Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

Date: 02.08.2019

From
Dr.Rajini
Professor and Head,
Department of Community Medicine,
Sri Lakshmi Narayana Institute of Medical Sciences,
Bharath Institute of Higher Education and Research,
Puducherry.

To
The Dean,
Sri Lakshmi Narayana Institute Of Medical Sciences,
Bharath Institute of Higher Education and Research,
Puducherry.

Sub: Permission to conduct value-added course: Women empowerment

Dear Sir,

       With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: **WOMEN EMPOWERMENT** from September 2019- February 2020. We solicit your kind permission for the same.

Kind Regards

Rajini

PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute Of Medical Sciences
PONDICHERRY - 605 502.

HOD

Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating :

Dean: Dr.K.Balagurunathan

The HOD: Dr.S.Rajini

The Expert: Dr.J.Barathalakshmi, Associate Professor

The committee has discussed about the course and is approved.

Head of the Department   **Resource Person**

Dean

Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

Circular

05.08.2019

Sub: Organising Value-added Course: WOMEN EMPOWERMENT

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research**, is organising a value added Programme on **"WOMEN EMPOWERMENT "** on September 11th, 2019.

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before **30 AUGUST 2019** . Applications received after the mentioned date shall not be entertained under any circumstances.

DEAN
Prof.K.BALAGURUNATHAN.M.S
(General surgeon)
SRI LAKSHMI NARAYANA
INSTITUTE OF MEDICAL SCIENCES
OSUDU PONDICHERRY

Dean

VALUE ADDED COURSE

1. Name of the programme & Code

Women empowerment and PSM02

2. Duration & Period

30 hrs & Sept 2019 – Feb 2020

3. Information Brochure and Course Content of Value Added Courses

Enclosed as Annexure- I

4. List of students enrolled

Enclosed as Annexure- II

5. Assessment procedures:

Multiple choice questions- *Enclosed as Annexure- III*

6. Certificate model

Enclosed as Annexure- IV

7. No. of times offered during the same year: 1

8. Year of discontinuation: - 2021

9. Summary report of each program year-wise

Value Added Course- Sept 2019 – Feb 2020					
Sl. No	**Course Code**	**Course Name**	**Resource Persons**	**Target Students**	**Strength & Year**
1	PSM02	Women empowerment	Dr.Rajini.S Dr. Barathalakshmi.J	IIIʳᵈ MBBS	14 (Sept 19 – Feb 20)

10. Course Feed Back Enclosed as *Annexure V*

RESOURCE PERSON   **COORDINATOR**

Annexure 1 – Course Proposal

Course Title: **WOMEN EMPOWERMENT**

Course Objective:
  1.Introduction to team management & leadership
  2.Overview
  3.Types
  4.Methods
  5.Participation
  6.summary

CourseOutcome: Improvement in the knowledge of Women empowerment
Course Audience: Pre-Final year students
Course Coordinator: Dr.S.Rajini
Course Faculties with Qualification and Designation:
1.Dr.S.Rajini, Professor & HOD
2.Dr.J.Barathalakshmi, Associate Professor
 3. Dr.K.Kannan , Associate Professor

Course Curriculum/Topics with schedule (Min of 30 hours)

s.no	Date	Topic	Faculties	Time	Hrs
1	11.09.19	Introduction	Dr.J.Barathalakshmi	4-6 pm	2
2	18.09.19	Overview	Dr.S.Rajini	4-6 pm	2
3	25.09.19	Origin	Dr.K.Kannan	4-6 pm	2
4	02.10.19	Social empowerment	Dr.J.Barathalakshmi	4-6 pm	2
5	09.10.19	Educational empowerment	Dr.K.Kannan	4-6 pm	2
6	16.10.19	Economic empowerment	Dr.S.Rajini	4-6 pm	2
7	23.10.19	Political empowerment	Dr.J.Barathalakshmi	4-6 pm	2
8	13.11.19	Psychological empowerment	Dr.S.Rajini	4-6 pm	2
9	20.11.19	Method a of empowerment	Dr.K.Kannan	4-6 pm	2
10	05.12.19	Condition for empowerment	Dr.S.Rajini	4-6 pm	2
11	18.12.19	Participation	Dr.K.Kannan	4-6 pm	2
12	28.12.19	Practical difficulties	Dr.J.Barathalakshmi	4-6 pm	2
13	08.01.20	Career guidelines	Dr.K.Kannan	4-6 pm	2
14	22.01.20	Conclusion	Dr.S.Rajini	4-6 pm	2
15	05.02.20	Summary	Dr.K.Kannan	4-6 pm	2
					30 hrs

REFERENCE BOOKS:
1.Duflo E. Women empowerment and economic development. Journal of Economic literature. 2012 Dec;50(4):1051-79.
2. Mandal KC. Concept and Types of Women Empowerment. InInternational Forum of Teaching & Studies 2013 May 1 (Vol. 9, No. 2**).**

WOMEN EMPOWERMENT

BROUCHERE

Women's empowerment is the process of empowering women. Empowerment can be defined in many ways, however, when talking about women's empowerment, empowerment means accepting and allowing people (women) who are on the outside of the decision-making process into it. Women's empowerment is the most crucial point to be noted for the overall development of a country. Many celebrities are all for girl power such as Liza Koshy and Lilly Singh (who has her own late night show and has won many awards and also raised money for #girllove and other charities) "This puts a strong emphasis on participation in political structures and formal decision-

making and, in the economic sphere, on the ability to obtain an income that enables participation in economic decision-making." Empowerment is the process that creates power in individuals over their own lives, society, and in their communities. People are empowered if they have an access to opportunities without any limitations or restrictions such as in education, profession and in their way of life. Feeling entitled to make your own decisions creates a sense of empowerment. Empowerment includes the action of raising the status of women through education, raising awareness, literacy, and training and also give training related to defence ourself . Women's empowerment is all about equipping and allowing women to make life-determining decisions through the different problems in society.

Former First Lady Michelle Obama greets students during a Room to Read event with First Lady Bun Rany of Cambodia in support of the Let Girls Learn initiative, at Hun Sunni Prasat Bakong High School in Siem Reap, Cambodia, March 21, 2015.

Alternatively, it is the process for women to redefine gender roles that allows them to acquire the ability to choose between known alternatives whom have otherwise been restricted from such an ability. There are several principles defining women's empowerment such as, for one to be empowered, they must come from a position of disempowerment. For example: A stripper no longer has to

take off her clothes to get money and now is a receptionist for a respectable company. Empowerment stems from self respect. Furthermore, one must acquire empowerment themselves rather than have it given to them by an external party. Other studies have found that empowerment definitions entail people having the capability to make important decisions in their lives while also being able to act on them. Lastly, empowerment and disempowerment is relative to other at a previous time; therefore, empowerment is a process, not a product.

Women empowerment has become a significant topic of discussion in development and economics. It can also point to the approaches regarding other trivialized genders *in a particular political or social context.*

Women's economic empowerment refers to the ability for women to enjoy their right to control and benefit from the resources, assets, income and their own time, as well as the ability to manage risk and improve their economic status and wellbeing.

While often interchangeably used, the more comprehensive concept of gender empowerment refers to people of any gender, stressing the distinction between biological and gender as a role.

businesswoman Ivanka Trump (right) and Japanese PM Shinzo Abe attending the World Assembly for Women in Tokyo to speak on women's rights and empowerment, 2017 *.Entire nations, businesses, communities and groups can* benefit from the implementation of programs and policies that adopt the notion of women empowerment.

Empowerment of women is a necessity for the very development of a society, since it enhances both the quality and the quantity of human resources available for development.[8] Empowerment is one of the main procedural concerns when addressing human rights and development.*Women's empowerment and achieving gender equality is* essential for our society to ensure the sustainable development of a country. Many world leaders and scholars have argued that sustainable development is impossible without gender equality and

women's empowerment. Sustainable development accepts environmental protection, social and economic development, including women's empowerment. In the context of women and development, empowerment must include more choices for women to make on their own.

Methods

Scholars have identified two forms of empowerment, economic empowerment and political empowerment

Economic empowerment

Economic empowerment increases women's agency, access to formal government programs, mobility outside the home, economic independence, and purchasing power. Policy makers are suggested to support job training to aid in entrance in the formal markets. One recommendation is to provide more formal education opportunities for women that would allow for higher bargaining power in the home.

They would have more access to higher wages outside the home; and as a result, make it easier for women to get a job in the market.

Strengthening women's access to property inheritance and

land rights is another method used to economically empower women. This would allow them better means of asset accumulation, capital, and bargaining power needed to address gender inequalities. Often, women in developing and underdeveloped countries are legally restricted from their land on the sole basis of gender.

Having a right to their land gives women a sort of bargaining power that they wouldn't normally have; in turn, they gain more opportunities for economic independence and formal financial institutions.

Race has a huge impact on women's empowerment in areas such as employment. Employment can help create empowerment for women. Many scholars suggest that

when we discuss women's empowerment, discussing the different barriers that underprivileged women face, which makes it more difficult for them to obtain empowerment in society, is important when examining the impact of race in connection to employment. Significantly examining how opportunities are structured by gender, race, and class can transpire social change. Work opportunities and the work environment can create empowerment for women.

Empowerment in the workplace can positively affect job satisfaction and performance, having equality in the work place can greatly increase the sense of empowerment.

However, women of color do not have the same accessibility and privileges in work settings. They(Women of color) are faced with more disadvantages in the work place. Patricia Parker argues that African American *women's empowerment is their resistance to control,* standing up for themselves and not conforming to societal norms and expectations. In connection to power, feminist perspectives look at empowerment as a form of resistance within systems of unequal power relations.

Within the societal setting of race, gender, and class politics, African American women's empowerment in work environment "can be seen as resistance to attempts to fix meanings of appropriate identity and behavior, where such meanings are interpreted as controlling, exploitative, and other- wise oppressive to African American women." When talking about women's empowerment, many scholars suggest examining the social injustices on women in everyday organizational life that are influenced by race, class, and gender.

Another popular methodology for women's economic empowerment also includes microcredit. Microfinance institutions aim to empower women in their community by giving them access to loans that have low interest rates without the requirement of collateral. More specifically, they(microfinance institutions) aim to give microcredit to women who want to be entrepreneurs. The success and efficiency of microcredit and microloans is controversial and constantly debated. Some critiques claim that microcredit alone doesn't guarantee women have control over the way the loan is used. Microfinance institutions don't address cultural barriers that allow men to still control household finances; as a result, microcredit may simply be transferred to the husband. Micro credit doesn't *relieve women of household obligations, and even if* women have credit, they don't have the time to be as active in the market as men.

Political empowerment

Political empowerment supports creating policies that would best support gender equality and agency for women in both the public and private spheres. Methods that have been suggested are to create affirmative action policies that have a quota for the number of women in policy making and parliament positions. As of 2017, the global average of women who hold lower and single house parliament positions is 23.6 percent. Further recommendations have been to increase women's rights

to vote, voice opinions, and the ability to run for office with a fair chance of being elected. Because women are typically associated with child care and domestic responsibilities in the home, they have less time dedicated to entering the labour market and running their business.

Policies that increase their bargaining power in the household would include policies that account for cases of divorce, policies for better welfare for women, and policies that give women control over resources (such as property rights). However, participation is not limited to the realm of politics. It can include participation in the household, in schools, and the ability to make choices for oneself. Some theorists believe that bargaining power and agency in the household must be achieved before one can move onto broader political participation.

Digital skills enhance political empowerment Main article: Gender digital
divide

Digital skills can facilitate women's engagement with local government and increase their decision-making power in their communities. The Women-gov project in Brazil and India, for instance, has helped women improve their understanding of and communication with local government via ICTs. In Brazil, the project trained female community leaders to access and utilize online data on government health services to better respond to public health concerns in their communities. In India, the project worked with women's collectives to establish women-run, internet-connected community information centres to *facilitate applications for government assistance* (including welfare and entitlements), which in turn improved linkages between the collectives, local authorities and public institutions.

Women with digital skills are better able to make their voices heard on local issues and influence the outcome of decisions that affect themselves and their communities.

Digital skills can also empower women to participate in political movements. For instance, the

anonymity of ICTs may allow some women to avoid limitations on freedom of speech in repressive societies, while collective mobilization through online networks can enable women to campaign on gender-based issues. Studies show an *Iraqi women's group used a multimedia campaign,* including an online component, to successfully lobby the Kurdish regional government to outlaw the practice of female genital mutilation. Images taken on mobile phones and distributed via social media have called attention to domestic violence in China and influenced media treatment of court cases on forced abortion.

Measurements And Assessment Barriers

Many of the barriers to women's empowerment and equity lie ingrained in cultural norms. Many women feel these pressures, while others have become accustomed to
being treated inferior to men. Even if legislators, NGOs, etc. are aware of the benefits women's empowerment and participation can have, many are scared of disrupting the status of the women and continue to let societal norms get in the way of development.

Research shows that the increasing access to the internet can also result in an increased exploitation of women.
Releasing personal information on websites has put some women's personal safety at risk. In 2010, Working to Halt Online Abuse stated that 73% of women were victimized through such sites. Types of victimization include cyber stalking, harassment, online pornography, and flaming.
Sexual harassment in particular is a large barrier for women in the workplace. It appears in almost all *industries, but is most notable in the following: business,* trade, banking and finance, sales and marketing, hospitality, civil service, and education, lecturing and teaching. According to the International Labour Organisation (ILO), sexual harassment is a clear form of gender discrimination based on sex, a manifestation of unequal power relations between men and women.
Furthermore, the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is urging for increased measures of protection for women against sexual harassment and violence in the workplace. 54% (272) had experienced some form of workplace sexual harassment. 79% of the victims are women; 21% were men.

Recent studies also show that women face more barriers in the workplace than do men. Gender-related barriers involve sexual harassment, unfair hiring practices, career progression, and unequal pay where women are paid less than men are for performing the same job. When taking the median earnings of men and women who worked full- time, year-round, government data from 2014 showed that women made $0.79 for every dollar a man earned. The average earnings for working mothers came out to even less—$0.71 for every dollar a father made, according to a 2014 study conducted by the National Partnership for Women and Children. While much of the public discussion of the "wage gap" has focused around women getting equal pay for the same work as their male peers, many women struggle with what is called the "pregnancy

penalty". The main problem is that it is difficult to measure, but some experts say that the possibility of having a baby can be enough for employers to push women back from their line.[33] Therefore, women are put in a position where they need to make the decision of whether to maintain in the workforce or have children. This problem has sparked the debate over maternity leave in the United States and many other countries in the world.

However, despite the struggle for equal pay, in Nepal the tech industry [clarification needed] has made progress in helping to encourage equal pay across gender. In March 2016, tech career website Dice released a study of more than 16,000 tech professionals that found that when you *compare equivalent education, experience and position,* there is no pay gap—and hasn't been for the last six years. However, this industry also struggles to employ women in executive positions. This is partially due to the barrier of sexual harassment and pregnancy that was aforementioned. *Such barriers make it difficult for women to advance in* their workplace or receive fair compensation for the work they provide.

Role of education

It is said that education increases "people's self- confidence and also enables them to find better jobs and they can work shoulder to shoulder with men".[citation needed] They engage in public debate and make demands on government for health care, social security and other

entitlements". In particular, education empowers women to make choices that improve their children's health, their well-being, and chances of acquiring survival skills.

Education informs others of preventing and containing the disease, and it is an essential element of efforts to reduce malnutrition. Furthermore, it empowers women to make choices that can improve their welfare, including marrying *beyond childhood and having fewer children. Crucially,* education can increase women's awareness of their rights, boost their self-esteem, and provide them the opportunity to assert their rights.

Despite significant improvements in recent decades, education is not universally available and gender inequalities persist. A major concern in many countries is not only the limited numbers of girls going to school but also the limited educational pathways for those that step into the classroom. More specifically, there should be more efforts to address the lower participation and learning achievement of girls in science, technology, engineering and mathematics (STEM) education *India. The class and caste structure inadvertently put poor* women from lower class and tribal communities at the most risk of violence. Class and caste divisions also create grave challenges to poor, lower caste, and tribal women in accessing justice and retribution as victims and survivors of violence. Women and girls in urban India are also at high risk of gender-based violence. In Delhi, the country's capital, a scan of daily newspapers reveals shocking numbers of cases of violence against women.

The National Crime Bureau claims that a woman is raped every 29 minutes in Delhi. Street violence in urban centres is a growing concern for young women and girls, who are increasingly moving away from rural areas for economic opportunities and higher education. Particularly women and girls from the northeast region of India living in urban

centres such as Delhi have reported experiencing social discrimination and marginalization, and many times physical violence. In 2005, according to the North East Support Centre, among the 100,000 people from the northeast living in Delhi 86% had reported racial discrimination and 41% of cases were sexual abuse cases. The northeast states of India are a volatile region, with a number of active insurgencies. The Government has continuously deployed state troops to fight the insurgents, who predominantly follow the Maoist ideology. This region, because of its physical

and cultural proximity to Myanmar, China, and Bhutan, has for the most part been ignored by the central government, thereby fuelling the insurgents' demand for development and autonomy. In the northeast (as in most conflict-ridden regions) women bear the brunt *of war from both sides. There have been numerous* instances of violence perpetrated by state security forces against local and tribal women.

33% reservation for women in all levels of Indian politics, took 14 years after its introduction to finally pass by the Rajya Sabha (the upper house of parliament). It is yet to be passed by the Lok Sabha (the lower house of parliament). The reservation bill will ensure 181 out of the 543 seats at the Parliament level, and 1,370 seats out of the 4,109 seats at the State Assembly level.44 This is a historic move in the Indian political *landscape, as currently women occupy less than 10% of* seats in the national Parliament. The Women's Bill will also significantly change the demographics of class and caste *among women politicians in leadership positions in the* Indian political structure. It will create a path for women from lower classes and castes (who are currently confined to local-level governance) to enter state and national level governments. In addition to the existing reservations for scheduled castes and scheduled tribes, one third of the SC and ST candidates must be women. Other Backward Class (OBC) members are not included in the reservation due to the wide disagreement about who constitutes OBC and a lack of existing data on the OBC population. The two main arguments against the bill are that it will only benefit elite women (particularly in national level politics) and that there should be reservations for Dalit, minorities (particularly Muslim women), and OBCs. However, supporters of the bill do not agree with creating quotas *within the existing 33% women quota in parliament, as SC* and ST quotas already exist. The bill mandates that all political parties reserve one third of their electoral ticket for women including in the already mandated reservations for SC and STs. This will inadvertently create spaces for lower caste and class women to enter state and national level politics. The passage and implementation of the Women's Bill, and its impact on the existing gender, class, and caste barriers, is yet to be realized, but one thing is clear: India's politics is moving closer to equitable inclusion than ever before.

WOMEN'S ECONOMIC OPPORTUNITIES IN INDIA

India is one of the world's fastest growing economies, with women mainly from the middle class ncreasingly entering the workforce. Urban centres like Delhi and Bangalore have seen an influx of young women from semi-urban and rural parts of the country, living alone and redefining themselves. However, the story of economic empowerment for women is not a singular narrative; rather it is located in a complex set of caste, class, religious, and ethnic identities.

The Global Gender Gap Report by the World Economic Forum in 2009 ranked India 114th out of 134 countries for inequality between men and women in the economy, politics, health, and education. On equal economic opportunities and women's participation in the labour force, India ranked 127th and 122nd respectively.27 The number of women in the workforce varies greatly from *state to state: 21% in Delhi; 23% in Punjab; 65% in Manipur;* 71% Chhattisgarh;

76% in Arunachal Pradesh.28 The diversity of women's economic opportunities between states is

due to the cultural, religious, and ethnic diversity of each state. Northern states like Delhi and Punjab lag far behind on gender equality measures, including the alarming sex ratio between men and women (due to son preference and sex-selective abortion), low female literacy levels, and high rates of gender-based violence.

In rural India, women's economic opportunities remain restricted by social, cultural, and *religious barriers. Most notably inheritance laws* embedded in Hindu and Shariat civil codes continue to marginalize women in the household and the larger *community. Rural women, particularly of lower caste and* class, have the lowest literacy rates, and therefore do not have the capacity to negotiate pay or contracts and most often engage in the unorganized sector, selfemployment, or in small scale industry. Self-help groups (SHGs) are a widely practiced model for social and economic mobility by NGOs and the government. SHGs provide women with the opportunity to manage loans and savings that can be used by members for varying needs. SHGs also are used to promote social change among the members and the community at large. *Members of SHGs have used their experiences as* leverage to enter other local institutions such

as the PanchayatKhap.

Rural, low caste, and tribal women also make up 70% of domestic workers in India, a sector which is largely unregulated and unorganized. India's growing economy has allowed for many upper and middle-class women to enter the workforce, and while poor rural women have little access to education and training, there is a high demand for domestic workers in urban hubs. Domestic workers are mostly illiterate, with little or no negotiating power for wage equity, and *arehighly vulnerabletoexploitationandsexualand* physical abuse.

There is a movement at the policy level to organize domestic workers and to create laws to *regulate minimum wage, working hours, and other* measures such as life and health insurance.

Currently a national-level Taskforce on Domestic Workers has been formed that will present recommendations to the central government on better enforcement of rights for the many undocumented domestic workers in India.

Women are also very visible in the construction sector in India, and like domestic workers are largely unorganized and rely on daily wagers. Women construction workers are mostlypoorand illiterateandhavelittlenegotiatingpower. This sector is also unregulated and highly vulnerable to exploitation. Women workers also earn significantly less than men, although women are theones who do most of the backbreakingworklikecarryingbricksandotherheavy materials on site. On the other end of the spectrum, while India has one of the highest percentages of professional women in the world, those who occupy managerial positions are under 3%. Most women work in low *administrative positions, and many of the young women* migrating to urban centres mostly work in service and retail industries, although more and more women are entering the IT and other technical sectors.

 The movement to assure women's economic, social, and cultural rights (ESCR) as basic human rights is just emerging in India. The movement aims to locate women's rights within the larger human rights framework, and by doing so moves away from looking at women's issues only within the framework of violence against women and reproductive rights. ESCR attempts to look at the broader issues facing women, namely poverty, housing, unemployment, education, water,
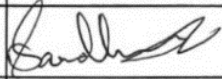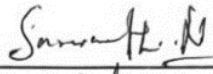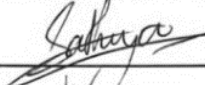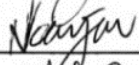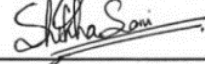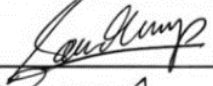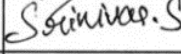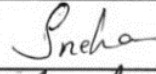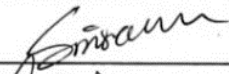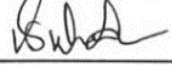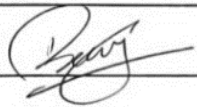
food security, trade, etc. While the human rights movement on ESCR is largely contained at the international policy level, there are *emerging social movements around the world. In the* Indian context, projects like the Programme on Women's Economic, Social, and Cultural Rights (PWESCR), for example, is creating linkages between the international human rights movement and the local articulation of women's rights.

 PWESCR aims to build a women's rights movement in India that creates equality in all spheres of women's lives. By empowering women economically and socially, ESCR provides for a broader discourse on rights that moves women's rights from a victim centered approach to one that cuts across other fundamental human rights issues.

Women's economic opportunity in India is a rapidly changing landscape. Women are increasingly entering the workforce—particularly women professionals—and are creating change, but there remains *a large number of invisible women workers in unorganized* and volatile sectors. However, organizing at the local level, albeit small, is widespread. Implementation of national and state level policies lags behind in ensuring that women workers have equal pay and are free from exploitation.

SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCES

TOPIC: WOMEN EMPOWERMENT

SL. NO	NAME OF THE STUDENTS	SIGNATURE
1	SANDHYA	
2	SARA .R	
3	SARASWATHI .N	
4	SATHYA VIJAYENDRAN P.U	
5	SHAIKH IMRAN SHAIKH NAJIR	
6	SHIKHA SONI	
7	SINGAMSETTY SANDEEP	
8	SINGAMSETTY SRINIVAS	
9	SNEHA	
10	SNEHA SINGH	
11	SRIRAM .S	
12	SUBALAKSHMI .D	
13	SUNITHA .A	
14	SURENDAR RAJ .S	

Annexure – III

I. ANSWER ALL THE QUESTIONS

1. Name the online platform launched by the Ministry of Women and Child Development to support   women entrepreneurs?
    A. Digital India
    B. Mahila E-haat
    C. One Stop Centre Scheme
    D. None of the above

2. The Central Social Welfare Board was established in....
    A. 1950
    B. 1951
    C. 1952
    D. 1953

3. Women Helpline Scheme was launched in...
    A. 2012
    B. 2015
    C. 2017
    D. 2018

4. Which of the following scheme provide education to girls and their welfare?
    A. One Stop Centre Scheme
    B. UJJAWALA
    C. SWADHAR Scheme
    D. Beti Bachao Beti Padhao

5. Which scheme helps in the prevention of trafficking and provide support for rescue, rehabilitation, reintegration and repatriation of women?
    A. Ujjawala scheme
    B. STEP scheme
    C. Priyadasrshini Scheme

D.DWCRA

6.   Support to Training and Employment Programme for Women scheme is....
A.SWADHAR
B.STEP
C.Nari Shakti Puraskar
D.RMK

7.   Priyadarshini scheme provides:
A.Women Empowerment
B.Livelihood in Mid-Gangetic plains
C.Empower to address women legal, political and health problems
D.All the above are correct.

8.   Indira Gandhi Matritva Sahyog Yojana was launched in...
A. 2008
B. 2010
C. 2012
D. 2015

9.   National Mission for Empowerment of Women was launched on:
A.15 August, 2010
B.15 August, 2011
C.15 October, 2010
D.15 October, 2011

10.   Which scheme promotes community participation through involvement of Students Volunteers for empowerment of rural women?
A.NAND-GHAR YOJANA
B.eSamvad Portal
C.Pradhan Mantri Mahila Shakti Kendra scheme
D.She-Box Portal

SRI LAKSHMI NARAYANA INSTITUE OF HIGHER EDUCATON AND RESEARCH

Annexure - IV

WOMAN EMPOWERMENT
MULTIPLE CHOICE QUESTIONS

Course Code: PSM02

I. **ANSWER ALL THE QUESTIONS**

1. Name the online platform launched by the Ministry of Women and Child Development to support women entrepreneurs?
   A.Digital India
   B.Mahila E-haat
   C.One Stop Centre Scheme
   D.None of the above

2. The Central Social Welfare Board was established in....
   A. 1950
   B. 1951
   C. 1952
   D. 1953

3. Women Helpline Scheme was launched in...
   A. 2012
   B. 2015
   C. 2017
   D. 2018

4. Which of the following scheme provide education to girls and their welfare?
   A.One Stop Centre Scheme
   B.UJJAWALA
   C.SWADHAR Scheme
   D.Beti Bachao Beti Padhao

5. Which scheme helps in the prevention of trafficking and provide support for rescue, rehabilitation, reintegration and repatriation of women?
   A.Ujjawala scheme
   B.STEP scheme
   C.Priyadasrshini Scheme
   D.DWCRA

6. Support to Training and Employment Programme for Women scheme is....
   A.SWADHAR
   B.STEP
   C.Nari-Shakti Puraskar
   D.RMK

-1-

7. Priyadarshini scheme provides:
   A. Women Empowerment
   B. Livelihood in Mid-Gangetic plains
   C. Empower to address women legal, political and health problems
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8. Indira Gandhi Matritva Sahyog Yojana was launched in...
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9. National Mission for Empowerment of Women was launched on:
   A. 15 August. 2010
   B. 15 August, 2011
   C. 15 October, 2010
   D. 15 October, 2011

10. Which scheme promotes community participation through involvement of Students
    Volunteers for empowerment of rural women?
    A. NAND-GHAR YOJANA
    B. eSamvad Portal
    C. Pradhan Mantri Mahila Shakti Kendra scheme
    D. She-Box Portal

Annexure – IV

Sri Lakshmi Narayana Institute of Medical Sciences
Affiliated to Bharath Institute of Higher Education & Research
(Deemed to be University under section 3 of the UGC Act 1956)

CERTIFICATE OF MERIT

This is to certify that   SARA.R has actively participated in the Value Added

Course on **WOMAN EMPOWERMENT** held during Sept 2019 – Feb 2020 Organized by Sri

Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

Dr. J.Barathalakshmi, MD
Resource Person

Dr.Rajini.S.MD
Professor & HOD
Department of Community
Medicine

Dr.K.Balagurunathan, MS
Dean, SLIMS

Sri Lakshmi Narayana Institute of Medical Sciences

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CERTIFICATE OF MERIT

This is to certify that SARASWATHI.N has actively participated in the Value

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Dr. J.Barathalakshmi, MD
Resource Person

Dr.Rajini.S.MD
Professor & HOD
Department of Community
Medicine

Dr.K.Balagurunathan, MS
Dean, SLIMS

ANNEXURE V

Student Feedback Form

Course Name: **WOMEN EMPOWERMENT**

Subject Code: **PSM02**

Name of Student: _____Sna.R_____ Roll No.: __2__

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear				✓	
2	Course contents met with your expectations				✓	
3	Lecturer sequence was well planned				✓	
4	Lectures were clear and easy to understand				✓	
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful				✓	
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 – Outstanding; 4 - Excellent; 3 – Good; 2– Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Nice.

Signature

Date: 22 | 01 | 2020

Student Feedback Form

Course Name: **WOMEN EMPOWERMENT**

Subject Code: **PSM02**

Name of Student: _Sandhya._   Roll No.: _1_

We are constantly looking to improve our classes and deliver the best training to you. Your

evaluations, comments and suggestions will help us to improve our performance

SI. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear				✓	
2	Course contents met with your expectations				✓	
3	Lecturer sequence was well planned			✓		
4	Lectures were clear and easy to understand				✓	
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful				✓	
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4 ✓	5

* Rating: 5 – Outstanding;   4 - Excellent;   3 – Good;   2 – Satisfactory;   1 - Not-Satisfactory

Suggestions if any:

Very. Good. ☺

Date: 22/01/2020

Signature

5.02.2020

From
Dr.S.Rajini
Professor and Head,
Department of Community Medicine,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Puducherry

Through Proper Channel

To
The Dean,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Puducherry

Sub: Completion of value-added course: Women Empowerment

Respected Sir,

      With reference to the subject mentioned above, the department has conducted the value-added course titled: Women Empowerment from September 2019- February 2020 for Pre-final year students . We solicit your kind action to send certificates for the participants, that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.

Kind Regards,

PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute Of Medical Sciences
PONDICHERRY - 605 502