Instructions for the Candidates
1. Write your roll number in the space provided on the top of this page.
2. Answer to short answer/essay type questions are to be given in the space provided below each question or after the questions in the Test Booklet itself.
No Additional Sheets are to be used.
3. At the commencement of examination, the question booklet will be given to you. In the first 5 minutes, you are requested to open the booklet and compulsorily examine it as below:
   (i) To have access to the Question Booklet, tear off the paper seal on the edge of this cover page. Do not accept a booklet without sticker-seal and do not accept an open booklet.
   (ii) Tally the number of pages and number of questions in the booklet with the information printed on the cover page. Faulty booklets due to pages/questions missing or duplicate or not in serial order or any other discrepancy should be got replaced immediately by a correct booklet from the invigilator within the period of 5 minutes. Afterwards, neither the Question Booklet will be replaced nor any extra time will be given.
4. Read instructions given inside carefully.
5. One page is attached for Rough Work at the end of the booklet before the Evaluation Sheet.
6. If you write your Name, Roll Number, Phone Number or put any mark on any part of the Answer Sheet, except for the space allotted for the relevant entries, which may disclose your identity, or use abusive language or employ any other unfair means, you will render yourself liable to disqualification.
7. You have to return the test booklet to the invigilators at the end of the examination compulsorily and must not carry it with you outside the Examination Hall.
8. Use only Blue/Black Ball point pen.
9. Use of any calculator or log table etc., is prohibited.
Note: This paper is of two hundred (200) marks containing four (4) sections. Candidates are required to attempt the questions contained in these sections according to the detailed instructions given therein.

नोट: यह प्रश्नपत्र दो सौ (200) अंकों का है एवं इसमें चार (4) खंड हैं। अभ्यर्थी को इनमें समाहित प्रश्नों के उत्तर अलग दिये गये विस्तृत निर्देशों के अनुसार देना है।
SECTION – I
खण्ड – I

Note: This section consists of two essay type questions of twenty (20) marks, each to be answered in about five hundred (500) words each.  
(2 × 20 = 40 marks)

नोट : इस खंड में बीस-बीस अंकों के दो निबंधात्मक प्रश्न हैं । प्रत्येक प्रश्न का उत्तर लगभग पाँच सौ (500) शब्दों में अर्पित किया जाए ।  
(2 × 20 = 40 अंक)

1. Critically examine the contribution of Women’s Studies to the Women’s movement in India.

Critically examine the role of education in the empowerment of Women.

OR / अथवा

**क्योंकि** महिलाओं के आन्दोलन में महिलाओं के अध्ययन के योगदान का आलोचनात्मक परीक्षण कीजिए ।

**क्योंकि** महिलाओं के सशक्तिकरण में शिक्षा की पूर्वस्तु का आलोचनात्मक परीक्षण कीजिए ।
2. Critically examine the role of women in care economy.

देखभाल अर्थव्यवस्था (केयर इकोनॉमी) में महिलाओं की भूमिका का आलोचनात्मक परीक्षण कीजिए।

OR / अथवा

Have the laws and policies framed since Independence worked for a gender just society in India?

क्या स्वतंत्रता प्राप्ति के बाद से बनाये गये कानून एवं नीतियों ने भारत में लिंग-न्यायपूर्ण समाज को जन्म दिया है?
 SECTION – II  
खण्ड – II

Note : This section contains three (3) questions of fifteen (15) marks each, each to be answered in about three hundred (300) words. 

(3 × 15 = 45 marks)

नोट : इस खण्ड में पंद्रह-पंद्रह अंको के तीन (3) प्रश्न हैं | प्रत्येक प्रश्न का उत्तर लगभग तीन सौ (300) शब्दों में अर्पित किया जाना है।

(3 × 15 = 45 अंक)

3. What is the relationship between sexuality and gender and how are they distinct from each other?  
लेगिन्ट ओर लिंग के बीच क्या सम्बन्ध है और किस प्रकार वे एक दूसरे से भिन्न हैं?

4. Women have not suffered from lack of participation in development but by asymmetric participation in it. Discuss.  
‘महिलाओं ने विकास में सहभागिता का अभाव का नहीं, वरन विषम सहभागिता का सामना किया है’ | विवेचना कीजिए।

5. Critically examine Gandhi’s contribution to women’s emancipation.  
महिलाओं की मुक्ति के लिए गांधीजी के योगदान का आलोचनात्मक परीक्षण कीजिए।
SECTION – III

Note: This section contains nine (9) questions of ten (10) marks, each to be answered in about fifty (50) words.

(9 × 10 = 90 marks)

6. How effective is gender budgeting in India?

भारत में जीवनदर्शन (जीवनदर्शन) कितना प्रभावपूर्ण है?

(9 × 10 = 90 अंक)
7. On what grounds, feminists argue against biological determinism of women?
स्वरूपों के जैविक निर्धारण के विरुद्ध नारीवादी किन आधारों पर तर्क करते हैं?
8. How do Free Trade Agreements (FTAs) impact the women workers?

किस प्रकार मुक्त व्यापार समझौते महिला कर्मियों को प्रभावित करते हैं?

9. How does cultural relativism affect women’s human rights?

महिलाओं के मानवाधिकारों को संस्कृतिक साधन किस प्रकार प्रभावित करता है?
10. How does social system cause disabilities for women?
किस प्रकार सामाजिक व्यवस्थाएं स्त्रियों के लिये असमर्थताओं को जन्म देती हैं?
11. In what ways ‘food security’ is critical to women?
खाद्य सुरक्षा (फूड सिक्सुरिटी) महिलाओं के लिये किस प्रकार से अत्याधिक है?
12. Explain the diagnostic research design.
निदानकारी शोध डिजाइन की व्याख्या कीजिये।

13. What do you understand by bio-power?
जैव-शक्ति (बायो-पावर) से आप क्या समझते हैं?
14. What do you understand by transgender?
द्र्यान्सजेर्डर (पराजेडर या परालिं) से आप क्या समझते हैं ?
If women’s studies have involved challenging the gendered nature of courses and scholarship, they have also been concerned with adopting a critical stance towards teaching and learning. In part, this is associated with theorizing the relationship with education, hierarchy and power. Initially, many feminist were influenced by the writings of Paulo Freire, who was critical of what he referred to as the ‘banking’ model of education, whereby students are assumed to know nothing and it is the role of the teacher to deposit knowledge in them. Freire’s argument was that, through this process, the teacher wielded power over students, thereby reinforcing relations of domination and subordination. Instead, he advocated the ‘problem-posing’ model of education in which oppression and its causes are the topics of study, with students and teachers collaborating to gain a greater understanding both of themselves and of the world. It is not difficult to see why such a form of pedagogy, which closely resonates with feminist politics, should prove attractive in women’s studies. For a start, its emphasis on cooperation, dialogue and the use of experience in the classroom challenges the idea of a hierarchy of learning and the teacher as expert. It promotes the idea of education as an empowering activity, where the possibilities of personal and social changes are facilitated through listening to and respecting others, and through pooling resources. Such a form of pedagogy allows the tensions between the emotional, subjective and experiential understandings of women and the
intellectualized (so-called) objective, expertise of mainstream knowledge to be highlighted. In emphasizing such factors as supportive and egalitarian classroom relationships, the value of each individual, experience as a learning resource, together with joint projects, small group work and other non-traditional forms of discussion and assessment, it is possible to problematise the contradictory positions held by women’s studies students and teachers, in relation to each other, to the academic world and to the practice of feminism.

15. What is the ‘banking’ model of education?
16. Discuss Freire’s problem posing model of education.

प्रेरणे के शिक्षा के सापेक्ष प्रतिमान को समस्या को विवेचना कौन जिज्ञाये।
17. How can women’s studies adopt a critical method in teaching and learning?
किस प्रकार महिला अध्ययन ‘अध्ययन’ और ‘अध्ययन’ (लिनिंग) में आलोचनात्मक पद्धति को अपना सकता है?

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18. What are the ways in which education can be an empowering activity?
वे कोने से तरीके हैं जिनके द्वारा शिक्षा को सशक्तिकरण का माध्यम बनाया जा सके?

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19. Discuss the pedagogical process in the classroom that resonates with feminist politics.
Space For Rough Work
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Total Marks Obtained (in words) ...........................................

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Signature & Name of the Coordinator ...................................

(Evaluation) Date .........................