

Avinashilingam Institute For Home Science And Higher Education For Women

Coimbatore – 641 043.

Continuous Internal Assessment Test II - October 2018

SEMESTER III

Class IIM.Ed.

Major: General

17MEDCI2 Gender Issues and Promotion of Gender Equality

Time: 2 Hrs.

Max. Marks: 45

PART – A

6 x 1/2 = 3

Choose the correct answer

1. 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.

2. 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.
 - 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.

3. In order to involve stakeholders effectively in programmes promoting gender equality,
 - 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.

4. Which of the following **doesn't** mean 'Advocating Gender Equality'?
 - 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.

5. Monitoring and evaluation of gender equality programme should be performed
 - a. when it ends
 - b. when it begins
 - c. during planning and implementing
 - d. throughout the whole life of the programme

6. While monitoring gender equality programme, teachers should
 - a. plan activities at any time.
 - b. inquire the opinion of education stakeholders .
 - c. act separately.
 - d. make sure that data is subjective.

PART – B

3 x 4 = 12

Answer the following

Answer should not exceed 200 words or one page

7. a. Why is it important to use gender lenses in daily life?
7. b. Discuss the gender-sensitive problems with the physical and social dimensions of the learning environment?
(or)
8. a. Who are the stakeholders and why should we involve them in implementing Gender Equality?
8. b. What is the role of the school in advocating for gender equality?
(or)
9. a. Do you think monitoring is an important step towards evaluation of gender equality? Give reason.
9. b. As a teacher, suggest ways to monitor Gender Equality programmes in your school.
(or)

PART – C

Answer the following

Answer should not exceed 600 words or three pages

3 x 10 = 30

10. a. What kinds of methods could you use to help your students to move forward toward the goal of gender equality?
10. b. Plan an activity for gender equality counseling among students. Mention the learning objectives, rationale, instructions for participants, materials needed and assessment.
(or)
11. a. What resources are affordable, available and accessible in your community? How could they be mobilized for promoting gender equality?
11. b. Discuss how networking can be developed for promoting gender equality.
(or)
12. a. How will you evaluate learning inputs, processes and outcomes from a gender perspective?
12. b. How will you use the results of evaluation to improve gender equality programmes?
(or)