

Avinashilingam Institute For Home Science And Higher Education For Women
Coimbatore – 641 043.
Continuous Internal Assessment Test I – August 2019
SEMESTER III

Class : II M.Ed.
Major: Education

Time: 2 Hrs.
Max. Marks: 45

18MEDC12 Gender Issues and Promotion of Gender Equality

Course Outcomes:

- CO1: implement the theories of gender equality and avoid gender biases in the class room situations
- CO2: interpret legislations of the Indian Constitution promoting gender equality
- CO3: arrange for counselling and extracurricular activities to promote gender equality at home and the community
- CO4: adopt different strategies to assess the curriculum and the textbooks
- CO5: plan, design and implement advocacy programmes for gender equality at school and community level by involving stakeholders
- CO6: monitor and evaluate the programmes promoting Gender Equality

PART – A

6 X ½ = 3

Choose the correct answer

1. ___ are the people who have a identity or gender expression that differs from their assigned sex
a. Transgender b. Male c. Female d. Men
CO 1 K1
2. According to Global Gender gap report, India was ranked ___ on the Gender Gap Index (GGI) among 135 countries
a. 113 b. 125 c. 92 d. 106
CO1 K2
3. The ___ prohibit the indecent representation of women
a. Prohibition Act 1986 b. The Child Labor Act
c. Bonded Labor Abolition Act d. Juvenile Justice Act
CO2 K2
4. Reservation for women in urban local governance was introduced by which constitutional Amendment?
a. 72nd b. 73rd c. 74th d. 86th
CO2 K2
5. Which of the following is NOT a gender-sensitive teaching and learning strategy?
a. Trust that both boys and girls have the same potential to learn.
b. Adopt new teacher roles, such as to be a facilitator of learning.
c. Use different methods of discipline for boys and girls.
d. Provide space for boys and girls to work and play together.
CO3 K4
6. What features of curricula and textbooks foster gender equality?
a. Depicting a fair distribution between boys/men and girls/women in the context of daily, professional and public activities. CO4 K5
b. Depicting stereotypically, such as boys are prone to risky activities, while girls are always sweet and gentle.
c. Mainly men are contributors as curricula and textbook authors.
d. Depicting boys/men in leadership positions.

PART – B

3 x 4 = 12

Answer the following

Answer should not exceed 200 words or one page

7. a. What are the main biological differences between male and female?
CO1 K2
7. b. Explain the differences between sex and gender
CO1 K2
8. a. Examine the key components of the laws for preventing domestic violence in India.
CO2 K2
8. b. Elucidate the international legislations about gender inequality
CO2 K2
9. a. Explain the role of curricula and textbooks in promoting gender equality.
CO3 K3
9. b. Discuss the gender-sensitive problems with the physical and social dimensions of the learning environment?
CO4 K4

PART - C
Answer the following
Answer should not exceed 600 words or three pages

- 10. a. Explain the gender inequality in terms of Caste (or) K2
- 10. b. Explain the gender inequality in terms of class and religion. CO1 K2
- 11. a. Legislations play a major role in promoting gender equality- Justify CO2 K5
- 11. b. Explain in detail the national legislations about gender equality (or) CO2 K3
- 12. a. What kinds of methods could you use to help your students to move forward toward the goal of gender equality? (or) CO4 K3
- 12. b. Plan an activity for gender equality counseling among students. CO4 K6
Mention the learning objectives, rationale, instructions for participants, materials needed and assessment.

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