves by learning new skills and undertaking new tasks (Gibson, 2004). Role models extend practical support and advice as a mentor to a mentee i.e. learning by support (Nauta and Kokaly, 2001). It becomes essential to understand how role models influence entrepreneurs in their career choice. Perhaps with a bit of repetition, we quote from the budding entrepreneurs we already reported verbatim.</p> <p>1. Akshita Sachdeva:</p> <p>I started pursuing biology in the 12th grade and was one day discussing with my Zoology professor that I wanted to work in the cancer space. She said it was not always about you knowing the best doctor because it was also about the time or the stage at which cancer gets diagnosed. That stayed with me and I started to understand the intersection that helps to diagnose at an early stage.</p> <p>There were a couple of mentors or professors that I spoke to during the second year of my Engineering. They said that to work in this space I got to be a part of an innovation and incubation centre.</p> <p>2. Saloni Sacheti:</p> <p>If I hand over the entire enterprise to them, there would be quarrels among them. They would not be able to handle it and the upper sections would always try to negotiate with them. That’s why I decided that they needed an urban face. I started loving them because I spent around two years with them and they became my family. So, I decided that I should take over and</p>	15	

continue with this and try to have a more elaborate enterprise. That's how I entered into this.

3. Smriti Gupta:

I had a professor during my Engineering bachelor's in New York. For a few months of the year, he would go from New York to Ghana in Africa and teach there, like so many people who I saw doing good and impactful social work.

I naturally gravitated towards college professors or people whose work had a social impact or brought about social change or social reform.

About the person or persons who influenced me, I would say it was my mother because I have seen her do so much for society and she taught me to do something for society. That thing about her made me work with women, and have an enterprise with a large number of women working with us. So, it was not about choosing the enterprise but about working with women and it was my mom who influenced me in that.

Q1. Define "Social Cognitive Theory" (Bandura, 1977, 1986) . It discusses that individuals are attracted to role models. Elaborate this concept.

Q2. Whose journey was most impressive and motivating among above three Entrepreneurs & Why?