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B.A. VI-SEM

GENDER AND SOCIETY

Dr. Poornima Shukla
Dr. Pragya Tripathi



KANPUR UNIVERSITY'S

QUESTION BANK

- 400+ MCQs
- Brief and Intensive Notes

Syllabus

Unit 1	Gender (Culture) vs. Sex (Biology), Equality vs. Difference, Gender Roles, Social Construction of Gender, Gender and Sexuality.
Unit 2	Women in Family, Socialisation and Gender, Feminist Movement Understanding Gender Inequalities-Caste and Class.
Unit 3	Gender Perspective: Liberal, Marxian, Socialist, Radical
Unit 4	Patriarchy and Gender, Sexual division of labor, Masculinity vs. Femininity.
Unit 5	Women and Society in India: Demographic Profile, Population, Gender and Migration.
Unit 6	Women in Economy (Work and Property Rights), Women and Power & Subordination, Women and Education, Women and Health.
Unit 7	Crime against women: Infanticide, Domestic Violence, Honour Killing, Harassment at work place.
Unit 8	Constitutional Safeguards and Provisions regarding Women, Programmes and Policies regarding upliftment of women, Personal laws, law as tool of emancipation of women, Women rights as Human Rights, Gender as Human Rights.

Dr. Poornima Shukla

Assistant Professor, Department of Sociology,
Kanpur Vidya Mandir Mahila Mahavidyalay,
Swaroop Nagar-Kanpur

&

Dr. Pragya Tripathi

Assistant Professor, Department of Sociology,
Durga Narayan P.G College, Fatehgarh,



GENDER

The term gender refers to the cultural and social characteristics attributed to men and women on the basis of perceived biological differences.

In other words Gender refers to the characteristics of men, women, boys and girls that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

Characteristics of Gender

Gender has two main categories: masculine and feminine.

Gender roles expectations may differ across time and culture.

Gender distinctions are created by social norms.

SEX

However, sociologists and most other social scientists view them as conceptually distinct. Sex refers to physical or psychological differences between males and females, including both primary sex characteristics (the reproductive system) and secondary characteristics such as height and muscularity. However, sociologists and most other social scientists view them as conceptually distinct.

Characteristics of Sex

Sex refers to biological and psychological differences between men and women.

Sex remains the same regardless of time and culture.

Sex is created by the reproduction needs that is biological features.

Sex has three categories male , female and third gender.

EQUALITY

Social equality is a state of affairs in which all individuals within a specific society have equal rights, liberties, and status, possibly including civil rights, freedom of expression, autonomy, and equal access to certain public goods and social services.

Indian constitution enshrined article- 14 which states that every human being before law is equal.

Gender roles

Gender roles are cultural and personal. They determine how males and females should think, speak, dress, and interact within the context of society. Learning plays a role in this process of shaping gender roles.

Social construction of gender

Scholars generally regard gender as a *social construct*—meaning that it does not exist naturally, but is instead a concept that is created by cultural and societal norms. Gender socialization begins at birth and occurs through major agents of socialization like family, education, peer groups, and mass media.

MULTIPLE CHOICE QUESTIONS

1- What is Gender?

- A) Gender refers to socially constructed role

- B) Gender refers to biologically constructed role
- C) Gender is related to a family role
- D) None of the above

Answer A) Gender refers to socially constructed roles

2- Gender is related to?

- A) Women's role and responsibilities
- B) Men's role and responsibilities
- C) Men' and women's role and responsibilities
- D) None of the above

Answer C) Men's and women's role and responsibilities

3- Which is not the characteristics of Gender ?

- A) It's differentiate between men and women
- B) It is a social and cultural construction
- C) It is a biological construction made by parents
- D) None of the above

Answer C) It is a biological construction made by parents

4- What is Sex ?

- A) Sex refers to the biological construction
- B) Sex refers social and cultural construction
- C) Sex is related to a particular society
- D) Sex is imposed by society

Answer A) Sex refers to the biological construction

5- Which is often imposed by society?

- A) Gender
- B) Sex
- D) Gender and Sex
- E) None of the above

Answer A) Gender

6- Which one is not a characteristics of Sex ?

- A) It is a physical and psychological construction
- B) It is a decided by one's birth
- C) It is imposed by society
- D) One can not decide one's own sex

Answer C) It is imposed by society

7- Which one is related to roles and responsibilities ?

- A) Sex
- B) Gender
- C) Sex and Gender

D) None of the above

Answer B) Gender

8- Which often could be changed ?

A) Sex

B) Gender

C) Sex and Gender

D) Only Gender

Answer A) Sex

9- Gender is influenced by which factors?

A) Wealth

B) Class

C) Race and ethnicity

D) All of the above

Answer D) All of the above

10- Which one is determined by birth?

A) Sex

B) Gender

C) Sex and Gender both

D) None of these

Answer A) Sex

11- Gender is divided into how many **main** categories?

A) One

B) Two

C) Three

D) None of the above

Answer B) Two

12- Which is remain regardless of the time and cultures ?

A) Gender

B) Gender and sex both

C) Sex

D) None of the above

Answer C) Sex

13- Which is created by reproductive needs ?

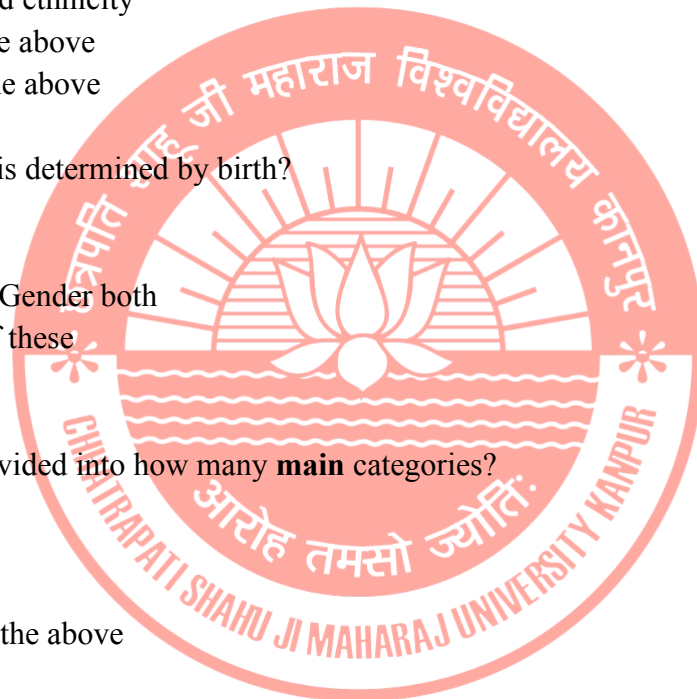
A) Sex

B) Gender

C) Sex and Gender both

D) None of these

Answer A) Sex



14- Which is often influenced by external factors ?

- A) Sex
- B) Gender
- C) Sex and Gender both
- D) None of these

Answer B) Gender

15- What is the other name of third Gender?

- A) Guy
- B) Lesbian
- C) Bisexual
- D) Transgender

Answer D) Transgender

16- Which one is the creation of society?

- A) Sex
- B) Gender
- C) Sex and Gender both
- D) None of these

Answer B) Gender

17- Which one can be influenced by socialization?

- A) Sex
- B) Gender
- C) Sex and Gender both
- D) None of these

Answer B) Gender

18- Which one can be differed across time and culture ?

- A) Sex
- B) Gender
- C) Sex and Gender both
- D) None of these

Answer B) Gender

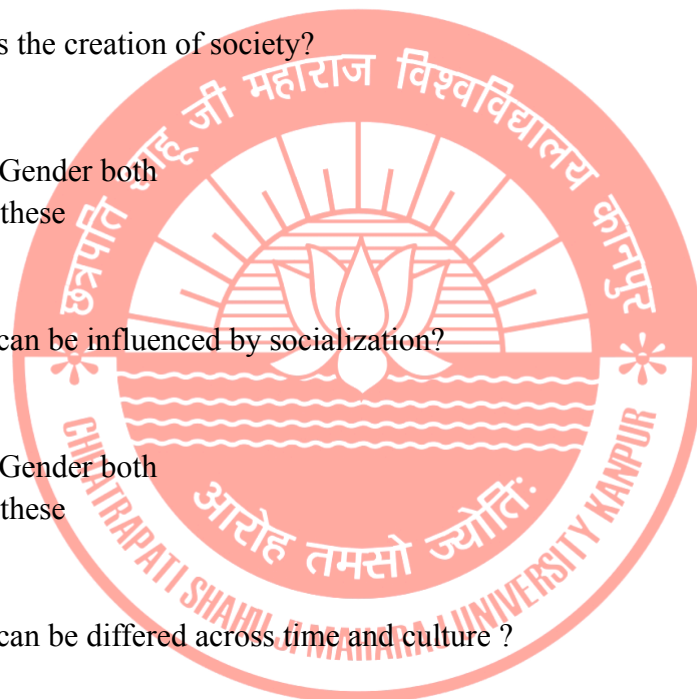
19- What is equality?

- A) State of being equal
- B) Being unequal
- C) Being equal and unequal
- D) None of the above

Answer A) State of being equal

20- How many broad axes of equality?

- A) 3



B) 5

C) 2

D) 4

Answer D) 4

21- Which are the axes of equality?

A) Civil

B) Social

C) Political

D) All of the above

Answer D) All of the above

22- Which one is not the characteristic of equality?

A) Equal participation

B) Equal opportunities

C) Equal treatment

D) Equal atrocities

Answer D) Equal atrocities

23- How many types of equality of treatment?

A) Two

B) Four

C) Three

D) Five

Answer A) Two

24- Which are the two types of 'equality of treatment'?

A) Formal and Normal

B) Substantive and informal

C) Formal and Substantive

D) Substantive and abnormal

Answer C) Formal and Substantive

25- Formal equality is also known as?

A) Legal equality

B) Legal formality

C) Legal validity

D) Equal opportunities

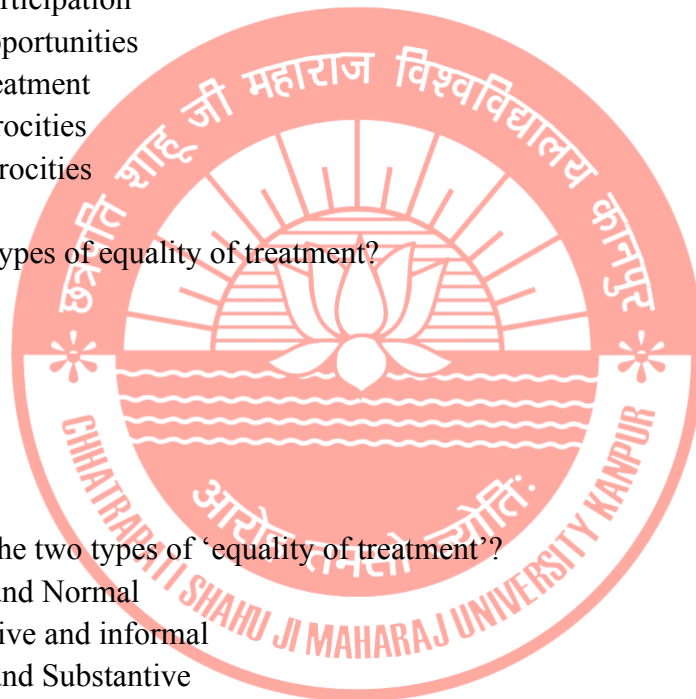
Answer A) Legal equality

26- What is the meaning of 'formal equality' ?

A) Different people different law

B) One law should be applied to all

C) Everyone has its own law



D) None of the above

Answer B) One law should be applied to all

27- What is the meaning of substantive equality?

- A) Recognizing differences as equity
- B) Different people different law
- C) Different people different treatment
- D) Equal people different law

Answer A) Recognizing differences as equity

28- 'Likes should be treated alike' is related to which concept?

- A) Legal opportunity
- B) Legal equality
- C) Legal law
- D) Substantive equality

Answer B) Legal equality

29- Which article is related to equality in our constitution?

- A) Article -21
- B) Article -25
- C) Article -14
- D) Article -24

Answer C) 14

30- Differences can be seen on the basis of ?

- A) Gender
- B) Caste
- C) Ethnicity
- D) All of the above

Answer D) All of the above

31- Which one is gender specific role ?

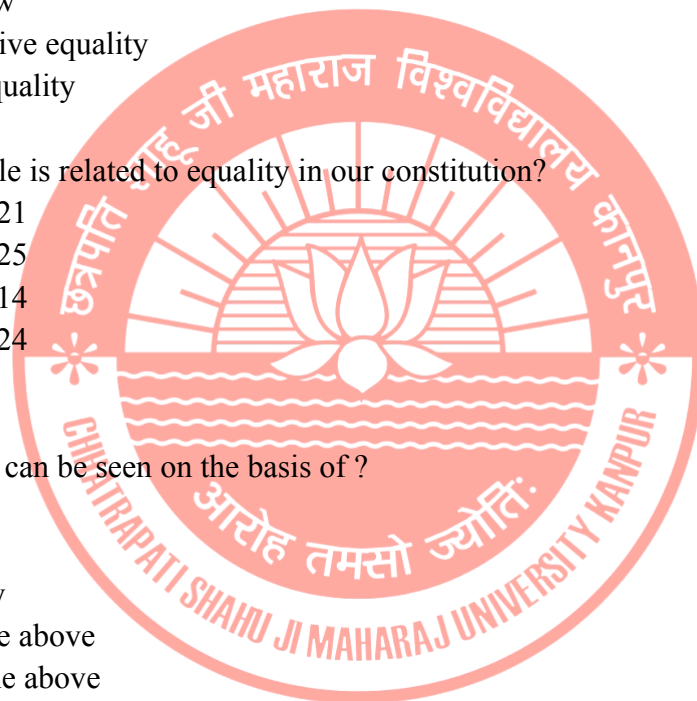
- A) Cooking
- B) Nurturing
- C) Driving
- D) Reproduction

Answer D) Reproduction

32- Gender roles are related to ?

- A) Male
- B) Female
- C) Male and Female both
- D) None of the above

Answer C) Male and Female both



33- Which role is often expected by our society by female?

- A) Being Polite
- B) Nurturing
- C) Accommodating
- D) All of the above

Answer D) All of the above

34- Expectations associated with being male and female are referred to as ----- and these are learned -----?

- A) Gender roles, throughout childhood and into adulthood
- B) Gender constancy initially during adolescence
- C) Gender stereotypes only during middle childhood
- D) More than one of the above

Answer A) Gender roles, throughout childhood and into adulthood

35- What is Gender equality?

- A) Men and women are equal
- B) Men and women are not equal
- C) Equal rights responsibilities and opportunities of women and men
- D) None of the above

Answer C) Equal rights responsibilities and opportunities of women and men

36- Boys are good at mechanics and girls are good at embroidery represents?

- A) Gender equity
- B) Gender equality
- C) Gender stereotyping
- D) None of the above

Answer C) Gender stereotyping

37- In a family car trip, the daughter questions why the father always drive not the mother, than her brother tells her that her mother can not drive the car because she is a girl, this depicts ?

- A) Gender constancy
- B) Gender equality
- C) Gender equity
- D) Gender stereotype

Answer D) Gender stereotype

38- In which socialization process children learn appropriate gender roles at an early age?

- A) Gender Differences
- B) Gender stereotype
- C) Gender identity
- D) Gender- typing

Answer D) Gender-typing

39- Gender roles are?

- A) Learned behaviour
- B) Innate behaviour
- C) Biological construction
- D) Genetically determined

Answer A) Learned behaviour

40- Gender is a Concept ?

- A) Moral
- B) Biological
- C) Social
- D) Psychological

Answer A) Social

41- What is inequality?

- A) When people aren't given equal opportunities and rights
- B) When people aren't equal in their height and weight
- C) Inequality means not giving people advice
- D) None of the above

Answer A) When people aren't given equal opportunities and rights

42- What are causes of inequality in the society ?

- A) Denial of opportunity
- B) Gender
- C) Race
- D) All of the above

Answer D) All of the above

43- How to maintain equality in the society ?

- A) By fair treatment
- B) By fair opportunity
- C) By affirmative actions
- D) All of the above

Answer D) All of the above

44- What is Gender bias ?

- A) Unfair treatment on the basis of Gender
- B) Being judgemental on the basis of Gender
- C) When someone unintentionally attributes certain attributes and stereotypes to someone else
- D) All of the above

Answer D) All of the above

- 45- Why is gender roles determined?
- A) To spread conflict in the society
 - B) To fight in the family
 - C) To reduce the work load
 - D) To get more money

Answer C) to reduce the work load

- 46- Male is stronger than female what is it?
- A) Taboo
 - B) Belief
 - C) Tradition
 - D) Rule

Answer B) Belief

- 47- Gender bias is often a form of?
- A) Conscious mind
 - B) Sub-conscious mind
 - C) Unconscious mind
 - D) None of these

Answer C) Unconscious mind

- 48- Why equality need for a society ?
- A) To development
 - B) To develop humanity
 - C) For peace in society
 - D) All of the above

Answer D) All of the above

- 49- In our constitution equality is related to.....?
- A) Article 14-18
 - B) Article 21-25
 - C) Article 23-26
 - D) Article 35-49

Answer A) Article 14-18

- 50- In order to address Gender stereotypes in the classroom it is important to.....?
- A) Make cross gender interactions
 - B) Avoid discussions around gender discrimination
 - C) Present examples that challenges those stereotypes
 - D) None of the above

Answer A) Present examples that challenges those stereotypes



WOMEN IN FAMILY

Understanding women and family from a sociological perspective involves examining the roles, structures, and dynamics within families, as well as the social norms, expectations, and inequalities that shape women's experiences within these contexts. Here are several key sociological perspectives on women and family:

1. **Structural Functionalism:** This perspective emphasizes the functions that families serve in society, such as socializing children, providing emotional support, and maintaining stability. Within this framework, women often occupy the role of caregivers and nurturers, responsible for the emotional well-being of family members and the smooth functioning of the household. However, this perspective can also reinforce traditional gender roles and expectations for women within the family.
2. **Conflict Theory:** Conflict theorists focus on power dynamics and inequalities within society. Within families, this perspective highlights the ways in which gender inequality perpetuates and is reinforced by the division of labor and distribution of resources. Women may face economic dependence on male partners, unequal access to decision-making power, and the burden of unpaid labor such as childcare and household chores.
3. **Symbolic Interactionism:** This perspective examines how individuals construct and negotiate meanings through social interactions. Within families, symbolic interactionists explore how gender roles and identities are socially constructed and maintained. Women's experiences within the family are shaped by societal expectations and cultural norms surrounding femininity, motherhood, and caregiving.
4. **Feminist Theory:** Feminist theorists critically analyze the ways in which gender shapes social institutions, including the family. They highlight the ways in which patriarchal structures and norms disadvantage women within families, perpetuating inequalities in areas such as employment, education, and decision-making. Feminist perspectives also emphasize the diversity of women's experiences within families, recognizing the intersectionality of gender with factors such as race, class, sexuality, and ability.

Arlie Hochschild: Hochschild's research focuses on the sociology of emotions, gender, and family life. Her influential book "The Second Shift" explores the unequal division of household labor between men and women, highlighting the persistence of traditional gender roles within contemporary families.

Judith Stacey: Stacey's work explores alternative family forms and non-traditional kinship arrangements. She has written extensively about same-sex parenting, cohabitation, and the changing nature of family life in contemporary society.

SOCIALISATION AND GENDER

The sociology of socialization and gender explores how individuals learn and internalize societal norms, roles, and expectations related to gender through socialization processes. It

examines how gender identities, behaviors, and inequalities are constructed, maintained, and challenged within social contexts. Here are some key concepts, theories, and perspectives in the sociology of socialization and gender:

1. **Socialization:** Socialization is the process through which individuals learn and internalize cultural norms, values, beliefs, and behaviors of their society or social group. Gender socialization refers to the process by which individuals learn and internalize societal expectations, norms, and roles associated with being male or female.
2. **Agents of Socialization:** Agents of socialization are individuals, groups, institutions, and social forces that play a role in the socialization process. They include family, peers, schools, media, religion, and other social institutions. Each agent contributes to shaping individuals' understanding of gender roles and identities through social interactions, modeling, and reinforcement.
3. **Gender Roles:** Gender roles refer to societal expectations and norms regarding behaviors, attitudes, and roles deemed appropriate for individuals based on their perceived or assigned gender. Gender roles vary across cultures and historical periods but often include expectations related to work, family, relationships, and appearance.
4. **Gender Identity:** Gender identity is an individual's deeply felt sense of being male, female, both, neither, or somewhere along the gender spectrum. Gender identity may or may not align with the sex assigned at birth. Socialization processes influence the development of gender identity by shaping individuals' understanding of themselves and their place within society.
5. **Gender Socialization Theories:**
 - **Social Learning Theory:** Developed by Albert Bandura, social learning theory emphasizes the role of observation, imitation, and reinforcement in learning gender roles and behaviors.
 - **Gender Schema Theory:** Proposed by Sandra Bem, gender schema theory suggests that individuals develop mental frameworks or schemas for understanding gender, which influence how they interpret and respond to gender-related information.
 - **Intersectionality:** Intersectionality theory, developed by Kimberlé Crenshaw, highlights the intersections of multiple social identities (such as gender, race, class, sexuality, and ability) and their impact on individuals' experiences of socialization and inequality.
6. **Gender Socialization and Inequality:** Gender socialization processes can contribute to the reproduction of gender inequality by reinforcing traditional gender roles and expectations. This can limit individuals' opportunities, constrain their choices, and perpetuate unequal power dynamics between men and women. Feminist perspectives emphasize the importance of challenging and transforming gender socialization practices to achieve gender equality.
7. **Resistance and Agency:** While socialization processes shape individuals' adherence to societal norms and roles, individuals also have agency to resist, reinterpret, or

challenge these norms. Resistance to gender socialization can take various forms, including gender nonconformity, activism, and feminist consciousness-raising.

FEMINIST MOVEMENT

The feminist movement has evolved through various stages, each characterized by distinct goals, strategies, and achievements. While the categorization of stages may vary depending on the perspective of different scholars, activists, and historians, a commonly recognized framework includes the following stages:

1. First Wave Feminism (19th and early 20th centuries):

- Goals: The first wave of feminism focused primarily on securing legal and political rights for women, particularly in areas such as suffrage (the right to vote) and property ownership.
- Key Achievements: Significant achievements of first wave feminism include the women's suffrage movements in various countries, resulting in the granting of voting rights to women in several nations. Additionally, first wave feminists campaigned for legal reforms related to marriage, divorce, and property rights.

2. Second Wave Feminism (1960s-1980s):

- Goals: The second wave of feminism broadened its focus beyond legal rights to address systemic inequalities and social injustices faced by women in areas such as education, employment, and reproductive rights. This wave also critiqued traditional gender roles and norms, seeking to challenge patriarchal structures and practices.
- Key Achievements: Second wave feminism resulted in significant social and cultural changes, including the passage of anti-discrimination laws, the establishment of women's studies programs in academia, and increased awareness of issues such as sexual harassment, domestic violence, and reproductive rights. The movement also led to the emergence of various feminist organizations, publications, and grassroots activism.

3. Third Wave Feminism (1990s-present):

- Goals: The third wave of feminism builds upon the achievements of earlier waves while expanding its focus to address intersectional inequalities and the diversity of women's experiences based on factors such as race, ethnicity, sexuality, and class. This wave emphasizes inclusivity, diversity, and social justice.
- Key Achievements: Third wave feminism has led to increased visibility and recognition of marginalized voices within the feminist movement, including women of color, LGBTQ+ individuals, and people with disabilities. It has also fostered digital activism and online organizing through social media platforms, enabling broader participation and engagement in feminist discourse.

4. Fourth Wave Feminism (2010s-present):

- Goals: The fourth wave of feminism continues to address ongoing challenges related to gender inequality, sexual violence, reproductive rights, and systemic

oppression. This wave also confronts new forms of sexism, misogyny, and backlash in the digital age.

- Key Achievements: Fourth wave feminism has seen heightened activism around issues such as #MeToo, reproductive justice, transgender rights, and climate justice. It emphasizes intersectionality, solidarity, and collective action in addressing the complex and interconnected nature of gender-based oppressions.

UNDERSTANDING GENDER INEQUALITIES-CASTE AND CLASS

The intersection of gender inequality with caste and class is a complex and multifaceted issue that has been explored by various sociologists. Here are some key insights and perspectives from sociologists on this topic:

1. **Intersectionality:** Intersectional feminist scholars, such as Kimberlé Crenshaw, emphasize the importance of analyzing the intersection of multiple social categories, including gender, caste, and class. They argue that these intersecting systems of oppression create unique experiences of disadvantage and discrimination for individuals who belong to multiple marginalized groups.
2. **Dalit Feminism:** Dalit feminist scholars, including Sharmila Rege and Uma Chakravarti, highlight the specific forms of gender oppression experienced by Dalit (formerly known as "untouchable") women in India. They argue that Dalit women face compounded forms of discrimination based on their caste, gender, and socio-economic status, resulting in limited access to resources, opportunities, and decision-making power.
3. **Ambedkarite Perspective:** Drawing on the ideas of B.R. Ambedkar, sociologists such as Gail Omvedt and Eleanor Zelliott analyze the intersection of caste and gender from an Ambedkarite perspective. They argue that the caste system perpetuates patriarchal norms and practices that subordinate Dalit women within both Dalit communities and broader society.
4. **Class Analysis:** Marxist feminists, including Sylvia Walby and Heidi Hartmann, incorporate class analysis into their examination of gender inequality. They argue that capitalism exacerbates gender disparities by exploiting women's unpaid labor in the household and devaluing feminized sectors of the economy. This exploitation intersects with caste-based inequalities, particularly in contexts where Dalit women are overrepresented in low-wage, informal labor sectors.
5. **Structural Violence:** Sociologists such as Veena Das and Anupama Rao explore the concept of structural violence to understand how intersecting systems of oppression, including caste, class, and gender, perpetuate violence and inequality. They argue that structural violence manifests in everyday practices and institutions, shaping the life chances and experiences of marginalized groups, including Dalit women.
6. **Agency and Resistance:** Despite facing multiple forms of oppression, sociologists highlight the agency and resistance of marginalized women, including Dalit women, in challenging gender, caste, and class inequalities. Scholars such as Chandra Talpade

Mohanty and Uma Chakravarti emphasize the importance of amplifying the voices and experiences of marginalized women in social movements and feminist scholarship.

MULTIPLE CHOICE QUESTIONS

1. In her paper "Is Female to Male as Nature is to Culture?" (1974), Sherry Ortner interrogates:
 - A. The impact of technology on gender roles
 - B. The relationship between biology and gender identity
 - C. The association of women with the natural realm and men with culture
 - D. The origins of patriarchy in ancient civilizations

Answer: C. The association of women with the natural realm and men with culture

2. Engels' work "The Origins of the Family, Private Property and the State" was influential in shaping theories related to:
 - A. Gender and sexuality
 - B. Race and ethnicity
 - C. Economic inequality
 - D. Political ideology

Answer: A. Gender and sexuality

3. Engels argued that the monogamous nuclear family emerged as a result of:
 - A. Economic necessity
 - B. Cultural tradition
 - C. Religious beliefs
 - D. Biological instincts

Answer: A. Economic necessity

4. Who is the author of the controversial and famous book "The Dialectic of Sex" published in 1979?
 - A. Gloria Steinem
 - B. Simone de Beauvoir
 - C. Shulamith Firestone
 - D. Betty Friedan

Answer: C. Shulamith Firestone

5. What was the significance of the Supreme Court of India's ruling on September 6, 2018, regarding Section 377 of the Indian Penal Code?
 - A. The ruling upheld the constitutionality of Section 377, maintaining the criminalization of homosexuality.

- B. The ruling declared Section 377 unconstitutional, decriminalizing same-sex relationships in India.
- C. The ruling expanded the scope of Section 377 to include additional offenses related to sexual orientation.
- D. The ruling reinforced the enforcement of Section 377, leading to increased arrests and prosecutions of LGBTQ+ individuals.

Answer: B. The ruling declared Section 377 unconstitutional, decriminalizing same-sex relationships in India.

- 6. What does the Hindu Marriage Act govern?
 - A. Marriage and divorce among Hindus only
 - B. Marriage and divorce among all religious communities in India
 - C. Property rights of Hindus
 - D. Adoption laws for Hindus

Answer: A. Marriage and divorce among Hindus only

- 7. What term is commonly used to describe the challenge faced by women in paid employment who experience the simultaneous demands of child care responsibilities and professional commitments?
 - A. Double burden
 - B. Triple jeopardy
 - C. Dual dilemma
 - D. Multi-tasking stress

Answer: A. Double burden

- 8. What does the term "heteronormativity" refer to?
 - A. The belief that heterosexuality is the only valid sexual orientation and that other orientations are abnormal.
 - B. The idea that individuals can choose their sexual orientation freely without societal pressure.
 - C. The promotion of LGBTQ+ rights and visibility in society.
 - D. The belief that all gender identities are equally valid and should be respected.

Answer: A. The belief that heterosexuality is the only valid sexual orientation and that other orientations are abnormal.

- 9. According to Nancy Chodorow's "The Reproduction of Mothering" (1978), how does gender identity formation occur during early childhood?
 - A. Children develop attachments to both parents equally.
 - B. Children develop strong attachments to a same-sex parent or adult.
 - C. Gender identity is determined solely by biological factors.
 - D. Gender identity is shaped primarily by societal expectations and norms.

Answer: B. Children develop strong attachments to a same-sex parent or adult.

10. What is the central argument of Leela Dube's work "On the Construction of Gender: Socialization of Hindu Girls in Patrilineal India"?

- A. Hindu girls are systematically valued more than boys in Indian society.
- B. Girls in Hindu society are socialized to view themselves as equal to boys from birth.
- C. Gender inequality in Hindu society is perpetuated through family, kinship, and caste dynamics.
- D. Hindu families celebrate the birth of daughters more than the birth of sons.

Answer: C. Gender inequality in Hindu society is perpetuated through family, kinship, and caste dynamics.

11. What does gender-based socialization refer to?

- A. The process by which individuals learn about their biological sex.
- B. The process by which individuals learn societal expectations and norms associated with their gender.
- C. The process by which individuals choose their gender identity freely.
- D. The process by which individuals are assigned a gender at birth.

Answer: B. The process by which individuals learn societal expectations and norms associated with their gender.

12. Which of the following is an example of gender-based socialization?

- A. A parent telling their child that boys should be strong and girls should be nurturing.
- B. A child choosing to play with toys traditionally associated with their gender.
- C. A child being taught about human anatomy in school.
- D. A child being assigned a gender-neutral name at birth.

Answer: A. A parent telling their child that boys should be strong and girls should be nurturing.

13. Gender-based socialization contributes to:

- A. The reinforcement of gender stereotypes.
- B. Gender equality.
- C. Gender fluidity.
- D. Both a) and c)

Answer: A. The reinforcement of gender stereotypes.

14. What is the main focus of Ann Oakley's book "Sex, Gender and Society"?

- A. Analyzing the biological differences between males and females.
- B. Exploring the social construction of sex and gender roles.
- C. Examining the impact of genetics on gender identity.
- D. Investigating the evolutionary origins of gender differences.

Answer: B. Exploring the social construction of sex and gender roles.

15. What does intersectionality theory emphasize?

- A. The separation of social categories such as gender, race, and class.
- B. The interconnectedness of social categories and the ways they intersect to shape individuals' experiences.
- C. The dominance of one social category over others.
- D. The irrelevance of social categories in understanding inequality.

Answer: B. The interconnectedness of social categories and the ways they intersect to shape individuals' experiences.

16. Which of the following is NOT considered an agent of socialization of gender?

- A. Family
- B. Peers
- C. Government
- D. Media

Answer: C. Government

17. What is the central theme of John Stuart Mill's "The Subjection of Women"?

- A. The superiority of men over women
- B. The fundamental equality of women with men
- C. The need for women to remain in the domestic sphere
- D. The natural subordination of women to men

Answer: B. The fundamental equality of women with men

18. What is the central theme of Betty Friedan's "The Feminine Mystique"?

- A. The superiority of women over men
- B. The importance of traditional gender roles
- C. The dissatisfaction and limitations faced by women in the domestic sphere
- D. The natural inclination of women towards caregiving

Answer: C. The dissatisfaction and limitations faced by women in the domestic sphere

19. Which wave of feminism focused primarily on securing legal and political rights for women, such as suffrage?

- A. First Wave Feminism
- B. Second Wave Feminism
- C. Third Wave Feminism
- D. Fourth Wave Feminism

Answer: A. First Wave Feminism

20. During which wave of feminism did the focus expand beyond legal rights to address systemic inequalities and social injustices faced by women in areas such as education, employment, and reproductive rights?
- A. First Wave Feminism
 - B. Second Wave Feminism
 - C. Third Wave Feminism
 - D. Fourth Wave Feminism

Answer: B. Second Wave Feminism

21. Which wave of feminism emphasized inclusivity, diversity, and social justice, while addressing intersectional inequalities based on factors such as race, ethnicity, sexuality, and class?
- A. First Wave Feminism
 - B. Second Wave Feminism
 - C. Third Wave Feminism
 - D. Fourth Wave Feminism

Answer: C. Third Wave Feminism

22. In which wave of feminism did digital activism and online organizing through social media platforms become prominent, enabling broader participation and engagement in feminist discourse?
- A. First Wave Feminism
 - B. Second Wave Feminism
 - C. Third Wave Feminism
 - D. Fourth Wave Feminism

Answer: D. Fourth Wave Feminism

23. Who is best known for her book "The Feminine Mystique," which critiqued traditional gender roles and sparked the second wave of feminism in the United States?
- A. Betty Friedan
 - B. Gloria Steinem
 - C. Audre Lorde
 - D. Emmeline Pankhurst

Answer: A. Betty Friedan

24. Who coined the term "intersectionality" to describe the interconnected nature of multiple forms of oppression, including those based on race, gender, and class?
- A. bell hooks
 - B. Kimberlé Crenshaw
 - C. Chimamanda Ngozi Adichie
 - D. Tarana Burke

Answer: B. Kimberlé Crenshaw

25. Who founded the #MeToo movement in 2006 to raise awareness about sexual harassment and assault, particularly in marginalized communities?

- A. Malala Yousafzai
- B. Tarana Burke
- C. Emma Watson
- D. Chimamanda Ngozi Adichie

Answer: B. Tarana Burke

26. In feminist sociology, what term refers to the process by which individuals learn and internalize gendered behaviors and ideologies?

- A. Gender assimilation
- B. Gender dysphoria
- C. Gender socialization
- D. Gender conformity

Answer: C. Gender socialization

27. What is one of the key methods used in feminist sociology to investigate gender-based inequalities?

- A. Randomized controlled trials
- B. Ethnographic fieldwork
- C. Meta-analysis
- D. Regression analysis

Answer: B. Ethnographic fieldwork

28. What does feminism in sociology primarily critique?

- A. Matriarchal systems
- B. Patriarchal systems
- C. Egalitarian systems
- D. Socialist systems

Answer: B. Patriarchal systems

29. What term does bell hooks use to describe the dominant cultural narratives and images that perpetuate sexism, racism, and other forms of oppression?

- A. Hegemony
- B. Patriarchy
- C. White supremacy
- D. Cultural imperialism

Answer: A. Hegemony

30. What was the primary goal of the Suffragette Movement in the late 19th and early 20th centuries?
- A. Advocating for reproductive rights
 - B. Promoting women's economic empowerment
 - C. Fighting for the right to vote
 - D. Improving access to education for women

Answer: C. Fighting for the right to vote

31. What are the four key areas assessed by the World Economic Forum's Gender Gap Index?
- A. Health, Environment, Education, and Technology
 - B. Economic Participation, Educational Attainment, Health and Survival, and Political Empowerment
 - C. Income Disparity, Racial Equality, Access to Justice, and Social Welfare
 - D. Leadership, Innovation, Access to Resources, and Economic Growth

Answer: B. Economic Participation, Educational Attainment, Health and Survival, and Political Empowerment

32. Who provides the Gender Gap Index?
- A. United Nations
 - B. World Bank
 - C. International Monetary Fund
 - D. World Economic Forum

Answer: D. World Economic Forum

33. Which theoretical framework offers critical analyses of gender inequality, highlighting power dynamics, structural inequalities, and systems of oppression?
- A. Conflict theory
 - B. Structural functionalism
 - C. Symbolic interactionism
 - D. Feminist theory

Answer: D. Feminist theory

34. What was the primary aim of the National Woman Suffrage Association (NWSA) when it was founded in 1869?
- A. Advocating for reproductive rights
 - B. Promoting gender equality in education
 - C. Securing women's right to vote
 - D. Fighting for workplace equality

Answer: C. Securing women's right to vote

35. The book "The Female Eunuch" was written by:

- A. Betty Friedan
- B. Simone de Beauvoir
- C. Gloria Steinem
- D. Germaine Greer

Answer: D. Germaine Greer

36. Dalit feminist scholars focus on:

- A. Analyzing gender inequality among upper-caste women
- B. Exploring the unique experiences of Dalit women at the intersection of caste and gender
- C. Promoting the interests of men within Dalit communities
- D. Ignoring the role of caste in shaping gender inequality

Answer: B. Exploring the unique experiences of Dalit women at the intersection of caste and gender

37. Marxist feminists incorporate class analysis into their examination of gender inequality by emphasizing:

- A. The necessity of ignoring class differences
- B. The exploitation of women's unpaid labor in the household
- C. The importance of preserving capitalist systems
- D. The exclusion of women from the labor force

Answer: B. The exploitation of women's unpaid labor in the household

38. According to sociologists such as Veena Das and Anupama Rao, structural violence:

- A. Is nonexistent in societies with strong legal protections
- B. Manifests in everyday practices and institutions, perpetuating inequality
- C. Affects only men and not women
- D. Is confined to specific caste-based communities

Answer: B. Manifests in everyday practices and institutions, perpetuating inequality

39. What do scholars like Chandra Talpade Mohanty and Uma Chakravarti emphasize in their work?

- A. The superiority of upper-caste women over lower-caste women
- B. The importance of amplifying the voices and experiences of marginalized women
- C. The necessity of excluding class analysis from feminist scholarship
- D. The insignificance of caste in shaping gender inequality

Answer: B. The importance of amplifying the voices and experiences of marginalized women

40. Which of the following is not a Dalit feminist?

- A. Sharmila Rege
- B. Uma Chakravarti
- C. Gail Omvedt
- D. Gloria Steinem

Answer: D. Gloria Steinem

41. Which of the following is associated with Gail Omvedt's work and ideas?

- A. Postcolonial feminism
- B. Environmental activism
- C. Dalit and anti-caste movements
- D. Queer theory

Answer: C. Dalit and anti-caste movements

42. Match the following authors with their respective books:

Authors	Books
1. Gail Omvedt	i. Gender and Caste
2. Uma Chakravarti	ii. Writing Caste, Writing Gender
3. Sharmila Rege	iii. Gendering Caste Through a Feminist Lens
4. Veena Das	iv. Violence and Subjectivity
1. 2 3 4	
A. i ii iii iv	
B. i iii ii iv	
C. iv iii ii i	
D. iv ii iii i	

Answer: B.

43. The Seneca Falls Convention, held in 1848, is often regarded as a landmark event in which wave of feminism?

- A. First Wave Feminism
- B. Second Wave Feminism
- C. Third Wave Feminism
- D. Fourth Wave Feminism

Answer: A. First Wave Feminism

44. What was the significance of the formation of organizations like the National Organization for Women (NOW) in the United States?

- A. They focused solely on suffrage issues
- B. They provided centralized platforms for feminist activism and advocacy
- C. They aimed to restrict women's rights

D. They primarily focused on men's issues

Answer B. They provided centralized platforms for feminist activism and advocacy

45. What is gender budgeting?

- A. A budgeting technique used exclusively by women
- B. An approach to budgeting that analyzes the gender impact of government policies and expenditures
- C. A budgeting method focused on reducing women's participation in the workforce
- D. A budgeting process that prioritizes men's financial needs over women's

Answer B. An approach to budgeting that analyzes the gender impact of government policies and expenditures

46. Who is known for her writings on race, gender, and capitalism, including "Ain't I a Woman: Black Women and Feminism"?

- A. Audre Lorde
- B. bell hooks
- C. Angela Davis
- D. Patricia Hill Collins

Answer B. bell hooks

47. Which of the following scholars is known as a Black feminist?

- A. Gloria Steinem
- B. Simone de Beauvoir
- C. Angela Davis
- D. Betty Friedan

Answer C. Angela Davis

48. Which of the following statements best describes the relationship between gender and class?

- A. Gender and class are entirely independent of each other and do not intersect
- B. Gender and class intersect to shape individuals' experiences and opportunities
- C. Gender is more important than class in determining social status
- D. Class is more important than gender in determining social status.

Answer B. Gender and class intersect to shape individuals' experiences and opportunities

49. What is a key aspect of Black feminism?

- A. Prioritizing the rights of Black men over Black women

- B. Focusing solely on gender issues within the Black community
- C. Analyzing the intersection of race, gender, and other social identities
- D. Rejecting the concept of intersectionality

Answer C. Analyzing the intersection of race, gender, and other social identities

50. In societies where caste and class hierarchies exist, which group tends to experience the most severe gender inequalities?

- A. Upper-caste men
- B. Lower-caste men
- C. Upper-caste women
- D. Lower-caste women

Answer D. Lower-caste women

51. How does gender intersect with class in terms of women's labor force participation?

- A. Gender disparities in labor force participation are independent of class.
- B. Class disparities in labor force participation are independent of gender
- C. Women from lower socioeconomic classes are more likely to participate in the labor force.
- D. Gender and class intersect to shape women's opportunities for labor force participation.

Answer D. Gender and class intersect to shape women's opportunities for labor force participation.

52. Match the following authors with their respective popular books:

- A) Mary Wollstonecraft B) Simone de Beauvoir C) Betty Friedan D) Ann Oakley
- 1. "A Vindication of the Rights of Woman"
- 2. "The Second Sex"
- 3. "The Feminine Mystique"
- 4. "Sex, Gender and Society"
- A. A-2, B-1, C-4, D-3
- B. A-3, B-2, C-1, D-4
- C. A-1, B-2, C-3, D-4
- D. A-1, B-3, C-2, D-4

Answer: C. A-1, B-2, C-3, D-4



Gender Perspective

Gender Perspective is known as Feminist perspective also. Feminist perspective refers to perspectives which in one way or another seek to critique, question and find alternatives to the dominant male perspectives that are correlated with what feminists call as universal patriarchy. Feminism is not a monolithic perspective and there are multiple ways of understanding women's subordination and the ways to liberate women and grant them justice and equality. Organised feminism emerged from 17th century onwards in England, United States and France. With the coming in of industrial capitalism and economic and political changes within the family there was also a change in the status of women. "Feminism" was originally a French word which was introduced in the United States in the early twentieth century (Jaggar 1983: 5). It was first used to refer to a group of women who advanced women's rights and were referred to as the romantic feminists as they largely concerned with the uniqueness of the female sex and on their motherhood status. The sexual rationalists on the other hand claimed a better status for women as they visualized women as equal to men and wished to end the domination of women by men.

1. **Liberal** Liberal feminists believe that all human beings are rational agents and subordination of women is due to certain traditional beliefs and legal impediments based on the belief of women's incapability to perform certain tasks. Whereas men are judged on the basis of their abilities, sometimes women's abilities are seen as limited because of their sex (Jaggar 1983: 176). Liberal feminists argue that men and women should have equal rights and state should bring about reforms so that women have equal opportunities as men.
2. **Radical** In the late 1960s women's problems were seen not as an indication of individual failure but as an offshoot of a system in which men as a class oppress women as a class. According to radical feminism gender constructs reflect an elaborate system of male domination and should be eliminated.
3. **MARXIST** Marxist feminists believe that capitalism is the cause of women's oppression. Marxist feminists are influenced by the works of Marx, Engels, Lenin and other nineteenth century thinkers. They regard class based society as the source of women's oppression and believe that it is the origin of private property that shattered the egalitarian relationship between men and women in preindustrial societies.
4. **Socialist** Socialist feminists unlike Marxist feminists hold that class antagonism by itself is not the cause of women's oppression but class antagonism is to be replaced by 'an association, in which the free development of each is the condition for the free development of all' (Tong 2009: 96). They believe that to understand women's oppression not only class but sex, race and ethnicity are important categories.

MULTIPLE CHOICE QUESTIONS

1. What is feminist perspective?

- A) It is a theory that talks about women's rights.
- B) Feminist theory is a range of political movement Ideologies and social movement
- C) Its seeks to establish equal opportunities for women in education and employment
- D) All of the above

Answer D) All of the above

2. Who many main perspectives of feminism?

- A) Three
- B) Four
- C) Five
- D) Six

Answer B) Four

3. Which one is not a feminist perspective?

- A) Liberal
- B) Global
- C) Marxian
- D) Radical

Answer B) Global

4. Which one is a feminist perspective?

- A) Radical
- B) Common
- C) Personal
- D) General

Answer A) Radical

5. What is liberal feminism?

- A) It talk about equal opportunity for men and women
- B) It wants to totally change the existing social structure
- C) Its wants only economic opportunity in existing social structure
- D) Liberal feminism seeks equality for women within existing social structure

Answer D) Liberal feminism seeks equality for women within existing social structure

6. In which continents feminism originated ?

- A) Europe
- B) America
- C) Asia



D) Europe and America

Answer D) Europe and America

7. who is regarded as the founder of feminism?

A) Mary Wollstonecraft

B) Mary Richmond

C) J.S.Mill

D) Mary Grag

Answer A) Mary Wollstonecraft

8. The first feminist wave was started in which century?

A) 17th

B) 18th

C) 19th

D) 20th

Answer C) 19th

9. When did the feminist movement formally started?

A) 1748

B) 1848

C) 1857

D) 1890

Answer B) 1848

10. In which convention feminist movement formally started ?

A) Geneva convention 1848

B) Seneca convention 1848

C) Paris convention 1848

D) None of these

Answer B) Seneca convention 1848

11. Feminism's fight is against ?

A) Brotherhood

B) Sisterhood

C) Nepotism

D) Dominant patriarchy

Answer D) Dominant patriarchy

12. Which is the first perspective of feminism?

A) Liberal

B) Radical

C) Marxist

D) Socialist

Answer A) Liberal

13. Liberal feminism talks about what?

- A) Radical change
- B) Structural change
- C) Reform in existing system
- D) None of these

Answer C) Reform in existing system

14. What is the real concern of liberal feminism?

- A) Equal opportunity only
- B) Equal age of marriage for men and women
- C) Equal right and opportunity
- D) None of these

Answer A) Equal right and opportunity

15. Which liberal feminist fought for right to vote in America?

- A) Mary Wollstonecraft
- B) Elizabeth cady Stanton
- C) J.S.Mill
- D) Gina crog

Answer B) Elizabeth cady Stanton

16. "A vindication of the rights of women" book is written by ?

- A) J.S.Mill
- B) Mary Wollstonecraft
- C) Elizabeth cady Stanton
- D) Jane Addams

Answer B) Mary Wollstonecraft

17. What was the main demands of liberal feminism?

- A) Women's suffrage
- B) Access to education
- C) Fair compensation for work
- D) All of the above

Answer D) All of the above

18. What is the full of 'NOW' ?

- A) National organisation for working women
- B) National organisation for women
- C) National orientation for women
- D) None of the above

Answer B) National organisation for women

19. Which one is not a liberal feminist?

- A) J.S. Mill
- B) Mary Wollstonecraft

- C) Judith brown
- D) Helen tylor

Answer C) Judith brown

20. When was the second wave of feminism started?

- A) 1960
- B) 1980
- C) 1970
- D) 1985

Answer A)1960

21. Radical feminism is started?

- A) 1985
- B) 1960
- C) 1975
- D) 1995

Answer B) 1960

22. What kind of change radical feminism wants?

- A) Legal change
- B) Only reform
- C) Revolutionary change
- D) None of these

Answer C) Revolutionary change

23. Which answer best describes the beliefs of radical feminism?

- A) Women experience oppression in a variety of ways including race, sexual orientation and education
- B) The main cause of the oppression that women experience in unfair institutional structure
- C) Patriarchy and male supremacy are the main causes of oppression that women experience
- D) None of these

Answer C) Patriarchy and male supremacy are the main causes of oppression that women experience

24. The second sex book is written by whom?

- A) J. S. Mill
- B) Stone craft
- C) Simone de Beauvoir
- D) Jane Addams

Answer C) Simone de Beauvoir

25. Feminism is concerned with identifying and remedying harm against and disadvantages?

- A) To women in business
- B) To women in academia
- C) To women in science
- D) Arising from biases against women

Answer D) Arising from biases against women

26. Wollstonecraft argues that ‘the neglected education of my fellow creatures is the grand source of?
- A) The plight of women
 - B) The misery I deplore
 - C) The subjugation of women
 - D) The creation of other

Answer B) The misery I deplore

27. Simone de Beauvoir central question is?
- A) What is gender
 - B) What is equality
 - C) What is woman
 - D) What is other

Answer C) What is woman

28. Whose statement is that “one is not born but rather becomes a woman”?
- A) Gina Crag
 - B) J.S.Mil
 - C) Simone de Beauvoir
 - D) Wollstonecraft

Answer C) Simone de Beauvoir

29. Simone de Beauvoir argues that women’s oppression can be lifted only there is
- A) Real freedom and true equality of both men and women
 - B) Equality in the work place
 - C) Equality in education
 - D) Equality in religious matter

Answer A) Real freedom and true equality of both men and women

30. Feminist epistemology focuses most of its attention on the
- A) Stand point learner
 - B) stand point knower
 - C) situated learner
 - D) situated knower

Answer D) Situated knower

31. Which feminist theory is characterised by the belief that **patriarchy** is the major and universal cause of women's oppression ?

- A) Socialist feminism
- B) Liberal feminism
- C) Cultural feminism
- D) Radical feminism

Answer D) Radical feminism

32. Which feminist perspective says that women is exploited through capitalism and the individual ownership of private property?

- A) Marxist
- B) Radical
- C) Liberal
- D) Socialist

Answer A) Marxist

33. Which perspective tells that women's liberation can only be achieved by dismantling the capitalist system ?

- A) Liberal
- B) Radical
- C) Cultural
- D) Marxist

Answer D) Marxist

34. Why the Marxist feminism wants to abolish the capitalist system because it is?

- A) Patriarchal
- B) Cultural
- C) It paid less to women than men
- D) Liberal

Answer C) It paid to less women than men

35. Marxist feminism is also known as

- A) Patriarchal feminism
- B) Liberal feminism
- C) Cultural feminism
- D) Socialist feminism

Answer D) Socialist feminism

36. What does Marxist feminism emphasize?

- A) The alienation of women's from family
- B) The alienation of women's from society
- C) The alienation of women's from motherhood
- D) None of the above

Answer C) The alienation of women's from motherhood

37. Marxist feminism is influenced by which philosopher's theory?

- A) Max waber
- B) Karl marx
- C) Aristotle
- D) Plato

Answer B) Karl marx

38. Who is not a radical feminist?

- A) Kate millet
- B) Shulamith firestone
- C) Gayle rubin
- D) Mary Wollstonecraft

Answer D) Mary Wollstonecraft

39. Which feminist believes that women's oppression is because of the capitalist system and patriarchal system?

- A) Marxist
- B) Liberal
- C) Radical
- D) Socialist

Answer D) Socialist

40. Which perspective of feminism emerged as a result of gender blind character of Marxist thought?

- A) Radical
- B) Liberal
- C) Socialist
- D) Psychoanalytic

Answer C) Socialist

41. Which of the following is not a characteristics of feminist theory?

- A) Feminist theory treats women as the central subject of investigation.
- B) Feminist theory promotes activism on behalf of women
- C) Feminist theory multicultural in orientation
- D) Feminist theory advocates a linear understanding of the historical experiences of women

Answer D) Feminist theory advocates a linear understanding of the historical experiences of women

42. Who among the following is not a feminist?

- A) Jean Paul
- B) Ann Oakley

C) Wollstonecraft

D) J.S. Mill

Answer A) Jean Paul

43. Which feminist perspective seeks to expand the rights of women through legalization?

A) Liberal

B) Radical

C) Socialist

D) Capitalist

Answer C) liberal

44. Which approach is appropriate for adequate understanding the political orientation of feminism

A) Liberal feminism

B) Socialist feminism

C) Radical feminism

D) All of the above

Answer D) All of the above

45. Which school of feminist questioned the concept of natural order or biological status quo?

A) Liberal feminist

B) Socialist feminist

C) Marxist feminist

D) Radical feminist

Answer D) Radical feminist

46. Which approach of feminism views that women's oppression as women is caused not only by living in a class society but also in classless societies?

A) Radical

B) Marxist

C) Liberal

D) Socialist

Answer D) Socialist

47. Which of the following is an incorrect statement about liberal feminism?

A) Women has equal rational capacities like men

B) Women and men should have equal sexual right

C) Women and men should be given same educational opportunities

D) Women and men should get equal civil and political rights

Answer B) Women and men should have equal sexual right

48. Which feminist perspective discusses about equal civil and political rights of men and women?

- A) Liberal
- B) Radical
- C) Marxist
- D) Socialist

Answer A) Liberal

49. The commission on the status of women held a Beijing + 10 review meeting in

- A) Tehran
- B) New delhi
- C) New York
- D) Tokyo

Answer D) Tokyo

50. Nature' as the feminine principle is reflexion of ideas from which feminism?

- A) Postmodern feminism
- B) Marxist feminism
- C) Eco-feminism
- D) Liberal feminism

Answer C) Eco-feminism

51. Mary Wollstonecraft was related to which feminist perspective?

- A) Liberal
- B) Socialist
- C) Radical
- D) Marxist

Answer A) Liberal

52. Womanist is to feminist as purple is to lavender is said by?

- A) Alice walker
- B) Rebecca walker
- C) J.S. Mill
- D) Angela devis

Answer A) Alice walker

53. Feminist movement divided in how many parts

- A) 5
- B) 3
- C) 4
- D) 6

Answer C) 4.

54. What was the first wave of feminism?

- A) 1848 to 1920
- B) 1800 to 1900
- C) 1857 to 1900
- D) 1900 to 1925

Answer A) 1848 to 1920

55. What was the second wave of feminism?

- A) 1960 to 1980
- B) 1970 to 1985
- C) 1975 to 1995
- D) 1980 to 1990

Answer A) 1960 to 1980

56. When 3rd wave of feminism is started?

- A) 1995
- B) 1990
- C) 2005
- D) 2000

Answer B) 1990

57. In India feminism comes which wave?

- A) First wave
- B) Second wave
- C) Third wave
- D) None of these

Answer D) None of these

58. Who wrote india's first feminist text ?

- A) Savitribai phule
- B) Tarabai shinde
- C) Pandita ramabai
- D) Kamini roy

Answer B) Tarabai shinde

59. Who was india's first feminist?

- A) Dr. anandibai Joshi
- B) Ramabai ranade
- C) Tarabai sinde
- D) Savitribai phule

Answer D) Savitribai phule

60. Who is Sampat Pal devi ?

- A) A politician
- B) A farmer

C) An actor

D) Feminist

Answer D) Feminist



PATRIARCHY AND GENDER

In sociology, patriarchy refers to a social system in which power is predominantly held by men, and societal structures and institutions are organized in a way that prioritizes male dominance and authority. Patriarchy encompasses not only formal institutions like government and law but also informal social practices, cultural norms, and expectations that reinforce male privilege and control.

Key aspects of patriarchy in sociology include:

1. **Gender Roles:** Patriarchal societies often have rigid gender roles that dictate the behaviors, responsibilities, and expectations of individuals based on their gender. Men are typically expected to be dominant, assertive, and breadwinners, while women are often relegated to roles of caregiving, homemaking, and supporting their male counterparts.
2. **Power and Authority:** Men typically hold the majority of positions of power and authority in patriarchal societies, such as political leadership, corporate executives, religious leaders, and heads of households. This concentration of power reinforces male dominance and perpetuates systems that prioritize male interests and perspectives.
3. **Privilege and Oppression:** Patriarchal systems create and perpetuate privilege for men while marginalizing and oppressing women and gender minorities. This can manifest in various forms, including unequal access to resources, limited opportunities for advancement, and experiences of discrimination and violence.
4. **Socialization:** Patriarchal societies socialize individuals from a young age into gendered norms and expectations through processes such as family dynamics, education, media, and cultural practices. This socialization reinforces the status quo and perpetuates gender inequalities over generations.
5. **Intersectionality:** Patriarchy intersects with other forms of oppression, such as racism, classism, ableism, and homophobia, creating compounded disadvantages for individuals who belong to multiple marginalized groups. Intersectional approaches in sociology highlight the interconnectedness of various social structures and how they shape experiences of privilege and oppression.

Sylvia Walby is a prominent sociologist known for her work on gender inequalities and patriarchy. Her book "Theorizing Patriarchy," published in 1990, is a seminal work in the field of gender studies. Walby argues that patriarchy is a complex and multifaceted system, not simply reducible to male domination or control. She identifies six interrelated structures of patriarchy: patriarchal relations in the household, paid work, the state, sexuality, violence, and culture.

SEXUAL DIVISION OF LABOUR

The concept of the sexual division of labor in sociology refers to the assignment of different tasks, roles, and responsibilities to individuals based on their gender. It highlights how societies organize and allocate work based on perceived gender norms and expectations. The sexual division of labor has been a central concept in understanding gender inequalities and the structure of societies.

Key aspects of the sexual division of labor include:

1. **Historical and Cultural Context:** The sexual division of labor varies across cultures and historical periods. While some tasks may be traditionally associated with men or women in one society, they may be assigned differently in another. This variation reflects cultural norms, economic structures, and social ideologies surrounding gender roles.
2. **Types of Work:** The sexual division of labor typically involves the categorization of work into "men's work" and "women's work." Men's work often includes activities such as paid employment, heavy labor, and tasks outside the home, while women's work is often associated with caregiving, household chores, and domestic responsibilities.
3. **Economic and Social Factors:** Economic systems and social institutions play a significant role in shaping the sexual division of labor. Capitalist economies, for example, have historically relied on the exploitation of women's unpaid labor within the household to support the wage labor of men in the workforce. Social norms and expectations also influence individuals' choices and opportunities regarding employment and household responsibilities.
4. **Reinforcement of Gender Inequality:** The sexual division of labor reinforces gender inequalities by perpetuating stereotypes and limiting individuals' opportunities based on their gender. Women are often undervalued and marginalized in the workforce, while men may face stigma or discrimination for taking on roles traditionally associated with women. This division of labor contributes to the reproduction of gender hierarchies and unequal power dynamics in society.

According to Parsons, this division of labor was functional for society as it ensured the stability and continuity of social institutions, particularly the family. He believed that these gender roles were reinforced by cultural norms and social expectations, and deviations from these roles could lead to social dysfunction.

George Peter Murdock, a prominent anthropologist, is known for his studies on family and kinship systems, including his work on the sexual division of labor within societies. Murdock's research, particularly his cross-cultural studies, aimed to identify universal patterns and functions of family structures across different cultures.

Oakley's research, particularly her influential book "The Sociology of Housework" published in 1974, critically examined the unequal distribution of domestic labor between men and women within the family. In this book, Oakley challenged the prevailing assumption that

household chores and caregiving were inherently feminine and natural, arguing instead that they were socially constructed and shaped by power dynamics within the family and society.

MASCULINITY VS FEMININITY

In sociology, masculinity and femininity are concepts used to describe the socially constructed attributes, behaviors, and roles associated with being male or female within a particular society or culture. These concepts go beyond biological differences between sexes and instead focus on the ways in which gender identity is shaped by social, cultural, and historical factors. Sociology emphasizes that masculinity and femininity are not inherent qualities but are socially constructed. This means that what it means to be masculine or feminine can vary widely across different societies and historical periods. Masculinity and femininity are often associated with specific gender roles—socially defined expectations and behaviors considered appropriate for men and women. These roles can encompass a wide range of activities, behaviors, and traits, including but not limited to employment, family responsibilities, emotional expression, and personal interests.

Hegemonic masculinity refers to the dominant, culturally idealized form of masculinity within a particular society or group. It represents a set of norms and practices that are associated with power, authority, and dominance, often at the expense of marginalized or subordinated masculinities and femininities. Emphasized femininity refers to the culturally idealized form of femininity that aligns with traditional gender norms and expectations. It often emphasizes qualities such as nurturance, passivity, and emotional sensitivity, reinforcing women's subordinate status within patriarchal societies.

Margaret Mead, a pioneering anthropologist, conducted extensive research on gender and culture, particularly focusing on variations in masculinity and femininity across different societies. Her work challenged essentialist views of gender and emphasized the importance of cultural context in shaping gender roles and identities.

MULTIPLE CHOICE QUESTIONS

1. Which of the following best describes patriarchy in sociology?
 - A. A social system where power is equally distributed among individuals regardless of gender.
 - B. A system where women hold the majority of positions of power and authority.
 - C. A social system characterized by male dominance and the prioritization of male interests and perspectives.
 - D. A system where gender roles are fluid and interchangeable, with no expectations based on gender.

Answer: C. A social system characterized by male dominance and the prioritization of male interests and perspectives.

2. According to conflict theory, patriarchy is primarily explained as:
- A. A functional aspect of society.
 - B. A result of power struggles between different social groups.
 - C. A consequence of individuals' interpretations of symbols.
 - D. A system where gender roles are fluid and interchangeable.

Answer: B. A result of power struggles between different social groups.

3. Feminist theory examines patriarchy through the lens of:
- A. Structural functionalism.
 - B. Symbolic interactionism.
 - C. Gender equality.
 - D. Gender inequality and oppression.

Answer: D. Gender inequality and oppression.

4. Symbolic interactionism views patriarchy as being reproduced and reinforced through:
- A. Power struggles between social groups.
 - B. Economic systems
 - C. Everyday interactions, language, and symbols.
 - D. Structural aspects of society.

Answer: C. Everyday interactions, language, and symbols.

5. According to structural functionalism, patriarchy may be seen as:
- A. A functional aspect of society.
 - B. A consequence of individuals' interpretations of symbols.
 - C. A result of power struggles between social groups.
 - D. A system where gender roles are fluid and interchangeable.

Answer: A. A functional aspect of society.

6. Intersectionality theory emphasizes:
- A. The interconnected nature of various forms of oppression.
 - B. Economic determinism in shaping gender relations.
 - C. The stability and functioning of patriarchal societies.
 - D. The primacy of gender over other social categories.

Answer: A. The interconnected nature of various forms of oppression.

7. According to Sylvia Walby, patriarchy is:

- A. A simple system of male domination.
- B. A complex and multifaceted system of inequality.
- C. A static structure unaffected by social changes.
- D. A system primarily concerned with economic inequality.

Answer: B. A complex and multifaceted system of inequality.

8. Walby identifies how many interrelated structures of patriarchy in Sylvia Walby's analysis?
- A. Three
 - B. Four
 - C. Five
 - D. Six

Answer: D. Six

9. Which of the following is NOT one of the structures of patriarchy identified by Sylvia Walby?
- A. Religion
 - B. Paid work
 - C. State
 - D. Violence

Answer: A. Religion

10. Who provided the definition of patriarchy as "a system of social structures and practices in which men dominate, oppress, and exploit women"?
- A. Sylvia Walby
 - B. Judith Butler
 - C. Simone de Beauvoir
 - D. Bell Hooks

Answer: A. Sylvia Walby

11. What does the concept of the sexual division of labor in sociology primarily refer to?
- A. The distribution of tasks and responsibilities based on age
 - B. The distribution of tasks and responsibilities based on gender
 - C. The distribution of tasks and responsibilities based on social class
 - D. The distribution of tasks and responsibilities based on ethnicity

Answer: B. The distribution of tasks and responsibilities based on gender

12. Which of the following is typically associated with "men's work" in the sexual division of labor?
- A. Caregiving and household chores
 - B. Heavy labor and tasks outside the home

- C. Child-rearing and nurturing activities
- D. Cooking and meal preparation

Answer: B. Heavy labor and tasks outside the home

13. How does the sexual division of labor reinforce gender inequality?
- A. By providing equal opportunities for men and women in the workforce
 - B. By challenging traditional gender norms and stereotypes
 - C. By limiting individuals' opportunities based on their gender
 - D. By promoting gender-neutral roles and responsibilities

Answer: C. By limiting individuals' opportunities based on their gender

14. Which perspective in sociology emphasizes the role of economic systems and social institutions in shaping the sexual division of labor?
- A. Conflict theory
 - B. Symbolic interactionism
 - C. Structural functionalism
 - D. Feminist theory

Answer: A. Conflict theory

15. Which of the following do not discuss sexual division of labor?
- A. Karl Marx
 - B. Simone de Beauvoir
 - C. Emile Durkheim
 - D. Sigmund Freud

Answer: D. Sigmund Freud

16. Who argued in "The Origin of the Family, Private Property and the State" that the rise of private property led to the subjugation of women and the emergence of the patriarchal family structure?
- A. Charlotte Perkins Gilman
 - B. Emile Durkheim
 - C. Friedrich Engels
 - D. Sylvia Walby

Answer: C. Friedrich Engels

17. Which thinker critiqued the relegation of women to domestic roles and advocated for economic independence and equality in "Women and Economics"?
- A. Emile Durkheim
 - B. Charlotte Perkins Gilman
 - C. Ann Oakley
 - D. Sylvia Walby

Answer: B. Charlotte Perkins Gilman

18. Who examined the division of labor in society and its implications for social cohesion and solidarity, though not explicitly focusing on gender?

- A. Karl Marx
- B. Friedrich Engels
- C. Emile Durkheim
- D. Ann Oakley

Answer: C. Emile Durkheim

19. What is the Marxist perspective on the sexual division of labor?

- A. It sees the sexual division of labor as a natural and beneficial aspect of society.
- B. It emphasizes how the sexual division of labor contributes to gender equality and social cohesion.
- C. It views the sexual division of labor as a product of capitalism and class-based exploitation.
- D. It argues that the sexual division of labor is primarily determined by biological differences between men and women.

Answer: C. It views the sexual division of labor as a product of capitalism and class-based exploitation.

20. During the Industrial Revolution, which of the following changes significantly transformed the sexual division of labor?

- A. Increased reliance on hunting and gathering activities
- B. Expansion of agricultural practices.
- C. Shift from agrarian economies to industrialized societies
- D. Emergence of early forms of writing and record-keeping.

Answer: C. Shift from agrarian economies to industrialized societies

21. According to Talcott Parsons, the sexual division of labor within the family is primarily:

- A. A result of biological differences between men and women.
- B. A consequence of capitalist economic structures.
- C. Shaped by cultural norms and social expectations.
- D. A manifestation of gender equality and individual choice.

Answer: A. A result of biological differences between men and women.

22. What is the functionalist view of the sexual division of labor?

- A. It sees the sexual division of labor as a natural and beneficial aspect of society.
- B. It argues that the sexual division of labor is primarily determined by biological differences between men and women

- C. It emphasizes how the sexual division of labor contributes to gender equality and social cohesion.
- D. It views the sexual division of labor as a product of capitalism and class-based exploitation.

Answer: A. It sees the sexual division of labor as a natural and beneficial aspect of society.

23. Talcott Parsons' view on the sexual division of labor belongs to which perspective?

- A. Conflict theory
- B. Symbolic interactionism
- C. Structural functionalism
- D. Feminist theory

Answer: C. Structural functionalism

24. What is the conflict perspective's view on the sexual division of labor?

- A. It sees the sexual division of labor as a natural and beneficial aspect of society.
- B. It argues that the sexual division of labor is primarily determined by biological differences between men and women
- C. It emphasizes how the sexual division of labor contributes to gender equality and social cohesion.
- D. It views the sexual division of labor as a product of power struggles and inequalities between genders.

Answer: D. It views the sexual division of labor as a product of power struggles and inequalities between genders.

25. According to George Peter Murdock, the sexual division of labor is:

- A. A product of power struggles and inequalities between genders.
- B. Rooted in biological differences between men and women.
- C. A result of cultural norms and social expectations.
- D. A consequence of capitalist economic structures.

Answer B. Rooted in biological differences between men and women.

26. In his research on family structures, George Peter Murdock studied:

- A. Only Western industrialized societies.
- B. Only Eastern agricultural societies.
- C. Various societies from around the world.
- D. Only ancient civilizations.

Answer: C. Various societies from around the world.

27. To which theoretical perspective did George Peter Murdock belong?

- A. Conflict theory

- B. Symbolic interactionism
- C. Structural-functionalism
- D. Feminist theory

Answer: C. Structural-functionalism

28. What is Ann Oakley's perspective on the sexual division of labor?
- A. She views it as primarily rooted in biological differences between men and women.
 - B. She argues that it is a result of power struggles and inequalities between genders.
 - C. She emphasizes how it contributes to gender equality and social cohesion.
 - D. She suggests that it is a product of capitalist economic structures.

Answer: B. She argues that it is a result of power struggles and inequalities between genders.

29. What policy implications did Oakley's research on the sexual division of labor have?
- A. Advocating for measures to reinforce traditional gender roles
 - B. Promoting greater gender inequality within families
 - C. Supporting shared parental leave and affordable childcare
 - D. Encouraging gender-segregated education and workplaces

Answer: C. Supporting shared parental leave and affordable childcare

30. Ann Oakley's work on the sexual division of labor laid the foundation for subsequent studies on:
- A. Biomedical research
 - B. Environmental conservation
 - C. Gender, work, and family dynamics
 - D. Political theory

Answer: C. Gender, work, and family dynamics

31. In which book did Ann Oakley share her views on the sexual division of labor?
- A. "The Feminine Mystique"
 - B. "The Second Sex"
 - C. "The Sociology of Housework"
 - D. "The Gendered Society"

Answer: C. "The Sociology of Housework"

32. To which theoretical perspective does Ann Oakley primarily belong?
- A. Conflict theory
 - B. Symbolic interactionism
 - C. Structural-functionalism
 - D. Feminist theory

Answer: D. Feminist theory

33. According to sociology, masculinity and femininity are primarily:

- A. Biologically determined traits
- B. Socially constructed concepts
- C. Fixed and unchanging characteristics
- D. Universally defined across cultures

Answer: B. Socially constructed concepts

34. Gender roles refer to:

- A. Biological differences between males and females
- B. Socially defined expectations and behaviors considered appropriate for men and women
- C. Economic disparities between men and women
- D. Genetic variations influencing gender identity

Answer: B. Socially defined expectations and behaviors considered appropriate for men and women

35. How do sociologists understand masculinity and femininity in relation to other social categories such as race and class?

- A. They view masculinity and femininity as biologically determined and unrelated to other social categories.
- B. They analyze how masculinity and femininity intersect with race, class, sexuality, and other social factors.
- C. They consider masculinity and femininity as static concepts unaffected by social context.
- D. They prioritize masculinity over femininity in their analyses of social categories.

Answer: B. They analyze how masculinity and femininity intersect with race, class, sexuality, and other social factors.

36. What aspect of masculinity and femininity do sociologists examine regarding power dynamics and inequalities?

- A. Their biological foundations
- B. Their universality across cultures
- C. How traditional gender norms reinforce hierarchies and discrimination
- D. Their stability over time

Answer: C. How traditional gender norms reinforce hierarchies and discrimination

37. How do sociologists view the changing dynamics of masculinity and femininity?

- A. They see them as static concepts unaffected by social change.
- B. They recognize that conceptions of masculinity and femininity remain unchanged across time and cultures.

- C. They analyze how they shift over time and in response to social, cultural, and economic transformations.
- D. They prioritize femininity over masculinity in their analyses of changing dynamics.

Answer: C. They analyze how they shift over time and in response to social, cultural, and economic transformations.

38. According to social constructionism, masculinity and femininity are primarily:

- A. Biologically determined traits
- B. Socially constructed concepts
- C. Fixed and unchanging characteristics
- D. Universally defined across cultures

Answer: B. Socially constructed concepts

39. Feminist theory focuses on the study of:

- A. Gender inequality and the factors shaping women's experiences
- B. Biological determinants of gender identity
- C. The universality of gender roles across cultures
- D. Social constructionism in relation to gender

Answer: A. Gender inequality and the factors shaping women's experiences

40. Gender role theory emphasizes that gender roles are:

- A. Universally prescribed and unchanging
- B. Determined solely by biological factors
- C. Learned through socialization processes
- D. Irrelevant to the study of gender

Answer: C. Learned through socialization processes

41. Intersectionality theory explores how gender intersects with:

- A. Race, class, and sexuality
- B. Biological determinants
- C. Universal gender roles
- D. Symbolic interactionism

Answer: A. Race, class, and sexuality

42. Queer theory challenges traditional understandings of gender by:

- A. Reinforcing rigid gender binaries
- B. Emphasizing the universality of gender roles
- C. Exploring the fluidity and diversity of human experiences
- D. Ignoring the social construction of gender

Answer: C. Exploring the fluidity and diversity of human experiences

43. Symbolic interactionism focuses on:
- A. Macro-level social structures
 - B. Biological determinants of behavior
 - C. Micro-level interactions and the construction of gender identities
 - D. Gender roles as universally prescribed

Answer: C. Micro-level interactions and the construction of gender identities

44. What does the concept of androgyny refer to?
- A. The belief in the superiority of one gender over the other.
 - B. The social construction of gender roles within a society.
 - C. The blending of masculine and feminine characteristics in an individual.
 - D. The biological differences between males and females.

Answer: C. The blending of masculine and feminine characteristics in an individual.

45. Margaret Mead conducted her fieldwork in which location?
- A. Papua New Guinea
 - B. Australia
 - C. Indonesia
 - D. Samoa

Answer: A. Papua New Guinea

46. Margaret Mead's research had a significant impact on Western understandings of gender by:
- A. Reinforcing traditional views of gender as biologically determined
 - B. Challenging essentialist views and emphasizing the importance of cultural context
 - C. Ignoring the role of socialization in shaping gender roles
 - D. Exaggerating the universality of gender norms

Answer: B. Challenging essentialist views and emphasizing the importance of cultural context

47. Margaret Mead's research revealed that gender roles:
- A. Are universally fixed across cultures
 - B. Vary widely across different societies
 - C. Are biologically determined
 - D. Are determined solely by economic factors

Answer: B. Vary widely across different societies

48. Who wrote the book "Sex and Temperament in Three Primitive Societies" published in 1935?
- A. Ruth Benedict
 - B. Bronisław Malinowski

- C. Margaret Mead
- D. Franz Boas

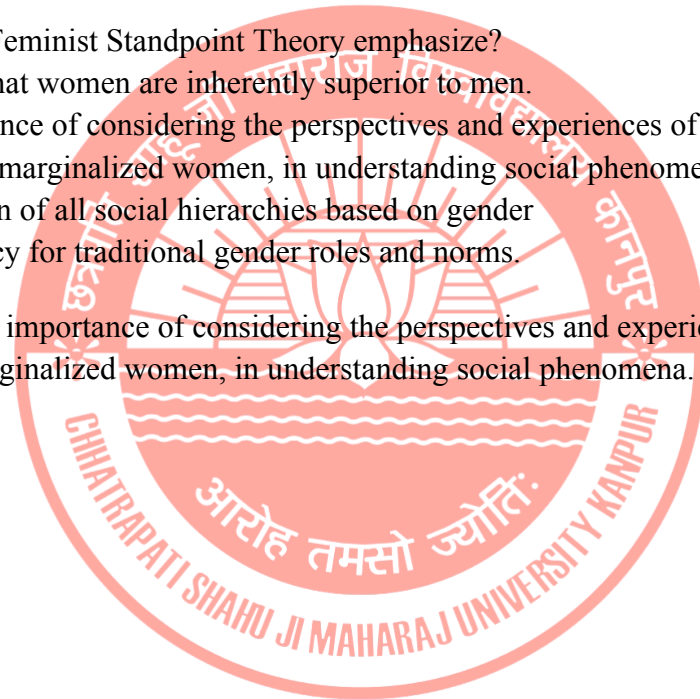
Answer: C. Margaret Mead

49. What does the concept of "hegemonic masculinity" refer to?
- A. The dominance of men over women in all aspects of society.
 - B. The culturally idealized form of masculinity that is dominant within a particular society or group.
 - C. The rejection of traditional gender norms and roles.
 - D. The belief in the inherent superiority of men over women.

Answer: B. The culturally idealized form of masculinity that is dominant within a particular society or group.

50. What does Feminist Standpoint Theory emphasize?
- A. The belief that women are inherently superior to men.
 - B. The importance of considering the perspectives and experiences of women, particularly marginalized women, in understanding social phenomena.
 - C. The rejection of all social hierarchies based on gender
 - D. The advocacy for traditional gender roles and norms.

Answer: B. The importance of considering the perspectives and experiences of women, particularly marginalized women, in understanding social phenomena.





WOMEN AND SOCIETY IN INDIA

In the Vedic era, women held a significant but somewhat subordinate position in society. They were respected as mothers, wives, and household managers. Women had access to education and participated in religious rituals. However, patriarchal norms were prevalent, and women's roles were largely confined to domestic duties. They had limited rights in matters such as inheritance and property ownership. Despite these limitations, some women held influential positions and were revered as scholars and seers. Overall, while there were elements of respect and recognition for women in the Vedic era, societal norms often restricted their autonomy and opportunities for advancement.

During the post-Vedic era while women continued to hold significant responsibilities within households, there were instances of women participating in political and economic spheres to varying extents. Religious texts and practices often reinforced patriarchal norms, though there were also examples of reverence for female deities such as Shakti and Saraswati. The Dharmashastras, including Manusmriti, provided guidelines for social conduct, including the regulation of women's behavior and rights. Arranged marriages were common, and the practice of dowry gained prominence during this period. Patriarchal family structures persisted, with women expected to uphold familial honor and obedience to male authority figures. Queens such as Chandragupta Maurya's wife, Queen Helena of the Shunga dynasty, and Queen Didda of Kashmir wielded significant influence, challenging traditional gender roles.

In the Buddhist era the teachings of Buddhism, as propagated by Gautama Buddha, emphasized the equality of all beings, including women. The Buddha admitted women into the monastic order (Bhikkhuni Sangha), which provided women with opportunities for education, spiritual practice, and community involvement. economic opportunities for women were often constrained by prevailing social norms and gender roles. Women in monastic life had access to teachings, philosophical discussions, and scriptural studies. The establishment of Buddhist monastic communities also provided women with legal protections and rights within the framework of monastic law. However, outside the monastic context, women's legal status and rights varied widely depending on regional customs, cultural practices, and prevailing political systems.

In medieval India, the society was predominantly patriarchal, with men holding primary authority in family, social, and political matters. Women were often subordinated to men and expected to adhere to traditional gender roles. Hinduism, Islam, and other religions practiced in medieval India prescribed specific gender roles and behaviors for women, often emphasizing their roles as wives, mothers, and caretakers. Marriage was considered a central institution in medieval Indian society, and arranged marriages were the norm. Polygamy was practiced among some communities, particularly among the elite. Educational opportunities for women were limited in medieval India, especially among lower castes and rural communities. Islamic law, Hindu law, and local customs governed matters such as

inheritance, property rights, and divorce. Gender-based violence, including domestic abuse, dowry-related violence, and practices such as sati, was prevalent in medieval Indian society.

During the British era in India there is emergence of social reform movements aimed at addressing issues such as child marriage, widow remarriage, female education, and women's rights. British colonial rule brought about significant legal reforms affecting women's rights. Acts such as the Hindu Widow Remarriage Act (1856), the Age of Consent Act (1891), and the Married Women's Property Act (1874) aimed to improve the legal status of women and challenge discriminatory practices. Education became a key avenue for social mobility and empowerment, enabling women to access employment opportunities outside the traditional domestic sphere. Women like Sarojini Naidu, Annie Besant, and Cornelia Sorabji played significant roles in advocating for social change and women's rights.

DEMOGRAPHIC PROFILE, POPULATION AND GENDER, POPULATION

Demographic data often reveal gender disparities in population distribution and composition. This includes variations in sex ratios, age distribution, and household structure. Gender imbalances in populations can result from factors such as sex-selective practices, migration patterns, and differential mortality rates. Gender plays a crucial role in fertility behavior and reproductive health outcomes. Women's reproductive decisions are influenced by social, economic, and cultural factors, including access to education, employment opportunities, healthcare services, and reproductive rights. Demographic studies examine how gender inequalities impact fertility rates, contraceptive use, and maternal health outcomes.

Gender differences in mortality rates and life expectancy are key demographic indicators. Women typically have lower mortality rates and longer life expectancies compared to men. Demographic analyses explore the underlying factors contributing to these differences, such as biological factors, healthcare access, lifestyle behaviors, and occupational hazards. Gender roles within households and the labor force significantly influence population patterns. Demographic studies examine how gendered divisions of labor, household responsibilities, and economic opportunities shape demographic behaviors such as marriage, childbearing, and migration. Gender inequalities in labor force participation, wages, and access to employment impact household well-being and demographic trends.

GENDER AND MIGRATION

Gender-based violence and migration are important demographic phenomena with gender dimensions. Demographic research investigates how experiences of violence, including domestic violence, sexual violence, and human trafficking, affect population dynamics, particularly for women and children. Gender-sensitive migration studies analyze how migration patterns are shaped by gender disparities in economic opportunities, social networks, and legal protections.

Migration and gender intersect in various ways, shaping individuals' experiences and opportunities across different contexts. Gender dynamics play a crucial role in determining

migration patterns, motivations, and outcomes. Women and men often migrate for different reasons, with women more likely to move for family reunification, marriage, or domestic work, while men may migrate for employment opportunities or economic advancement. Gender inequalities in access to resources, education, and employment can influence migration decisions, with women facing additional barriers such as restrictive gender norms, limited mobility, and increased vulnerability to exploitation and violence during the migration process.

MULTIPLE CHOICE QUESTIONS

1. What was the primary role of women in the Vedic society?
 - A. Political leaders
 - B. Religious leaders
 - C. Household managers
 - D. Soldiers

Answer: C. Household managers

2. In Vedic society, which term best describes the status of women in terms of property ownership?
 - A. They had equal rights to property
 - B. They could own property only through their husbands
 - C. They could not own property
 - D. They had more property rights than men.

Answer: B. They could own property only through their husbands

3. Which text provides insights into the roles and responsibilities of women in the Vedic era?
 - A. Rigveda
 - B. Atharvaveda
 - C. Upanishads
 - D. Mahabharata

Answer: A. Rigveda

4. What was the practice of 'Sati' in the Vedic era?
 - A. Women's education
 - B. Widow remarriage
 - C. Self-immolation of widows
 - D. Women's rights activism

Answer: C. Self-immolation of widows

5. Who were some notable female figures mentioned in Vedic texts?

- A. Lopamudra and Gargi
- B. Krishna and Arjuna
- C. Rama and Sita
- D. Vyasa and Valmiki

Answer: A. Lopamudra and Gargi

6. What was the significance of 'Griha Lakshmi' in the Vedic era?
- A. Wealth earned through agriculture
 - B. Wealth earned through trade
 - C. Wealth associated with the household
 - D. Wealth associated with royal lineage

Answer: C. Wealth associated with the household

7. What role did women play in religious ceremonies during the Vedic period?
- A. They were the primary officiants
 - B. They were forbidden from participating.
 - C. They played supportive roles
 - D. They had no role in religious ceremonies.

Answer: C. They played supportive roles

8. What is one of the major challenges in the implementation of laws protecting women's rights in India?
- A. Lack of legal frameworks
 - B. Gender-neutral enforcement
 - C. Cultural acceptance of violence against women
 - D. Overwhelming support from the community

Answer: C. Cultural acceptance of violence against women

9. What was the prevalent practice regarding marriage in ancient India?
- A. Monogamy
 - B. Polygyny
 - C. Polyandry
 - D. Same-sex marriage

Answer: B. Polygyny

10. Which text provides insights into the status and roles of women in ancient India, including the post-Vedic era?
- A. Upanishads
 - B. Bhagavad Gita
 - C. Manusmriti

D. Rigveda

Answer: C. Manusmriti

11. Which religious and social movement provided a platform for women to express spiritual devotion and challenge societal norms during the post-Vedic era?

- A. Bhakti movement
- B. Sufi movement
- C. Jainism
- D. Buddhism

Answer: A. Bhakti movement

12. What was the practice that gained prominence in marriage arrangements during the post-Vedic era, particularly among elite families?

- A. Widow remarriage
- B. Dowry
- C. Polygamy
- D. Love marriages

Answer: B. Dowry

13. What significant step did Gautama Buddha take regarding women that challenged prevailing societal norms in ancient India?

- A. Allowing women to lead religious ceremonies
- B. Establishing women-only monasteries
- C. Admitting women into the monastic order
- D. Encouraging women to take up arms and join his followers

Answer: C. Admitting women into the monastic order

14. In Buddhist monastic life, what role did women have in comparison to men?

- A. Women held higher positions of authority.
- B. Women had no roles within the monastic community.
- C. Women had similar opportunities for education and spiritual practice.
- D. Women were restricted to domestic duties.

Answer: C. Women had similar opportunities for education and spiritual practice.

15. What opportunities did Buddhist monastic institutions provide for women?

- A. Economic empowerment through trade and commerce
- B. Access to education and intellectual pursuits
- C. Political leadership roles in local communities
- D. Exemption from religious obligations and rituals

Answer: B. Access to education and intellectual pursuits

16. Which term refers to the Buddhist order of nuns?

- A. Bhikkhu Sangha
- B. Bhikkhuni Sangha
- C. Bodhisattva Sangha
- D. Arhat Sangha

Answer: B. Bhikkhuni Sangha

17. In addition to monastic life, where else might women have found economic opportunities during the Buddhist era?

- A. Leadership roles in government
- B. Participation in agricultural labor
- C. Ownership of large estates and properties
- D. Exclusively in domestic roles

Answer: B. Participation in agricultural labor

18. How did Buddhist teachings influence social attitudes towards women?

- A. By reinforcing patriarchal norms
- B. By promoting women's rights activism
- C. By advocating for gender equality and compassion
- D. By encouraging women's seclusion from society

Answer: C. By advocating for gender equality and compassion

19. Which historical figure is known for her contributions to Buddhism and advocacy for women's rights during the Buddhist era?

- A. Chandragupta Maurya
- B. Draupadi
- C. Queen Mahaprajapati Gautami
- D. Rani Lakshmbai

Answer: C. Queen Mahaprajapati Gautami

20. What was the predominant societal structure regarding gender roles in medieval India?

- A. Matriarchal society
- B. Patriarchal society
- C. Egalitarian society
- D. Matrilineal society

Answer: B. Patriarchal society

21. Which religious and cultural practices influenced the roles of women in medieval India?

- A. Buddhism
- B. Hinduism, Islam, and local customs
- C. Jainism
- D. Sikhism

Answer: B. Hinduism, Islam, and local customs

22. What was the primary form of marriage arrangement in medieval Indian society?

- A. Love marriages
- B. Arranged marriages
- C. Polygamous marriages
- D. Civil marriages

Answer: B. Arranged marriages

23. Which economic activities were women commonly involved in during medieval India?

- A. Political leadership
- B. Agricultural labor
- C. Religious ceremonies
- D. Military campaigns

Answer: B. Agricultural labor

24. What was the general level of access to education for women in medieval India?

- A. Equal to men
- B. Higher than men
- C. Limited or restricted
- D. Only available to women from elite families

Answer: C. Limited or restricted

25. Which legal systems governed matters such as inheritance and property rights for women in medieval India?

- A. Islamic law
- B. Hindu law
- C. Both Islamic and Hindu laws
- D. Roman law

Answer: C. Both Islamic and Hindu laws

26. Which form of gender-based violence was prevalent in medieval Indian society?

- A. Human trafficking
- B. Lack of legal autonomy and subordinate legal status

- C. Religious persecution
- D. Political oppression

Answer: B. Lack of legal autonomy and subordinate legal status

27. What were the primary limitations faced by women in terms of legal rights in medieval India?
- A. Lack of access to courts
 - B. Lack of enforcement of laws protecting women
 - C. Lack of legal autonomy and subordinate legal status
 - D. Lack of knowledge about legal rights

Answer: C. Lack of legal autonomy and subordinate legal status

28. Which colonial power significantly influenced gender relations in India during the British era?
- A. French
 - B. Dutch
 - C. Portuguese
 - D. British

Answer: D. British

29. Which social reformer played a key role in advocating for women's rights and social reforms during the British era?
- A. Shivaji Maharaj
 - B. Raja Ram Mohan Roy
 - C. Akbar the Great
 - D. Tipu Sultan

Answer: B. Raja Ram Mohan Roy

30. Which legislative act legalized widow remarriage in colonial India?
- A. Hindu Widow Remarriage Act (1856)
 - B. Child Marriage Restraint Act (1929)
 - C. Age of Consent Act (1891)
 - D. Married Women's Property Act (1874)

Answer: A. Hindu Widow Remarriage Act (1856)

31. What was the impact of British colonialism on traditional gender practices like sati?
- A. It led to the abolition of sati.
 - B. It had no impact on sati practices.
 - C. It encouraged the practice of sati.
 - D. It intensified debates but did not abolish it completely.

Answer: A. It led to the abolition of sati.

32. Who was a prominent female figure in the Indian nationalist movement during the British era?

- A. Sarojini Naidu
- B. Rani Lakshmbai
- C. Razia Sultan
- D. Chand Bibi

Answer: A. Sarojini Naidu

33. What effect did British education policies have on women in colonial India?

- A. Limited access to education for women
- B. Expanded educational opportunities for women
- C. No significant impact on women's education
- D. Increased restrictions on women's education

Answer: B. Expanded educational opportunities for women

34. Which sector witnessed the increased participation of women due to economic transformations under British rule?

- A. Agriculture
- B. Industry and factory labor
- C. Domestic service
- D. None of the above

Answer: B. Industry and factory labor

35. What was the primary objective of women's participation in nationalist movements during the British era?

- A. Economic empowerment
- B. Religious reform
- C. Social and political rights
- D. Cultural preservation

Answer: C. Social and political rights

36. When was the National Policy for the Empowerment of Women launched in India?

- A. 1992
- B. 2001
- C. 2010
- D. 2015

Answer: B. 2001

37. What is the current approximate female-to-male sex ratio in India according to the latest available data?

- A. 900 females per 1000 males
- B. 940 females per 1000 males
- C. 980 females per 1000 males
- D. 1000 females per 1000 males

Answer: B. 940 females per 1000 males

38. Which state in India has the highest female literacy rate according to the latest census data?

- A. Bihar
- B. Kerala
- C. Uttar Pradesh
- D. Rajasthan

Answer: B. Kerala

39. What is the term used to describe the phenomenon of an imbalance in the sex ratio at birth, often resulting from sex-selective abortion or female infanticide?

- A. Gender gap
- B. Demographic dividend
- C. Female feticide
- D. Population pyramid

Answer: C. Female feticide

40. Which age group among females typically shows the highest participation rate in the Indian workforce?

- A. 15-24 years
- B. 25-34 years
- C. 35-44 years
- D. 45-54 years

Answer: B. 25-34 years

41. Which of the following factors has contributed to the decline in the overall fertility rate in India?

- A. Increase in child marriage
- B. Increase in maternal mortality
- C. Increase in contraceptive usage
- D. Decrease in women's education

Answer: C. Increase in contraceptive usage

42. Which Indian state has the highest proportion of women in the total population?

- A. Kerala
- B. Uttar Pradesh
- C. Maharashtra
- D. West Bengal

Answer: A. Kerala

43. What is the term used to describe the concept where women, on average, have fewer children as educational attainment and income levels increase?

- A. Fertility transition
- B. Gender disparity
- C. Malthusian theory
- D. Demographic dividend

Answer: A. Fertility transition

44. What is the Indian state with the lowest female-to-male sex ratio according to the latest available data?

- A. Kerala
- B. Haryana
- C. Punjab
- D. Tamil Nadu

Answer: B. Haryana

45. Which Indian state initiated the "Beti Bachao, Beti Padhao" scheme, aimed at promoting the welfare and education of girls?

- A. Maharashtra
- B. Haryana
- C. Uttar Pradesh
- D. Rajasthan

Answer: B. Haryana

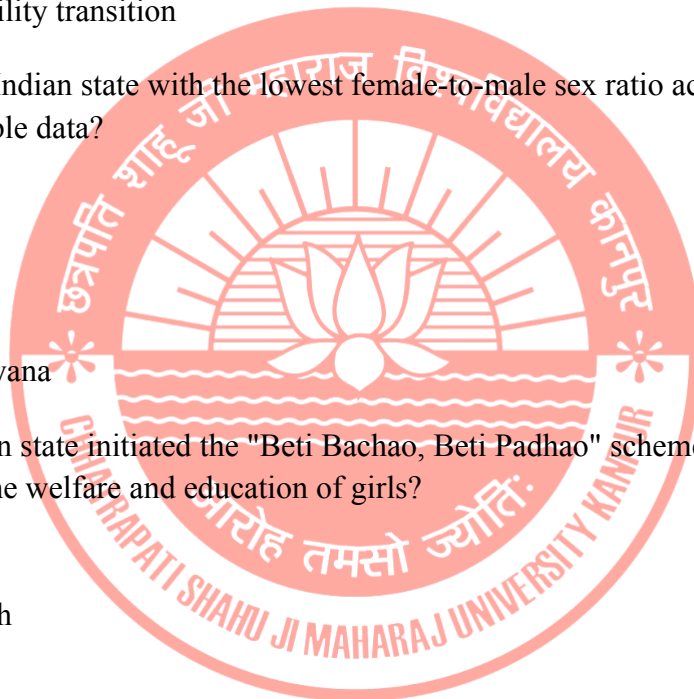
46. What term is used to describe the number of deaths among female individuals per 1,000 live births in a given population within a specific time frame?

- A. Infant Mortality Rate (IMR)
- B. Maternal Mortality Rate (MMR)
- C. Female Mortality Rate (FMR)
- D. Child Mortality Rate (CMR)

Answer: C. Female Mortality Rate (FMR)

47. Match the following mortality rates with their respective definitions:

1. Infant Mortality Rate (IMR)
2. Maternal Mortality Rate (MMR)



3. Female Mortality Rate (FMR)
4. Child Mortality Rate (CMR)

- i. The number of deaths of infants under one year of age per 1,000 live births.
- ii. The number of deaths of women due to complications from pregnancy, childbirth, or postpartum period per 100,000 live births.
- iii. The number of deaths among female individuals per 1,000 live births in a given population within a specific time frame.
- iv. The number of deaths of children under the age of five per 1,000 live births.

1 2 3 4

- A. i ii iii iv
- B. ii iii iv i
- C. ii iii i iv
- D. iv iii ii i

Answer: A.

48. Feminist Demography critiques traditional demographic theories for:
- A. Overemphasizing the role of gender.
 - B. Ignoring gender inequalities.
 - C. Focusing solely on women's experiences.
 - D. Prioritizing men's perspectives.

Answer: B. Ignoring gender inequalities.

49. Reproductive Health Theory focuses on how gender dynamics influence:
- A. Economic outcomes.
 - B. Political participation.
 - C. Reproductive decisions and health outcomes.
 - D. Educational attainment.

Answer: C. Reproductive decisions and health outcomes.

50. According to the World Bank, which uses data from the United Nations, the life expectancy for women at birth in India is likely around
- A. 62 years
 - B. 72 years
 - C. 52 years
 - D. 82 years

Answer: B. 72 years

51. Who is credited with coining the term "missing women" to describe this phenomenon?
- A. Malala Yousafzai
 - B. Amartya Sen
 - C. Indira Gandhi
 - D. Mother Teresa

Answer: B. Amartya Sen

52. What is NOT typically included in the concept of "missing girls"?
- A. Girls who are victims of human trafficking
 - B. Girls who are neglected and denied proper healthcare
 - C. Girls who are physically abducted
 - D. Girls who excel in education and careers

Answer: D. Girls who excel in education and careers

53. What is a potential consequence of having a high number of missing girls?
- A. Increased economic growth
 - B. Skewed sex ratio leading to social problems
 - C. More women in positions of power
 - D. A decrease in child marriage rates

Answer: B. Skewed sex ratio leading to social problems

54. What is a major factor contributing to missing girls in some countries?
- A. High male mortality rates
 - B. Preference for sons over daughters
 - C. Limited access to technology for girls
 - D. Increased female migration rates

Answer: B. Preference for sons over daughters

55. The concept of "missing girls" refers to:
- A. Girls who run away from home
 - B. A shortage of females compared to males in a population
 - C. Girls who are kidnapped
 - D. A lack of girls' education opportunities

Answer: B. A shortage of females compared to males in a population

56. What is the term used to describe the number of females per thousand males in a population?

- A. Sex ratio
- B. Gender parity
- C. Birth rate
- D. Demographic balance

Answer: A. Sex ratio

57. Globally, what is the approximate sex ratio at birth?

- A. 900 females: 1000 males
- B. 1000 females: 1000 males
- C. 1100 females: 1000 males
- D. 800 females: 1000 males

Answer: B. 1000 females: 1000 males

58. What is a potential consequence of a skewed sex ratio with significantly fewer females?

- A. Increased economic development
- B. Difficulty finding marriage partners for some men
- C. More women in leadership positions
- D. A decrease in child mortality rates

Answer: B. Difficulty finding marriage partners for some men

59. How can sex composition data be obtained?

- A. Social media polls
- B. National census reports
- C. Birth certificate records
- D. Online surveys

Answer: B. National census reports

60. Why is understanding sex composition important for policymakers?

- A. To predict fashion trends
- B. To allocate resources for healthcare and education
- C. To track celebrity gossip
- D. To choose national sports teams

Answer: B. To allocate resources for healthcare and education

61. What is a common reason why women might migrate from rural to urban areas?

- A. To join the military
- B. To escape gender-based violence
- C. To pursue higher education opportunities
- D. All of the above

Answer: D. All of the above

62. Studies suggest that female migrants often send a larger portion of their earnings back home compared to male migrants. This is known as:

- A. The Gender Remittance Gap
- B. The Matriarchal Money Transfer
- C. The Female Economic Empowerment Index
- D. The Daughters' Duty

Answer: A. The Gender Remittance Gap

63. What is a potential challenge faced by female migrants who work in the informal sector?

- A. Access to government benefits
- B. Lack of flexible working hours
- C. Limited career advancement opportunities
- D. All of the above

Answer: D. All of the above

64. What is the term used to describe the situation where women are left behind in rural areas when men migrate for work?

- A. Female-headed households
- B. Gendered migration gap
- C. Matrilineal migration pattern
- D. The Widows' Wait

Answer: A. Female-headed households

65. Microfinance programs that target female migrants can help to:

- A. Increase their financial independence
- B. Encourage entrepreneurship
- C. Improve living conditions for their families
- D. All of the above

Answer: D. All of the above

66. What is a common reason why women in India might migrate from rural areas to cities?

- A. Increased opportunities for education
- B. Escape from domestic violence
- C. Both a) and b)
- D. Preference for urban lifestyles

Answer: C. Both a) and b)

67. Which of the following statements about female migration in India is MOST LIKELY true?

- A. Most female migrants find high-paying jobs in cities.
- B. Female migrants often face challenges like discrimination and poor living conditions.
- C. All female migrants return to their rural homes after a few years.
- D. There is no significant difference between male and female migration patterns in India.

Answer: B. Female migrants often face challenges like discrimination and poor living conditions.

68. What is a potential consequence of a high number of female migrants leaving rural areas?

- A. Increased agricultural productivity
- B. A decline in the rural workforce, particularly in agriculture
- C. A decrease in child marriage rates in rural areas
- D. More women taking leadership positions in rural communities

Answer: B. A decline in the rural workforce, particularly in agriculture

69. A government program in India aims to empower female migrants by providing them with:

- A. Free transportation to cities
- B. Vocational training and skill development opportunities
- C. Subsidized housing in urban areas
- D. All of the above

Answer: D. All of the above

70. How can understanding gender dynamics in migration patterns be helpful for policymakers?

- A. To predict traffic congestion in cities
- B. To design policies that address the needs of both male and female migrants
- C. To promote tourism in rural areas
- D. To increase the number of migrants overall

Answer: B. To design policies that address the needs of both male and female migrants



WOMEN IN ECONOMY (WORK AND PROPERTY RIGHTS)

In sociology, the relationship between women and the economy is a crucial area of study that explores how gender shapes economic systems, labor markets, and individuals' experiences within them. Here are some key aspects of the intersection between women and the economy in sociology:

1. **Gendered Division of Labor:** Sociologists examine how traditional gender roles influence the division of labor within households and the broader economy. Historically, women have been assigned to unpaid domestic labor while men have been expected to participate in paid work outside the home. This division has significant implications for women's economic status and opportunities.
2. **Gender Pay Gap:** The gender pay gap refers to the disparity in earnings between men and women. Sociologists investigate the underlying causes of this gap, which can include discrimination, occupational segregation (the concentration of women in lower-paying fields), and differences in work experience and education.
3. **Feminization of Poverty:** The concept of the feminization of poverty suggests that women are disproportionately represented among the world's poor. Sociologists analyze the structural factors contributing to women's economic vulnerability, such as limited access to education and employment opportunities, as well as social policies that fail to address gender disparities.
4. **Women's Work:** Sociologists study the types of work traditionally performed by women, including caregiving, domestic work, and service occupations. They examine how these forms of labor are undervalued and often go unrecognized in economic terms, contributing to the perpetuation of gender inequality.

Ehrenreich's book "Nickel and Dimed: On (Not) Getting By in America" provides a firsthand account of her experiences working low-wage jobs in the United States. Through her ethnographic research, she highlights the challenges faced by women and other marginalized groups in the labor market.

Arlie Hochschild: Hochschild's concept of the "second shift" refers to the additional unpaid labor that women often perform at home after completing their paid work outside the home. Her research on emotional labor and the division of household labor has been influential in understanding gender dynamics within families.

Historically, women in India had limited property rights, with inheritance laws often favoring male heirs. Traditional customs and social norms also restricted women's access to and control over property. Over the years, significant legal reforms have been enacted to improve women's property rights in India. The Hindu Succession Act of 1956 was a landmark legislation that gave Hindu women equal inheritance rights in ancestral property, abolishing the previous system of limited estate rights for daughters. Subsequent amendments to the Act in 2005 further strengthened women's rights by making daughters coparceners in joint family property. The Married Women's Property Act, enacted in 1874, allows married women to acquire, hold, manage, and dispose of property independently of their husbands. The Muslim

Women (Protection of Rights on Divorce) Act, 1986, safeguards the rights of Muslim women in matters of divorce and maintenance.

Key schemes on economy and gender in India:

- Mahila E-Haat
- Pradhan Mantri Mudra Yojana (PMMY)
- Ujjwala Scheme
- National Rural Livelihoods Mission (NRLM)

WOMEN AND POWER & SUBORDINATION

The power dynamics and subordination of women have been central topics of study within sociology, exploring how gender inequalities are constructed, perpetuated, and challenged within societies. The concept of subordination refers to the condition of being in a lower or subordinate position within a social hierarchy or structure. It involves the exercise of power and control by those in positions of authority or dominance over individuals or groups who are placed in a position of inferiority or dependence. Subordination implies an unequal distribution of power, where individuals or groups with greater social, economic, or political power exert control over those with less power. This power imbalance can manifest in various forms, including economic exploitation, social marginalization, and political disenfranchisement. Feminist theorists examine power dynamics in everyday life, focusing on how power operates within interpersonal relationships, institutions, and cultural practices. They analyze how power is exercised through social norms, stereotypes, language, and symbolic representations, shaping individuals' identities, experiences, and opportunities.

WOMEN AND EDUCATION

Some Statistics:

1. According to the Census of India 2011, the literacy rate among women in India is approximately 65.46%. While this represents significant progress compared to previous decades, there is still a gender gap in literacy rates, with women lagging behind men.
2. Gender Disparities in School Enrollment: Despite improvements, disparities persist in school enrollment between boys and girls. According to the District Information System for Education (DISE) data for 2019-2020, the Gross Enrollment Ratio (GER) for girls at the elementary level (grades 1-8) was 91.43%, compared to 96.66% for boys.
3. Dropout Rates: Dropout rates remain higher among girls compared to boys, particularly at the secondary level. According to the Annual Status of Education Report (ASER) 2018, the dropout rate for girls in the age group of 11 to 14 years was 13.5%, compared to 11.5% for boys.

4. Gender Parity in Education: Efforts have been made to achieve gender parity in education, particularly through initiatives such as the Sarva Shiksha Abhiyan (SSA) and the Beti Bachao Beti Padhao (BBBP) scheme. While progress has been made in narrowing the gender gap, challenges remain in ensuring equal access to quality education for girls, especially in rural and marginalized communities.
5. Higher Education Enrollment: In higher education, there has been a significant increase in women's enrollment in recent years. According to the All India Survey on Higher Education (AISHE) 2019-2020, women accounted for 48.6% of total enrollment in higher education institutions in India.

Bourdieu's work on education and social reproduction has been influential in feminist analyses of education. His concept of cultural capital sheds light on how educational systems privilege certain forms of knowledge and cultural practices, which may disadvantage women and marginalized groups.

Key schemes on gender and education in India:

1. Beti Bachao Beti Padhao (BBBP) Scheme
2. Sarva Shiksha Abhiyan (SSA)
3. Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme
4. National Scheme of Incentive to Girls for Secondary Education (NSIGSE)
5. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
6. Mahila Samakhya Programme

WOMEN AND HEALTH

Here are some key themes within health and gender sociology:

1. Gendered Health Disparities: Women and men may experience different patterns of health risks, prevalence of diseases, and access to healthcare services due to societal norms, roles, and expectations.
2. Social Determinants of Health: Health and gender sociology emphasizes the importance of social determinants, such as socioeconomic status, education, employment, and housing, in shaping health inequalities.
3. Access to Healthcare: Gender plays a significant role in determining access to healthcare services, including preventive care, medical treatment, and reproductive health services.
4. Reproductive Health and Rights: Health and gender sociology addresses issues related to reproductive health, including contraception, abortion, maternal health, and reproductive rights.
5. Social Construction of Illness: Health and gender sociology investigates how illness and health conditions are socially constructed and understood within specific cultural and historical contexts.

6. Maternal Health: Complications during pregnancy and childbirth, lack of access to skilled healthcare providers, and inadequate prenatal care contribute to maternal morbidity and mortality rates.
7. Chronic Pain Conditions: Conditions such as fibromyalgia, chronic pelvic pain, and endometriosis disproportionately affect women and can significantly impact their quality of life.

Key schemes on gender and health in India:

- Indira Gandhi Matritva Sahyog Yojana (IGMSY)
- The Janani Suraksha Yojana (JSY)
- Pradhan Mantri Jan Arogya Yojana (PMJAY)
- Beti Bachao Beti Padhao (BBBP)
- Nixtbhan (Nightingale)

MULTIPLE CHOICE QUESTIONS

1. What term describes the phenomenon where women are disproportionately represented among the world's poor?
 - A. Gender gap
 - B. Economic disparity
 - C. Feminization of poverty
 - D. Gender stratification

Answer: C) Feminization of poverty

2. The gender pay gap refers to:
 - A. The disparity in earnings between men and women
 - B. The difference in job opportunities between men and women
 - C. The unequal distribution of household chores between men and women
 - D. The overrepresentation of women in managerial positions

Answer: A) The disparity in earnings between men and women

3. Occupational segregation refers to:
 - A. The tendency for women to be concentrated in certain types of jobs
 - B. The discrimination against men in the workforce
 - C. The equal distribution of employment opportunities across genders
 - D. The practice of hiring based on qualifications rather than gender

Answer: A. The tendency for women to be concentrated in certain types of jobs

4. Which of the following is an example of unpaid labor traditionally performed by women?
- A. Construction work
 - B. Childcare
 - C. Engineering
 - D. Software development

Answer: B. Childcare

5. The concept of the glass ceiling refers to:
- A. The invisible barrier preventing women from advancing to top positions in the workplace
 - B. The gender gap in educational attainment
 - C. The unequal distribution of household chores
 - D. The legal restrictions on women's participation in the labor force

Answer: A. The invisible barrier preventing women from advancing to top positions in the workplace

6. Globalization has led to:
- A. Increased opportunities for women in high-paying jobs
 - B. Greater gender equality in the workplace
 - C. The integration of women into low-wage and precarious employment sectors
 - D. Decreased participation of women in the labor force

Answer: C. The integration of women into low-wage and precarious employment sectors

7. Which of the following is a policy aimed at promoting gender equality in the economy?
- A. Gender pay gap
 - B. Affirmative action programs
 - C. Feminization of poverty
 - D. Glass ceiling effect

Answer: B. Affirmative action programs

8. What does Arlie Hochschild's concept of the "second shift" refer to?
- A. The extra hours women work outside their regular working hours
 - B. The time women spend commuting to and from work
 - C. The additional unpaid labor women perform at home after completing their paid work outside the home.
 - D. The shift in women's attitudes towards work-life balance

Answer: C. The additional unpaid labor women perform at home after completing their paid work outside the home.

9. Which perspective emphasizes the interconnected nature of social identities, such as gender, race, class, and sexuality, in shaping individuals' experiences of oppression and privilege?
- A. Marxist Feminism
 - B. Intersectionality
 - C. Feminist Economics
 - D. Neoclassical Economics

Answer: B. Intersectionality

10. Which perspective applies Marxist theory to the analysis of gender oppression and capitalist exploitation, arguing that capitalism relies on the exploitation of women's unpaid labor within the household?
- A. Intersectionality
 - B. Neoclassical Economics
 - C. Marxist Feminism
 - D. Critical Race Theory

Answer: C. Marxist Feminism

11. Feminist economics seeks to:
- A. Prioritize market efficiency over social justice
 - B. Incorporate gender analysis into economic theory and practice
 - C. Challenge the social construction of gender within institutions
 - D. Advocate for the overthrow of capitalist structures

Answer: B. Incorporate gender analysis into economic theory and practice

12. Neoclassical economics focuses primarily on:
- A. Individual behavior and market dynamics
 - B. Social institutions and organizational practices
 - C. Intersectional identities and systems of oppression
 - D. Collective ownership of resources

Answer: A. Individual behavior and market dynamics

13. Institutional perspectives on women and the economy examine:
- A. How race intersects with gender and class to produce systems of oppression
 - B. The interconnected nature of social identities in shaping individuals' experiences
 - C. How social institutions shape women's economic opportunities and outcomes
 - D. The exploitation of women's unpaid labor within the household

Answer: C. How social institutions shape women's economic opportunities and outcomes

14. What does the term "female labor force participation" refer to?
- A. The proportion of women employed in the labor force

- B. The number of women who are unemployed
- C. The number of women who are not in the labor force
- D. The proportion of women who are either employed or seeking employment in the labor market

Answer: D. The proportion of women who are either employed or seeking employment in the labor market

15. Which of the following factors can influence female labor force participation rates?
- A. Cultural norms
 - B. Access to education
 - C. Family responsibilities
 - D. All of the above

Answer: D. All of the above

16. In many developing countries, women's labor force participation is often driven by
- A. Access to quality childcare
 - B. Economic necessity
 - C. Strong government policies
 - D. Equal opportunities in the labor market

Answer: B. Economic necessity

17. What role do government policies play in influencing female labor force participation?
- A. They have no impact on labor force participation rates
 - B. They can support work-life balance and gender equality
 - C. They discourage women from entering the labor force
 - D. They prioritize men's employment over women's

Answer: B. They can support work-life balance and gender equality

18. What is one potential consequence of low female labor force participation rates?
- A. Higher levels of economic growth
 - B. Gender equality in the workforce
 - C. Reduced household income and economic development
 - D. Decreased unemployment rates

Answer: C. Reduced household income and economic development

19. What is the approximate female labor force participation rate (FLFPR) in India as of recent years?
- A. 50-55%

- B. 30-35%
- C. 20-25%
- D. 70-75%

Answer: C. 20-25%

20. What are some factors contributing to the low female labor force participation rate in India?

- A. Limited access to education and skills training for women
- B. Traditional gender roles and cultural norms
- C. Family responsibilities and caregiving duties
- D. All of the above

Answer: D. All of the above

21. Which sector of the economy often absorbs a significant portion of women's work in India?

- A. Formal sector
- B. Informal sector \
- C. Service sector
- D. Manufacturing sector

Answer: B. Informal sector \

22. What role do cultural and social norms play in shaping female labor force participation in India?

- A. They encourage women to prioritize paid work over household duties
- B. They discourage women from participating in the formal labor market
- C. They provide equal opportunities for men and women in the workforce
- D. They have no influence on FLFPR

Answer: B. They discourage women from participating in the formal labor market

23. Efforts to increase female labor force participation in India may include:

- A. Improving access to education and skills training for women
- B. Promoting gender equality in the workplace
- C. Providing support for childcare and eldercare responsibilities
- D. All of the above

Answer: D. All of the above

24. Approximately how many women are estimated to be engaged in informal employment in India?

- A. 50 million
- B. 100 million
- C. 94 million

D. 200 million

Answer: C. 94 million

25. In which of the following occupations are women in the informal sector often concentrated?

- A. High-tech industries
- B. Construction
- C. Banking and finance
- D. Corporate management

Answer: B. Construction

26. What are some challenges faced by women working in the informal sector in India?

- A. Low wages and job insecurity
- B. Lack of access to social protections
- C. Discrimination based on gender, caste, or ethnicity
- D. All of the above

Answer: D. All of the above

27. What is one way to empower women in the informal sector?

- A. Providing access to formal education and training
- B. Offering microcredit and financial services
- C. Recognizing and valuing their contributions to the economy
- D. All of the above

Answer: D. All of the above

28. Match the following schemes with their respective objectives:

SCHEME

- a. Mahila E-Haat
- b. Pradhan Mantri Mudra Yojana (PMMY)
- c. Ujjawala Scheme
- d. National Rural Livelihoods Mission (NRLM)

PURPOSE

1. Promote self-help groups (SHGs) and support rural women's livelihoods through skill development, microfinance, and access to markets.
2. Provide free LPG connections to women living below the poverty line to reduce indoor air pollution and enhance productivity.
3. Provide an online platform for women entrepreneurs and artisans to showcase and sell their products and services.

4. Provide financial assistance to women entrepreneurs for setting up small businesses or micro-enterprises.

Match the following letters with the correct numbers:

	a	b	c	d
A.	1	2	3	4
B.	4	3	2	1
C.	2	1	3	4
D.	3	4	2	1

Answer: D.

29. What do SHGs stand for in the context of community development in India?

- A. Social Harmony Groups
- B. Sustainable Housing Groups
- C. Self-Help Groups
- D. Supportive Health Groups

Answer: C. Self-Help Groups

30. What is the typical size of a Self-Help Group (SHG) in India?

- A. 5-10 members
- B. 10-20 members
- C. 20-30 members
- D. 30-40 members

Answer: B. 10-20 members

31. What is the primary objective of Self-Help Groups (SHGs) in India?

- A. Providing free healthcare services
- B. Promoting gender inequality
- C. Improving the economic and social well-being of members
- D. Offering political representation for marginalized communities

Answer: C. Improving the economic and social well-being of members

32. What role do SHGs play in empowering women in India?

- A. By excluding women from decision-making processes
- B. By discouraging women from participating in income-generating activities
- C. By providing opportunities for leadership, decision-making, and economic independence
- D. By reinforcing traditional gender roles and stereotypes

Answer: C. By providing opportunities for leadership, decision-making, and economic independence

33. Which government scheme provides financial and technical support for SHG formation and capacity-building in India?
- A. National Rural Employment Guarantee Act (NREGA)
 - B. Pradhan Mantri Jan Dhan Yojana (PMJDY)
 - C. Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
 - D. National Rural Livelihoods Mission (NRLM)

Answer: D. National Rural Livelihoods Mission (NRLM)

34. Which legislation in India abolished the previous system of limited estate rights for daughters and granted Hindu women equal inheritance rights in ancestral property?
- A. Hindu Marriage Act
 - B. Hindu Succession Act
 - C. Married Women's Property Act
 - D. Muslim Personal Law

Answer: B. Hindu Succession Act

35. According to the Married Women's Property Act of 1874, married women in India have the right to:
- A. Inherit ancestral property
 - B. Manage and dispose of property independently of their husbands
 - C. Receive dowry from their husbands
 - D. None of the above

Answer: B. Manage and dispose of property independently of their husbands

36. Which legal reform in India allows daughters to become coparceners in joint family property, thereby strengthening women's inheritance rights?
- A. Hindu Marriage Act
 - B. Hindu Succession Act
 - C. Dowry Prohibition Act
 - D. Muslim Personal Law

Answer: B. Hindu Succession Act

37. In matters of inheritance and property rights, Muslim women in India are governed by:
- A. Hindu Succession Act
 - B. Married Women's Property Act
 - C. Muslim Personal Law
 - D. None of the above

Answer: C. Muslim Personal Law

38. What are some challenges to the effective implementation of women's property rights in India?
- A. Lack of awareness and legal literacy
 - B. Patriarchal traditions and social norms
 - C. Resistance from conservative elements
 - D. All of the above

Answer: D. All of the above

39. What was the significance of the Married Women's Property Act, 1874?
- A. It restricted women from acquiring property.
 - B. It allowed married women to acquire, hold, manage, and dispose of property independently of their husbands.
 - C. It abolished women's property rights within marriage
 - D. It granted husbands exclusive control over all marital property.

Answer: B. It allowed married women to acquire, hold, manage, and dispose of property independently of their husbands.

40. Which term refers to the disparity in educational attainment between men and women?
- A. Educational equilibrium
 - B. Gender parity in education
 - C. Educational bias
 - D. Gender education gap

Answer: D. Gender education gap

41. In which region of the world are women least likely to have access to education?
- A. Europe
 - B. North America
 - C. Sub-Saharan Africa
 - D. East Asia

Answer: C. Sub-Saharan Africa

42. Which of the following factors is NOT commonly cited as a barrier to women's education?
- A. Socioeconomic status
 - B. Cultural norms and traditions
 - C. Government policies promoting gender equality
 - D. Distance to schools and lack of transportation

Answer: C. Government policies promoting gender equality

43. Which UN Sustainable Development Goal specifically addresses the issue of gender equality in education?

- A. Goal 4
- B. Goal 5
- C. Goal 8
- D. Goal 10

Answer: A. Goal 4

44. Which of the following is NOT a potential benefit of women's education?

- A. Improved health outcomes
- B. Higher rates of economic growth
- C. Increased rates of child marriage
- D. Greater political participation

Answer: C. Increased rates of child marriage

45. What is the approximate literacy rate among women in India according to the Census of India 2011?

- A. 75%
- B. 65%
- C. 85%
- D. 55%

Answer: B. 65%

46. According to the District Information System for Education (DISE) data for 2019-2020, what was the Gross Enrollment Ratio (GER) for girls at the elementary level (grades 1-8)?

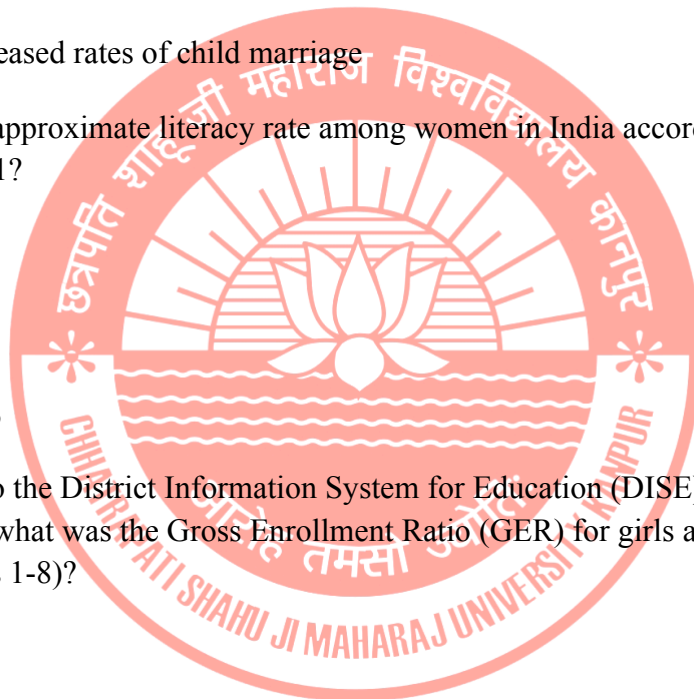
- A. 11%
- B. 91%
- C. 61%
- D. 71%

Answer: B. 91%

47. According to the Annual Status of Education Report (ASER) 2018, what was the dropout rate for girls in the age group of 11 to 14 years?

- A. 51.5%
- B. 1.5%
- C. 13.5%
- D. 35.5%

Answer: C. 13.5%



48. What percentage of total enrollment in higher education institutions in India did women account for, according to the All India Survey on Higher Education (AISHE) 2019-2020?

- A. 58.6%
- B. 38.6%
- C. 48.6%
- D. 68.6%

Answer: C. 48.6%

49. What is one of the primary challenges faced by women in India in accessing education?

- A. Lack of interest in education
- B. High enrollment rates
- C. Poverty
- D. Gender parity in education

Answer: C. Poverty

50. Which concept developed by Pierre Bourdieu sheds light on how educational systems privilege certain forms of knowledge and cultural practices, potentially disadvantaging women and marginalized groups?

- A. Social mobility
- B. Symbolic violence
- C. Cultural capital
- D. Social reproduction

Answer: C. Cultural capital

51. Which of the following is a social determinant of health that intersects with gender to create disparities in health outcomes?

- A. Ethnicity
- B. Gender
- C. Socioeconomic status
- D. All of the above

Answer: D. All of the above

52. How do gender norms and expectations influence health behaviors?

- A. They have no impact on health behaviors
- B. They shape individuals' decisions about diet, exercise, and substance use
- C. They only affect men's health behaviors
- D. They only affect women's health behaviors

Answer: B. They shape individuals' decisions about diet, exercise, and substance use

53. What does intersectional approaches to health and gender sociology highlight?
- A. The importance of gender only in health outcomes
 - B. The influence of social determinants of health
 - C. The unique health outcomes produced by the intersection of gender with other social factors
 - D. None of the above

Answer: C. The unique health outcomes produced by the intersection of gender with other social factors

54. How do gender biases and stereotypes within the healthcare system impact patient care?
- A. They have no impact on patient care
 - B. They can lead to disparities in healthcare delivery and treatment
 - C. They only affect women's healthcare experiences
 - D. They only affect men's healthcare experiences

Answer: B. They can lead to disparities in healthcare delivery and treatment

55. What aspect of health and gender sociology examines how illness and health conditions are socially constructed and understood within specific cultural and historical contexts?
- A. Medical anthropology
 - B. Social determinants of health
 - C. Social construction of illness
 - D. Health disparities

Answer: C. Social construction of illness

56. The Indira Gandhi Matritva Sahyog Yojana (IGMSY) is a scheme that provides:
- A. Free health insurance for pregnant women below poverty line
 - B. Cash incentives for institutional deliveries
 - C. Scholarships for girls in higher education
 - D. Training programs for female healthcare workers

Answer: B. Cash incentives for institutional deliveries

57. The Janani Suraksha Yojana (JSY) aims to:
- A. Reduce maternal mortality rates by promoting institutional deliveries
 - B. Provide free vaccinations for children
 - C. Offer subsidized menstrual hygiene products
 - D. Increase access to family planning services

Answer: A. Reduce maternal mortality rates by promoting institutional deliveries

58. Nixtbhan (Nightingale) is a program that focuses on:

- A. Training female healthcare workers in rural areas
- B. Raising awareness about cervical cancer screening
- C. Offering free contraception methods
- D. Providing mental health counseling for women

Answer: B. Raising awareness about cervical cancer screening

59. Which government scheme aims to promote the education of girls and address gender disparities in education?

- A. Pradhan Mantri Jan Dhan Yojana (PMJDY)
- B. National Rural Employment Guarantee Act (NREGA)
- C. Beti Bachao Beti Padhao (BBBP)
- D. Pradhan Mantri Awas Yojana (PMAY)

Answer: C. Beti Bachao Beti Padhao (BBBP)

60. What is the objective of the Sarva Shiksha Abhiyan (SSA) scheme?

- A. Enhancing access to secondary education
- B. Providing financial incentives to girls for secondary education
- C. Achieving universal elementary education
- D. Promoting women's empowerment through vocational training

Answer: C. Achieving universal elementary education

61. Which scheme provides residential schooling and additional academic support to girls from disadvantaged backgrounds?

- A. Sarva Shiksha Abhiyan (SSA)
- B. National Scheme of Incentive to Girls for Secondary Education (NSIGSE)
- C. Kasturba Gandhi Balika Vidyalaya (KGBV)
- D. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Answer: C. Kasturba Gandhi Balika Vidyalaya (KGBV)

62. What is the main objective of the National Scheme of Incentive to Girls for Secondary Education (NSIGSE)?

- A. Promoting adult literacy among women
- B. Enhancing access to secondary education for girls
- C. Encouraging women's participation in vocational training programs
- D. Providing financial assistance to women entrepreneurs

Answer: B. Enhancing access to secondary education for girls

63. Which program supports women's empowerment through initiatives such as women's collectives and adult literacy programs?

- A. Sarva Shiksha Abhiyan (SSA)
- B. Mahila Samakhya Programme

- C. Beti Bachao Beti Padhao (BBBP)
- D. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Answer: B. Mahila Samakhya Programme

64. What is the leading cause of maternal mortality worldwide?

- A. HIV/AIDS
- B. Cardiovascular diseases
- C. Complications during pregnancy and childbirth
- D. Cancer

Answer: C. Complications during pregnancy and childbirth

65. Gender-based violence, including intimate partner violence and sexual violence, has significant consequences for women's:

- A. Mental health
- B. Physical health
- C. Reproductive health
- D. All of the above

Answer: D. All of the above

66. Which of the following is a chronic pain condition that predominantly affects women and is characterized by widespread musculoskeletal pain and fatigue?

- A. Fibromyalgia
- B. Migraine
- C. Osteoarthritis
- D. Rheumatoid arthritis

Answer: A. Fibromyalgia

67. Women are more likely to be affected by which type of non-communicable diseases compared to men?

- A. Diabetes
- B. Cancer
- C. Cardiovascular diseases
- D. Respiratory diseases

Answer: C. Cardiovascular diseases

68. Lack of access to which of the following healthcare services contributes to the spread of sexually transmitted infections (STIs) and HIV/AIDS among women?

- A. Prenatal care
- B. Mental health services
- C. Reproductive healthcare
- D. Vaccination services

Answer: C. Reproductive healthcare

69. What is the term for the deliberate removal or alteration of the female genital organs, often without medical justification?

- A. Menstrual disorders
- B. Female genital mutilation
- C. Pelvic inflammatory disease
- D. Endometriosis

Answer: B. Female genital mutilation

70. Which factor significantly affects women's access to healthcare services, including preventive care and treatment?

- A. Socioeconomic status
- B. Age
- C. Ethnicity
- D. All of the above

Answer: D. All of the above





Crime Against Women

Crime against women arises as a direct result of violence against them. The issue of violence against women has been the most important issue of women's movement in India since 1974-75. First it was the ever-increasing number of 'dowry deaths'. Then, from 1980, different rape cases for grounded rape as a major issue. This was followed by the revival of the ancient custom of Sati. The limelight next shifted to female infanticide as well as female foeticide. There was the advent of ultra modern medical forms of violence against females through bio medical practices, such as amniocentesis. Domestic violence, sexual harassment at work place are also forms of violence against women. Infanticide Female infanticide is the intentional killing of baby girls due to the preference for male babies and from the low value associated with the birth of females. These practices arise in areas where cultural norms value male children over female children.

Domestic violence: Domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, psychological violence, and emotional abuse. The frequency and severity of domestic violence can vary dramatically; however, the one constant component of domestic violence is one partner's consistent efforts to maintain power and control over the other.

Categories of domestic violence

1. **Physical abuse** This includes directly assaulting a person like pushing, slapping, punching, kicking, choking, biting, shaking, inflicting burns, hair pulling, using a weapon, for example, belting, stoning, flogging with a stick, spearing, etc.
2. **Sexual abuse** Trying to force someone to have sex or take part in sexual acts against their will, or using an object or body part to penetrate the vagina, mouth or anus without permission or consent, injuring sexual organs, intentionally hurting someone during sex, forcing someone to have unsafe sex, without protection against pregnancy or sexually transmitted diseases, forcing someone to take their clothes off or remain naked against their will, being made to pose for pornography or being made to look at pornography against their will, being forced to watch, observe or take part in sexual activities, voyeurism or exhibitionism, criticising sexually or making sexually degrading comments or names and any other type of sexual harassment.
3. **Verbal and emotional abuse** Verbal abuse includes the intent to humiliate, degrade, demean, threaten, coerce or intimidate, and includes the use of derogatory language or continual 'put-downs' to highlight a particular part of a person's being or their societal role. Consequently, the person may experience this abuse as an attack on their identity resulting in psychological harm. As a result, verbal abuse is closely related to emotional abuse. Emotional or psychological abuse can leave a person feeling that they are to blame for the problems in the family or in a relationship.
4. **Spiritual or cultural abuse** It is when power and control is used to deny a partner or family member their human, cultural or spiritual rights and needs. It can also include using religion or culture as an excuse to commit particular abuses to justify the behaviour.
5. **Social abuse** Social abuse and isolation is commonly used by perpetrators to separate the victim from supportive friends, family and community agencies. This has particular relevance for women in rural and remote areas where there is limited access to cheap transportation, where firearms are more common, there is increased isolation from neighbours and support services, and communities are small. This abuse may also be more prevalent for women from culturally and linguistically diverse communities.

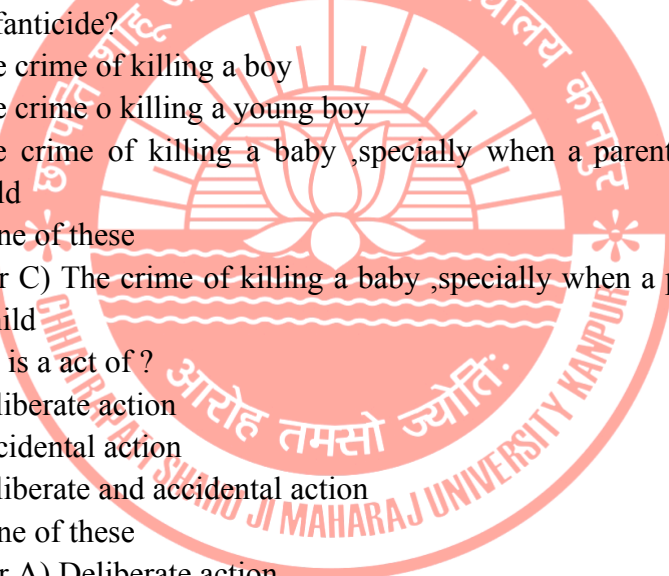
6 Economic or financial abuse This involves the unequal control of finances in a relationship or family and the deprivation of basic necessities.

Honour killing: honour killing, most often, the murder of a woman or girl by male family members. The killers justify their actions by claiming that the victim has brought dishonour upon the family name or prestige.

Harassment at work place Workplace harassment covers a broad spectrum of unwelcome behaviours, actions, or communication, within the work environment. Harassment in the workplace is not limited to a single type of behaviour but rather encompasses a spectrum of actions that undermine a healthy and respectful work environment.

In 2013 Indian parliament passed an act called Protection of women from sexual harassment act, 2013 in short it's called POSH ACT.

MULTIPLE CHOICE QUESTIONS

- 
1. What is infanticide?
 - A) The crime of killing a boy
 - B) The crime of killing a young boy
 - C) The crime of killing a baby ,specially when a parents kills his/her own child
 - D) None of these

Answer C) The crime of killing a baby ,specially when a parents kills his/her own child
 2. Infanticide is a act of ?
 - A) Deliberate action
 - B) Accidental action
 - C) Deliberate and accidental action
 - D) None of these

Answer A) Deliberate action
 3. The practice of selection of the female foetus after prenatal sex determination or sex selection thus, avoiding the birth of a girl child known as?
 - A) Female foeticide
 - B) Female infanticide
 - C) Son preference
 - D) Son manic

Answer A) Female foeticide
 4. What distinguishes female foeticide from infanticide ?
 - A) A female foeticide occurs after birth, while infanticide occurs before birth?
 - B) Female foeticide involves the selective abortion of female foeticide, while infanticide involves the killing of new born female infants.

C) Female foeticide occurs during child birth, while infanticide during pregnancy

D) Female foeticide and infanticide are interchangeable term

Answer A) Female foeticide involves the selective abortion of female foeticide, while infanticide involves the killing of new born female infants

5. Female foeticide refers to the selective abortion of female foetuses primarily due to

A) Religious belief

B) Socio-economic factors

C) Cultural preferences for sons

D) Government policies

Answer C) Cultural preferences for sons

6. Which of the following is not a consequence of female foeticide and infanticide in India ?

A) Skewed sex ratio

B) Gender imbalance

C) Increased female empowerment

D) Rise in crimes against women

Answer C) Increased female empowerment

7. Female foeticide and infanticide contribute to-

A) Gender equality

B) Population control

C) Skewed sex ratio

D) Social harmony

Answer C) Skewed sex ratio

8. What is term for the illegal practice of killing a new born infant usually due to gender discrimination?

A) Female foeticide

B) Infanticide

C) Gendercide

D) Gender imbalance

Answer B) infanticide

9. Female foeticide and infanticide are more prevalent in regions with.....

A) High literacy rates

B) Low gender disparity

C) Patriarchal traditions

D) Progressive social values

Answer C) Patriarchal traditions

10. The prevalence of female foeticide and infanticide is higher in regions with.....

- A) Maternal health care programs
- B) Low female literacy rates
- C) Female –headed household
- D) Strong women’s rights movements

Answer A) Low female literacy rates

11. Female foeticide and infanticide are driven by the desire for

- A) Gender equality
- B) Male heirs
- C) Female empowerment
- D) Population control

Answer B) Male heirs

12. What do you understand by domestic violence?

- A) Violence against old people
- B) Violence against school girl
- C) Violence against poor people
- D) Violence against women’s in a family of any age group

Answer D) Violence against women’s in a family of any age group

13. In the protection of women from domestic violence act 2005 domestic violence includes

- A) Economic abuse
- B) Sexual abuse
- C) Psychological abuse
- D) All of the above

Answer D) All of the above

14. What is the contact no for women power line (WPL) in Uttar Pradesh?

- A) 1044
- B) 100
- C) 114
- D) 1090

Answer D) 1090

15. Which of the following act is made to prohibit the practice of dowry.....?

- A) Dowry prohibition act 1971
- B) Dowry prohibition act 1961
- C) Dowry prohibition act 1951
- D) Dowry prohibition act 1967

Answer D) Dowry prohibition act 1961

16. In which case reference does the sexual harassment of women at work place act enshrines and encompasses almost all the guidelines given?

- A) Nirbhaya
- B) Janki
- C) Bhanwari
- D) Vishakha

Answer D) Vishakha

17. What is the section 376 of Indian Penal Code ?

- A) unlawful compulsory labour
- B) punishment for rape
- C) unnatural offences
- D) rape

Answer B) punishment for rape

18. protection of women from domestic violence act passed in which year

- A) 2004
- B) 2006
- C) 2005
- D) 2008

Answer C) 2005

19. Domestic violence includes

- A) physical violence
- B) sexual violence
- C) psychological abuse
- D) all of the above

Answer D) All of the above

20. Domestic violence is a

- A) Social problem
- B) family problem
- C) college problem
- D) friends problem

Answer B) family problem

21. Which of the following is true regarding domestic violence

- A) Domestic violence is used to maintain power and control
- B) Domestic violence is not used to maintain power and control
- C) Domestic violence is not a serious problem in most communities
- D) Domestic violence only involves men abusing women

Answer A) Domestic violence is used to maintain power and control

22. Domestic violence includes all except

- A) Stalking
- B) Date rape
- C) Marital rape
- D) Ipv

Answer A) stalking

23. What is honour killing ?

- A) To kill someone to gain his property
- B) To kill someone to get revenge
- C) To kill one's own family member for prestige
- D) None of these

Answer C) To kill one's own family member for prestige

24. Honour killing is aimed at protecting of the following social institutions

- A) Family and caste
- B) Caste and law
- C) Law and marriage
- D) Women and khap

Answer A) family and caste

25. In honour killing it is a murder committed by

- A) Neighbour
- B) Family members
- C) Enemy
- D) Others

Answer B) family members

26. Female foeticide, eve-teasing is an example of

- A) Criminal violence
- B) Domestic violence
- C) Social violence
- D) None of these

Answer C) Social violence

27. Honour killing relates to the following

- A) Domestic violence
- B) Physical assault
- C) Condemning couples for marring other caste
- D) Prevent in north-eastern Indian states

Answer A) Domestic violence

28. In honour killing mostly victims are?

- A) Male
- B) Female

- C) Male and female both equal
- D) None of these

Answer B) female

29. Why honour killing happens

- A) Family prestige
- B) To stop enter-caste marriage
- C) To stop adultery
- D) None of these

Answer A) family prestige

30. What is the root cause of honour killings ?

- A) Male dominated patriarchal society
- B) Cultural mindset in traditional societies
- C) Believe that families honour is tied to a woman's chastity
- D) All of the above

Answer D) All of the above

31. Most honour killings happen in which part of India ?

- A) Southern part
- B) North-eastern part
- C) Northern part
- D) Western part

Answer C) Northern part

32. How to be stopped honour killings ?

- A) Making strict laws
- B) Spreading awareness
- C) By education
- D) All of the above

Answer D) all of the above

33. Why are the majority of the victims of honour killing are females ?

- A) So that men maintain masculine privilege
- B) To preserve the status quo of gender relations
- C) to subjugate and oppress females
- D) All of the above

Answer D) All of the above

34. Khap panchayat is also known as.....

- A) Caste panchayat
- B) Love jihad
- C) Nyaay panchayat
- D) None of the above

Answer A) Caste Panchayat

35. Which act is related to harassment at work place?

- A) Domestic act
- B) Sexual harassment act 2013
- C) Abolition of labour act
- D) None of these

Answer B) Sexual harassment act 2013

36. What is the aim of women's harassment act at the work place ?

- A) To provide good food at work place
- B) to entertain at working hour of women
- C) to create safe and conducive work environment for women and provide protection against the sexual harassment
- D) None of these

Answer C) to create safe and conducive work environment for women and provide protection against the sexual harassment

37. What are the two types of work place harassment ?

- A) Quid pro quo harassment
- B) Hostile work environment harassment
- C) Late payment harassment
- D) A and b

Answer D) A and B

38. What are causes of work places harassment?

- A) Gender equality
- B) Male domination
- C) Poor law
- D) All of the above

Answer D) All of the above

39. How can we prevent harassment at the work place ?

- A) Making strict law
- B) Giving powers in women's hand
- C) Taking strict and instant action against culprits
- D) All of the above

Answer D) All of the above

40. Who is the most effected by harassment at workplace

- A) Fourth class employees
- B) Poor background people
- C) Working women
- D) Peon and clerk

Answer C) Working women

41. National commission for women established in which year ?

- A) 1990
- B) 1994
- C) 1992
- D) 1995

Answer C) 1992

42. "Employee" under sexual harassment of women at work place (prevention, prohibition and redressal) act 2013 means

- A) Regular employee
- B) Temporary employee
- C) Ad hoc employee
- D) All of the above

Answer D) All of the above

43. Which among the following a "sexual harassment" as defined under sexual harassment act 2013 ?

- A) Physical contact and advances
- B) A demand or request for sexual favours
- C) Showing pornography
- D) All of the above

Answer D) all of the above

44. What is the purpose of sexual harassment act 2013?

- A) To provide protection for women at work place
- B) Prevention and redressal of complaints of sexual harassment
- C) Both a and b
- D) None of these

Answer C) Both a and b

45. To tackle the menace of sexual harassment at workplace which act is passed by Indian Parliament ?

- A) Dowry prohibition act 1961
- B) The indecent representation of women (prohibition) act 1986
- C) The sexual harassment of women at work place (prevention, prohibition and redressal) act 2013
- D) Domestic violence act 2005

Answer C) The sexual harassment of women at work place (prevention, prohibition and redressal) act 2013

46. Gulabi gang is related to which district of Uttar Pradesh ?

- A) Kanpur

- B) Gorakhpur
 - C) Banda
 - D) Banaras
- Answer C) Banda

47. Which theory is not related to domestic violence ?

- A) Resource theory
- B) exchange theory
- C) patriarchal theory
- D) Liberal theory

Answer D) Liberal theory

48. Which abuses are related to domestic violence ?

- A) Physical abuse
- B) cultural abuse
- C) verbal abuse
- D) All of the above

Answer D) all of the above

49. Gulabi Gang is related to

- A) Factory working women group
- B) Women's who work in agriculture
- C) A Female vigilante group
- D) Women's teacher group

Answer C) A Female vigilante group

50. Sampat pal Devi is a founder of

- A) Gulabi Gang
- B) Vishnoi Gang
- C) Black Friday Gang
- D) The queen Gang

Answer A) Gulabi Gang

51. Gulabi Gang is related to which type of violence?

- A) Workplace harassment
- B) Domestic violence
- C) Industrial violence
- D) Human trafficking

Answer B) domestic violence

52. Gulabi Gang work in which state of India?

- A) Haryana
- B) Rajasthan
- C) Uttar Pradesh

D) Bihar
Answer C) Uttar Pradesh





CONSTITUTIONAL SAFEGUARDS AND PROVISIONS FOR WOMEN

The Constitution upholding the principles of equality, justice, liberty and social justice for the citizens of India is the basis of formulation for laws. Indian constitution shows the fundamental rights, which if violated, a citizen can move to the High court or the Supreme Court. The directive principles though not justifiable are to be kept in view by the State while formulating policies and programmes. Both safeguard Indian women and empower them to play their roles effectively in society, polity and economy.

In our constitution many provisions for women safeguards

Article – 14 right to equality

Article – 15(1) and (2) prohibits the state from discriminating against any citizen only on the basis of any one or more of the aspects such as religion , caste, sex place of birth or any of them

Article -42 directs the state to make provisions securing justice and human condition of work and for maternity

Article 243D(3) and article 243 T (3) provides reservations for women in Panchayats and Municipalities

PERSONAL LAWS:

The personal laws have to be explicated in order to begin a debate on family laws. The historical context which determined the nuances of personal law is vital in any of such ventures. It is misconstrued that personal laws are created on the basis of religious texts. Human relationships within the institution of family are embedded within diverse customary practices. These can be interpreted in the light of divine laws by scholars. These interpretations later underwent modifications during the colonial and postcolonial periods (Agnes, 2011, p. 2). According to Flavia Agnes, “the term ‘personal law’ was first introduced in the Presidency of Calcutta, Bombay, and Madras in the late eighteenth century, when the pre-colonial, non-state arbitration were transformed into state-regulated and state-controlled adjudicative system” The transformation was at two levels: (i) through the introduction of a legal structure modelled on English courts which were adversarial in nature (that is, Anglo-Saxon Jurisprudence); and (ii) through principles of substantive law which were evolved and administered in these courts (that is, Anglo-Hindu and Anglo-Mohammedan laws” (Agnes, 2011, P. 5). Hence, the initial genealogical moments of personal laws are the product of colonial interests that were subsequently codified.

The British entered India and critiqued Hindu religion by pointing out the deplorable status of Indian women. It has become the major stereological (dealing with religion) challenge and many Hindu reformers responded to this dialogue between domain of Hinduism and Christianity. As a result, protests against the practice of Sati, child marriage, and age of consent and so on took place. This resulted in judicial and legislative procedure such as The Sati Regulation Act, 1829, Widow Remarriage Act, 1856, Age of Consent Act, 1860 and 1891.

Sati Regulation Act, 1829

The missionaries and reformers like Raja Rammohan Roy criticized the practice of Sati which was steeped in scriptural doctrines. The authenticity of the practice of Sati drew upon Brahmanic Scriptures which became central to ongoing debates (see previous unit). However, the British government decided to ban the Sati system in 1813. When the British Empire reached its peak of imperial power in 1829, the Act on Sati Regulation came into existence (Agnes, 2011, p. 16).

The Age of Consent Act, 1861 fixed ten years as the minimum age for the consent to sexual intercourse. In other words, if a male initiates sexual intercourse with a girl who is below the age of consent, this act was considered as rape according to Indian Penal Code of 1861. The following section deals with the colonial debates on legislative reforms.

PERSONAL LAWS

Hindu Laws

Diversity of laws, customs and a non-state legal edifice are the characteristics of ancient India. “The original texts were of Aryan origin but the assimilation between Aryan and non-Aryan tribes led to an amalgamation of customs and practices” (Agnes, 2011, p. 11). In the early period, the scriptural law was the earliest legal system and there was an association with religion, morality and law which was believed to have divine sanction. It is known collectively as Dharma. Dharma has three main sources, Shruti, Smriti and Sadachara. Hindu marriage and family laws are rules through the medium of Smritis and Nibandhas (commentaries and digests). As many scholars pointed out, Hindu laws are codified by the Vedas resulting in the foregrounding of Hindu laws. During the 8th century BC to 5th century AD, extensive guidelines were recommended on how the social relation can draw on the basis of Smriti.

The two prominent schools of thought under the Anglo-Hindu law were ‘Mitakshara’ of Vijnaneshwar (Eleventh century) and Dayabhaga of Jimmutavahan (Twelfth century)’. But, there were variations at the local level. For instance, the Dayabhaga was followed in West Bengal and on the other hand, Mitakshara was followed in Mithila, Benaras, Bombay and Dravida schools.

‘Hindu Marriage Act’ in 1955

A marriage may be solemnized between any two Hindus, if the following conditions are fulfilled, namely: neither party has a spouse living at the time of the marriage; at the time of the marriage, neither party, is incapable of giving a valid consent of it in consequence of unsoundness of mind.

Any person who is a Hindu by religion in any of its forms or developments, including a Virashaiva, a Lingayat or a follower of the Brahmo, Prarthana or Arya Samaj; Buddhist, Jain or Sikh by religion; is also regarded as Hindu.

According to Hinduism, marriage is a sacred relationship. In some Hindu systems of marriage, there is no role for the state as marriage remained a private affair within the social

realm. Within this traditional framework reference, marriage is undoubtedly the most important transitional point in a Hindu's life and the most important of all the Hindu "Sanskaras" (life-cycle rituals).

Islamic Laws

The Sharia is central to Islam and exists as a main reliable medium of ethics. The notion of law is contested according to modern sensibilities. Fiqh is known as Islamic jurisprudential law. The knowledge of jurisprudence is taken from the Quran, Sunna, Ijma and Qiyas (Fyzee, 1974, pp. 16-18). However, unlike Hindu personal laws, Mohammedan laws underwent significant changes with time and these changes have been accepted by the respective schools of law and society.

The perception of marriage in Islam is that of 'civil contract' which ordains procreation through sexual relations. 'Nikah' represents 'contractual union'. The notion of Qubul stands for 'free consent'. The consent of the parties is considered as vital in this particular process. 'Ijab' stands for recommendation for marriage. 'Witness' is an integral part of marriage. 'Nikhanama' is the document that captures the contract related to marriage. Islamic law also prescribes certain conditions for marriage called 'aqd-e-nikah' which guarantees circumstances of marriage. It connotes 'conditional stipulates' which happen during marriage and govern the husband.

'Mehr' is an 'economic safeguard' for women. It shows reverence for wife and the problems which wife undergoes through the law of inheritance. Islamic law of marriage also provides rules related to dissolution. It can occur by 'judicial verdict', 'act of the parties' and demise of a partner. The death of wife or husband death can cause dissolution. After the death of wife, husband can marry earliest and wife has to finish four or ten months of Iddat.

As per Islamic law, husband and wife have to follow equal rules of 'dissolution of marriage'. Divorce by the husband involves rules such as Talaq. When the husband decides to dissolve the marriage it is known as talaq. While Talaq includes various modes of marriage dissolution, there are two major 359 ways of Personal Laws talaq such as talaq-al-sunna and talaq-al-bida'a.

Christian Laws

The nature of Christian law has to be analysed to understand the way in which it determines the deep questions related to law in India. According to Flavia Agnes, certain paradoxes and non linear developments are embedded within the field of Christian law. Marriage, for Church, connotes "the husband and wife were made of one flesh by the act of God, marriage being a holy tie, a sacrament.

Parsi Laws

The Parsi Marriage and Divorce Act was introduced in 1986 in both houses and amended finally in 1988 after the President's sanction. Now the major changes in Marriage and

Divorce Act were almost like Hindu marriage act. Divorce with mutual consent, the division of the right of legitimate and Personal Laws illegitimate children were eliminated.

Laws as tools of emancipation of women

Laws related to women's rights have also led to policy changes and reforms that aim to promote gender equality and women's empowerment. For example, the Criminal Law **(Amendment) Act (2013)** was enacted in response to the brutal gang rape of a young woman in Delhi in 2012. This law introduced stricter penalties for sexual assault and harassment and expanded the definition of rape to include non-penetrative acts. Additionally, the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act (2013) mandates the establishment of internal complaint committees in organizations to address workplace sexual harassment.

Dowry Prohibition Act, 1961

The indecent representation (prohibition) act 1986

An Act to prohibit indecent representation of women through advertisements or in publications, writings, paintings, figures or in any other manner and for matters connected therewith or incidental thereto.

The National Commission for Women was set up as statutory body in January 1992 under the National Commission for Women Act, 1990

Protection of Women from Domestic Violence Act, 2005

WOMEN RIGHTS AS HUMAN RIGHTS

Under international treaties such as the Convention on the Elimination of all Forms of Discrimination against Women, governments have a legal obligation to protect women from violence, to promote the human rights of all women and to ensure their economic, legal, social and political empowerment.

Article 21 of Indian Constitution also provides right to live to all women and men as per their own choice by constitutional guarantee that no person shall be deprived of his/her life or personal liberty except according to procedure established by law.

Article 39(d): of the Constitution proclaims "equal pay for equal work for both men and women" as a Directive Principle of State Policy.

Article 42 of Indian constitution states that "The State shall make provision for securing just and humane conditions of work and for maternity relief"

Article 32 & 226 in the case of the violation of any fundamental rights the aggrieved woman can move Supreme court and high courts of the country.

GENDER AND HUMAN RIGHTS

Gender equality is a fundamental human right. However, people often have their human rights violated on the basis of their gender identity or sexual orientation. Some of the key issues relate to participation, gender-based violence, armed conflicts, and poverty, as well as sexual and reproductive rights. Discrimination based on sex, gender identity and sexual orientation is widespread across the world. It especially limits the extent to which women and LGBT people are able to participate in society. Significant barriers to full and equal participation exist in education, employment and political and public decision making.

MULTIPLE CHOICE QUESTIONS

1. Which article of Indian constitution prohibits the state from discriminating against any citizen only on the basis of any or more of the aspects such as religion, caste, **sex**, place, of birth or any of them ?
 - A) Article -25
 - B) Article -29
 - C) Article -15(1)
 - D) Article – 16Answer C) article – 15 (1)
2. Which article makes it possible for the state to create special provisions for protecting the interests of women and children ?
 - A) Article-11
 - B) Article- 12
 - C) Article -10
 - D) Article -15Answer D) article -15
3. Which article talks about Maternity relief ?
 - A) Article- 42
 - B) Article -40
 - C) Article- 42
 - D) Article- 44Answer C) article- 42
4. Article-51 A (e) is related to people
 - A) To plant a tree
 - B) Respect our culture and tradition
 - C) To develop scientific temper
 - D) Dignity of womenAnswer D) dignity of women

5. Article 39-(d) states that.....
- A) Right to education
 - B) Right to life
 - C) Right to information
 - D) Equal pay for equal work for both men and women

Answer D) Equal pay for equal work for both men and women

6. Which article of Indian constitution provides reservation for women in panchyati raj system?
- A) Article-240
 - B) Article-241
 - C) Article-243(d)
 - D) Article-300

Answer D) Article-243(d)

7. What states Article 243-T(3) in Indian Constitution ?
- A) Reservation in Municipality for women
 - B) Backward class reservation
 - C) Reservation for minority communities
 - D) None of the above

Answer A) Reservation in Municipality for women

8. What is the percentage of reservation in panchayti raj for women ?
- A) 40%
 - B) 35%
 - C) 30%
 - D) 33%

Answer D) 33%

9. Equality before law is enshrined in Indian Constitution
- A) Article-14
 - B) Article-12
 - C) Article-21
 - D) Article-25

Answer A) Article -14

10. 73rd constitutional amendment is related to
- A) Women's reservation in local bodies
 - B) Women's reservation in school
 - C) Women's reservation in jobs
 - D) None of these

Answer A) Women's reservation in local bodies

11. 74th amendment of Indian constitution provides reservation for womenin

- A) Municipalities
- B) Gram panchayats
- C) State assembly
- D) Parliament

Answer A) Municipalities

12. Stand up India program is related to

- A) SC communities
- B) SC communities
- C) SC-ST and women's community
- D) None of these

Answer C) SC-ST and women's community

13. What is 'One stop centre scheme' ?

- A) To provide support and assistance to women affected by violence in private sector
- B) To provide support and assistance to women affected by violence in private and public sector both
- C) To provide jobs for women
- D) None of these

Answer B) To provide support and assistance to women affected by violence in private and public sector

14. Which scheme is only for women?

- A) Working women hostel
- B) MGNREGA
- C) Agnipath scheme
- D) None of these

Answer A) Working women in hostel

15. What is the Swadhar scheme ?

- A) To provide good food for women
- B) To rehabilitate of women in difficult circumstances
- C) To provide job in private companies
- D) To foreign tour

Answer B) To rehabilitate of women in difficult circumstances

16. Which one is a "Women helpline scheme" toll free number ?

- A) 111
- B) 181
- C) 108
- D) 110

Answer B) 181

17. Which scheme provides an opportunity for women entrepreneurs for using technologies and presents their products on an online platform?

- A) Women E- Haat
- B) Girl E- Haat
- C) Sakhi E- Haat
- D) Mahila E-Haat

Answer D) Mahila E-Haat

18. Which one is a scheme for women to training and employment ?

- A) NOW
- B) NCW
- C) NHRC
- D) STEP

Answer D) STEP

19. What is full form of STEP ?

- A) Setting employment program
- B) Stop employment program
- C) Support to training an employment for women
- D) Specific employment program

Answer C) Support to training an employment for women

20. Mahila Shakti Kendras (MSK) scheme is

- A) It trains women to join army
- B) It provides services to women to go for wrestling
- C) It trains women to fight against domestic violence
- D) It supports women to develop skills, generate employment opportunities and digital literacy

Answer D) It supports women to develop skills, generate employment opportunities and digital literacy

21. Which one is a personal law ?

- A) Indian Penal Code
- B) Indian Criminal Procedure Code
- C) Hindu Marriage Act
- D) None of these

Answer C) Hindu Marriage act

22. Personal law is related to

- A) A single person
- B) A joint family
- C) A nuclear family
- D) A particular religion

Answer D) a particular religion

23. Hindu Marriage act was passed in which year

- A) 1950
- B) 1955
- C) 1965
- D) 1980

Answer B) 1955

24. According to Hindu personal law marriage is a

- A) Social contract
- B) Sacred relationship
- C) Bond of seven birth
- D) None of these

Answer D) Sacred relationship

25. Under Hindu personal law marriage is a

- A) Contract
- B) Sacrament
- C) Sacrament and contract both
- D) None of these

Answer B) Sacrament

26. Under Hindu Marriage act, Hindus includes

- A) Buddhists
- B) Sikhs
- C) Jain
- D) All of the above

Answer D) All of the above

27. Marriage of two Hindus can be solemnized under

- A) Hindu Marriage act 1955
- B) Special marriage act 1954
- C) Succession act 1956
- D) None of these

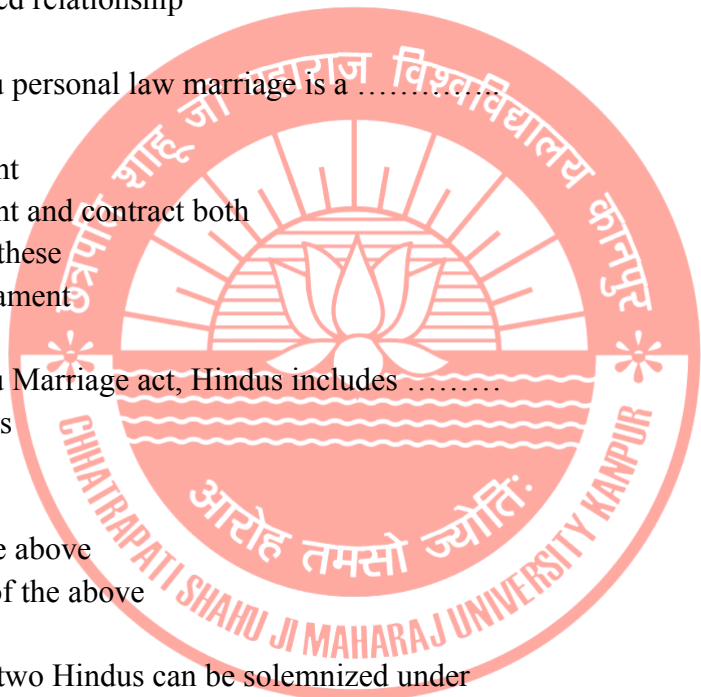
Answer A) Hindu Marriage act 1955

28. Who amongst the following is not a Hindu within the Hindu marriage act 1955?

- A) Christian
- B) Parsi
- C) Jew
- D) All of the above

Answer D) All of the above

29. Spinda relationship has been defined in which personal law?



- A) Muslim personal law
- B) Hindu personal law
- C) Christian marriage act
- D) Special marriage act

Answer B) Hindu personal law

30. Under the Hindu marriage law polygamy is.....

- A) Prohibited
- B) Permitted
- C) Prohibited and permitted both
- D) None of these

Answer A) prohibited

31. In which personal law marriage is a contract ?

- A) Hindu personal law
- B) Muslim personal law
- C) Sikh personal law
- D) Suphi personal law

Answer B) Muslim personal law

32. "Mehtar" is related to which personal law ?

- A) Hindu personal law
- B) Muslim personal law
- C) Sikh personal law
- D) Suphi personal law

Answer B) Muslim personal law

33. What is "Mehtar" ?

- A) A ritual
- B) A gift
- C) A prayer
- D) None of these

Answer b) gift

34. Mehtar belong to.....

- A) Absolutely to the wife
- B) Absolutely to the wife's father
- C) Absolutely to the wife's mother
- D) None of these

Answer A) Absolutely to the wife

35. Who gives Mehtar to whom ?

- A) Husband gives wife
- B) Wife gives husband

- C) Brother gives to his sister
- D) Father in -law gives son in -law

Answer A) Husband gives wife

36. Triple talaq is related to which personal law ?

- A) Sikh
- B) Jew
- C) Hindu
- D) Muslim

Answer d) Muslim

37. Triple talaq is also known as

- A) Halala
- B) Iddat
- C) Suma
- D) Talaq –e-biddat

Answer D) Talaq-e-biddat

38. Saptpadi is related to which personal law.....

- A) Jew
- B) Hindu
- C) Muslim
- D) Christian

Answer B) Hindu

39. Main limitations to the capacity of a muslim to marry are.....

- A) 4
- B) 5
- C) 3
- D) 2

Answer C) 3

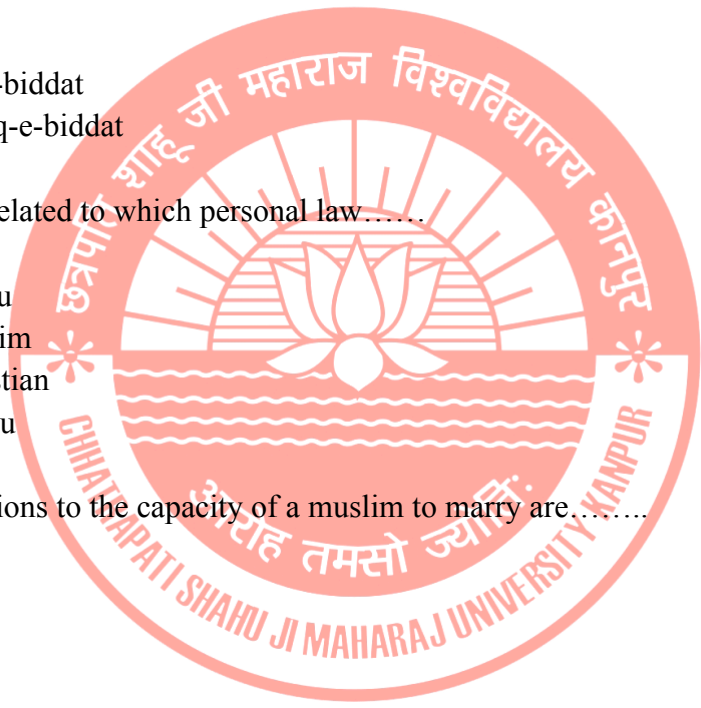
40. According to Hindu marriage act 1955 How many marriages can a hindu perform at a time?

- A) 1
- B) 2
- C) 3
- D) 4

Answer A) 1

41. Wakf is related to which personal law.?

- A) Hindu
- B) Muslim
- C) Jew
- D) Jain



Answer B) Muslim

42. The immoral traffic (prevention) act passed in which year?

- A) 1955
- B) 1965
- C) 1956
- D) 1960

Answer C) 1956

43. The aim of national commission for women is?

- A) To represent itself for the rights of women
- B) To promote children's rights
- C) To provide jobs for women
- D) To promote rights of senior citizens

Answer A) To represent itself for the rights of women

44. As per the sexual harassment of women at work place act which of the act following is not termed as sexual harassment?

- A) A demand or request for sexual favour
- B) Sexually collared remarks
- C) Bad physical contact
- D) Meeting in the cabin of the office

Answer D) Meeting in the cabin of the office

45. Which can be defined as an equal visibility empowerment as participation of both sexes in all sphere a public and private life?

- A) Gender equality
- B) Rights of child
- C) Rights of minority
- D) Rights of women

Answer A) Gender equality

46. International women day celebrated on ?

- A) 8 jan
- B) 8 March
- C) 8 May
- D) 8 April

Answer B) 8 March

47. Human rights day?

- A) 10 Dec
- B) 2 Oct
- C) 10 June
- D) 12 Nov

Answer A) 10 Dec

48. The universal declaration of human rights was adopted by United Nations on ?

- A) 10 Dec 1947
- B) 10 Dec 1948
- C) 2 Oct 1950
- D) 26 Jan 950

Answer B) 10 Dec 1948

49. International women's year celebrated by United Nations ?

- A) 1975
- B) 1985
- C) 1999
- D) 1965

Answer A) 1975

50. The national commission for women act passed in which year?

- A) 1993
- B) 1990
- C) 1995
- D) 2000

Answer B) 1990

51. Widow remarriage act was passed in which year ?

- A) 1856
- B) 1956
- C) 1965
- D) 1950

Answer A) 1856

52. To eradicate the evil of child marriage the child marriage restraint act was passed in ?

- A) 1829
- B) 1929
- C) 1856
- D) 1950

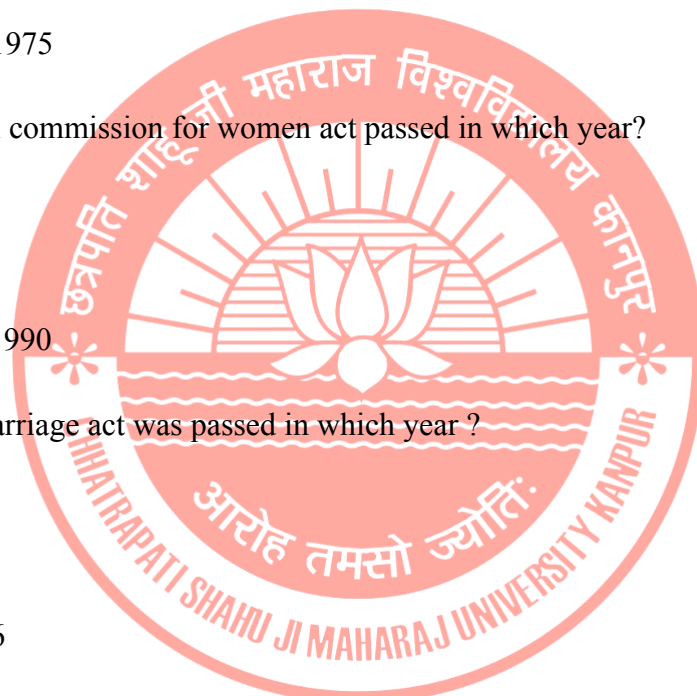
Answer B) 1929

53. The maternity benefit act was passed in which year?

- A) 1950
- B) 1961
- C) 1965
- D) 1955

Answer B) 1961

54. Sati (prevention) act a law enacted by which government ?



- A) Uttar Pradesh
- B) Rajasthan
- C) Bihar
- D) Haryana

Answer B) Rajasthan

55. Har vilas sarda known for ?

- A) Introducing sati Pratha prevention act
- B) Widow remarriage act
- C) Introducing the child marriage restraint act
- D) Women trafficking act.

Answer C) Introducing the child marriage restraint act

