



*Hambaldy*

## Avinashilingam Institute for Home Science and Higher Education for Women

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)

Re-accredited with A++ Grade by NAAC. CGPA 3.65 /4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

### Master of Education Degree Examination – November 2025 III Semester

Class: II M.Ed.

Time : 3 Hours

Max. Marks : 100

#### 23MEDC13 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: Adopt different strategies to assess the curriculum and the textbooks

CO4: Plan, design and implement advocacy programmes for gender equality at school and community level by involving stakeholders

CO5: Monitor and evaluate the programmes promoting gender equality

##### Part A

10 x 1 = 10

##### Choose the Correct Answer

- Which of the following best differentiates *sex* and *gender*? CO1 K2
  - Sex is biological; gender is social and cultural
  - Sex and gender are the same concepts
  - Sex is determined by society; gender is determined by biology
  - Both are fixed and unchangeable
- Gender mainstreaming in education primarily means: CO1 K3
  - teaching girls and boys separately
  - integrating gender perspectives into policies, programs, and practices
  - promoting only women's empowerment
  - focusing only on rural education
- The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted by the UN in: CO2 K1
  - 1975
  - 1979
  - 1985
  - 1992
- The Protection of Women from Domestic Violence Act in India was passed in: CO2 K1
  - 1995
  - 2001
  - 2005
  - 2010
- A gender lens in curriculum analysis refers to CO3 K4
  - a tool to promote only girls' education
  - a way of identifying and addressing gender inequalities in content
  - a method of teaching science and mathematics
  - a strategy for classroom discipline
- An example of a gender-sensitive assessment is CO3 K6
  - asking only boys to lead group projects
  - using stereotypical examples in exam questions
  - providing equal opportunities and unbiased evaluation to all genders
  - setting lower pass marks for girls
- Which of the following is **NOT** a tool for advocating Gender Equality (GE)? CO4 K4
  - Awareness campaigns
  - Mass media
  - Gender block
  - Ignoring gender issues
- Mobilizing resources for promoting GE can be strengthened through CO4 K3
  - limiting participation of stakeholders
  - creating networks and communities of practice
  - avoiding sustainability planning
  - neglecting oral histories
- Monitoring and evaluation in gender equality programmes mainly aim at: CO5 K5
  - increasing school fees
  - assessing effectiveness and improving programmes
  - replacing teachers
  - promoting only male participation

10. Which of the following is a teacher's role in monitoring GE programmes? CO5 K2
- ignoring gender-based issues
  - ensuring equal participation of boys and girls in learning activities
  - encouraging only high-performing students
  - limiting community involvement

**Part B**

**5 x 6 = 30**

**Answer ALL questions**

**Each answer should not exceed 400 words or two pages**

- 11.a. Explain the role of teachers in reducing gender biases and discrimination in the classroom. CO1 K2  
(or)
- 11.b. Distinguish between gender equality and gender equity in education with suitable examples. CO1 K4
- 12.a. Describe any three major international instruments that promote gender equality. CO2 K1  
(or)
- 12.b. Highlight the key components of Indian laws aimed at preventing domestic violence. CO2 K2
- 13.a. Interpret the role of curricula and textbooks in promoting gender equality. CO3 K3  
(or)
- 13.b. What is a gender audit in education? How can it be applied in one's own context? CO3 K3
- 14.a. Justify the role of mass media in advocating for gender equality. CO4 K1  
(or)
- 14.b. Identify and list down the strategies to mobilize resources for promoting gender equality. CO4 K1
- 15.a. Compile some of the quality issues in promoting gender equality in education. CO5 K6  
(or)
- 15.b. Paraphrase how teachers can monitor and evaluate GE programmes in schools and communities. CO5 K2

**Part C**

**5 x 12 = 60**

**Answer ALL questions**

**Each answer should not exceed 800 words or four pages**

- 16.a. Discuss the various forms of gender-based violence in educational institutions and suggest preventive measures. CO1 K4  
(or)
- 16.b. Critically examine the concept of gender mainstreaming in education. How can it transform the learning environment? CO1 K3
- 17.a. Analyse the major gender equality issues in India and compare them with those in the international context. CO2 K4  
(or)
- 17.b. Appraise the international instruments and national legislation together contribute to promoting gender equality. CO2 K5
- 18.a. Elaborate on the strategies for tackling gender biases, discrimination and gender-based violence (GBV) in curricula and textbooks. CO3 K3  
(or)
- 18.b. Critically evaluate the importance of gender-sensitive teaching and learning (T&L) strategies in creating an empowering learning environment. CO3 K4
- 19.a. Discuss the importance of advocacy, awareness raising and campaigns in promoting gender equality. Provide examples. CO4 K2  
(or)
- 19.b. Speculate the role of stakeholders and resource mobilization in implementing gender equality initiatives. CO4 K6
- 20.a. Describe about how monitoring and evaluation can improve the effectiveness of gender equality programmes in education. CO5 K1  
(or)
- 20.b. Illustrate how learning inputs, processes, and outcomes can be evaluated from a gender perspective. Suggest ways to use the results for improving GE programmes. CO5 K3

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