

**Avinashilingam Institute For Home Science And Higher Education For Women**  
Coimbatore – 641 043.

**Continuous Internal Assessment Test II – October 2019**  
**SEMESTER III**

Class : II M.Ed.  
Major: Education

Time: <sup>2</sup>~~3~~ Hrs.  
Max. Marks: ~~100~~ 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 1/2 = 3**

**Choose the correct answer**

1. In order to involve stakeholders effectively in programmes promoting gender equality CO5 K4
  - a. they should be asked to contribute the programme financially only.
  - b. they should be informed later phases of implementation
  - c. they should not have compatible agendas with the programmes promoting gender equality.
  - d. they should be accurately acknowledged for their contribution and motivated.
2. Which of the following **doesn't** mean 'Advocating Gender Equality'? CO5 K4
  - a. To explain what gender equality means.
  - b. To promote gender equality values.
  - c. To offend women's rights.
  - d. To convince partners to support gender equality.
3. \_\_\_\_\_ concepts refers to the ways in which society conveys to the individual its norms or expectations for his/her behavior CO5 K3
  - a. Socialization
  - b. Gender Schema
  - c. Gender Scripts
  - d. Gender Stereotypes
4. Multiple role can also be known as CO5 K2
  - a. Gender role
  - b. Multi tasking
  - c. Multi talenting
  - d. Multi challenging
5. Monitoring and evaluation of gender equality programme should be performed CO6 K5
  - a. when it ends
  - b. during planning and implementing
  - c. throughout the whole life of the program
  - d. when it begins
6. While monitoring gender equality programme, teachers should CO6 K4
  - a. plan activities at any time.
  - b. make sure that data is subjective
  - c. inquire the opinion of education stakeholders
  - d. act separately

**PART – B**

**3 x 4 = 12**

**Answer the following in one or two sentences**

7. Who are the stakeholders and why should we involve them in implementing Gender Equality? CO5 K3  
(or)
7. As a teacher explain the role of the school in advocating for gender equality? CO5 K5
8. As a student teacher explain the strategies for gender sensitive counseling and extra curricular activities CO5 K5
8. How can a prospective teacher educator design learning outcomes for the curriculum in gender equality? CO5 K5
9. Do you think monitoring is an important step towards evaluation of gender equality? Give reason. CO6 K5  
(or)
9. As a teacher, suggest ways to monitor Gender Equality programmes in your school. CO6 K6

**PART - C**

**3 x 10 = 30**

**Answer ALL Questions**

**Answer should not exceed 600 words or three pages**

10. a. What resources are affordable, available and accessible in your community? How could they be mobilized for promoting gender quality? CO5 K3
- b. Discuss how networking can be developed for promoting gender equality. CO5 K4
11. a. What are the factors influencing the quality of GE Programmes CO5 K3
- b. How to advocate for gender equality? CO5 K3
12. a. How will you use the results of evaluation to improve gender equality programmes? CO6 K4
- (or)
- b. How will you evaluate learning inputs, processes and outcomes from a gender perspective? CO6 K3

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