



Avinashilingam Institute for Home Science & Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. under 3 of UGC Act 1956)
Re-accredited with 'A+' Grade by NAAC. Recognised by UGC Under Section 12B.
Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test I - September 2021
SEMESTER III

Class : II M.Ed (Gen)

Time: 2 Hrs.
Max. Marks: 60

20MEDC12-GENDER ISSUES AND PROMOTION OF GENDER EQUALITY

Course Outcomes:

- CO1: **Implement the theories of gender equality and avoid gender biases in classroom situation**
CO2: **Interpret legislations of the Indian Constitution promoting gender equality**
CO3: **Arrange for counselling and extra curricular activities to promote gender equality at home and the community**
CO4: **Adopt different strategies to assess the curriculum and the textbooks**
CO5: **Monitor and evaluate the programmes promoting gender equality**

PART – A

6 x 1 = 6

Answer all questions
(Multiple choice questions)

1. ___ are the people who have a identity or gender expression that differs from their assigned sex CO 1 K1
 - a. Transgender
 - b. Male
 - c. Female
 - d. Men
2. According to Global Gender gap report, India was ranked _____ on the Gender Gap Index (GGI) among 135 countries CO1 K2
 - a. 113
 - b. 125
 - c. 92
 - d. 106
3. The _____ prohibit the indecent representation of women CO2 K2
 - a. Prohibition Act 1986
 - b. The Child Labor Act
 - c. Bonded Labor Abolition Act
 - d. Juvenile Justice Act
4. Reservation for women in urban local governance was introduced by which constitutional Amendment? CO2 K2
 - a. 72nd
 - b. 73rd
 - c. 74th
 - d. 86th
5. Which of the following is NOT a gender-sensitive teaching and learning strategy? CO3 K4
 - 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
 - d. Provide space for boys and girls to work and play together.
6. What features of curricula and textbooks foster gender equality? CO3 K5
 - a. Depicting a fair distribution between boys/men and girls/women in the context of daily, professional and public activities.
 - 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 6 = 18

Answer the following questions

Answer should not exceed 400 words or two pages

- | | | | |
|-------|--|-----|----|
| 7. a. | What are the main biological differences between male and female? (or) | CO1 | K2 |
| 7. b. | Explain the role of teachers in promoting gender equality in school | CO1 | K2 |
| 8. a. | Discuss the major instruments to promote gender equality (or) | CO2 | K3 |
| 8. b. | Enlist the laws in preventing gender violence in India | CO2 | K3 |
| 9. a. | Describe the usage of gender lenses in curriculum and textbook (or) | CO3 | K4 |
| 9. b. | Discuss the gender-sensitive problems with the physical and social dimensions of the learning environment? | CO3 | K4 |

PART – C

3 x 12 = 60

Answer the following questions

Answer should not exceed 800 words or four pages

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|--------|--|-----|----|
| 10. a. | Explain the gender inequality in terms of Caste (or) | CO1 | 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 (or) | CO2 | K5 |
| 11. b. | Explain in detail the national legislations about gender equality | CO2 | K4 |
| 12. a. | What kinds of methods could you use to help your students to move forward toward the goal of gender equality? (or) | CO3 | K3 |
| 12. b. | Plan an activity for gender equality counselling among students. Mention the learning objectives, rationale, instructions for participants, materials needed and assessment. | CO3 | K6 |

Staff in Charge : T.Premalatha