



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 an 'A++' Grade by NAAC CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test II- October 2025
III Semester

Class: II M.Ed.

Max. Marks: 60
Time: 2 Hrs

23MEDC13 Gender Issues and Promotion of Gender Equality

Course outcomes

- CO1 implement the theories of gender equality and avoid gender biases in the classroom 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

Choose the correct answer

6 x 1 = 6

1. A gender-sensitive learning environment involves **CO3K2**
a. Inclusive classroom policies and seating arrangements
b. Reinforcing traditional gender roles
c. Focusing only on boys' academic performance
d. Segregating boys and girls entirely
2. Gender-sensitive teacher behaviour includes **CO3K2**
a. Favouring one gender over another b. Ignoring students' voices
c. Reinforcing stereotypes d. Treating all students with respect and fairness
3. Involving stakeholders in Gender Equality initiatives helps to **CO4K2**
a. Focus only on administrative work
b. Ignore community feedback
c. Ensure participation and ownership of gender equality goals
d. Reduce resources for gender programs
4. Pro-active promotion of Gender Equality is **CO4K2**
a. Avoiding creative strategies b. Personal and collective initiatives
c. Limiting participation to a few individuals d. Waiting for external mandates
5. A key quality issue in promoting Gender Equality is **CO5K2**
a. Gender bias in curriculum, pedagogy, and assessment b. Equal participation of all genders
c. Inclusive learning materials d. Stakeholder engagement
6. Teachers can support Gender Equality programs by **CO5K2**
a. Restricting learning opportunities b. Reinforcing stereotypes
c. Providing feedback, mentoring, and advocating inclusivity d. Avoiding assessment

PART – B

Answer ALL questions

3 x 6 = 18

Each answer should not exceed 200 words

7. a. Write a short note on gender-sensitive counselling in schools. **CO3K6**
(or)
7. b. Discuss the importance of using inclusive learning materials. **CO3K2**
8. a. Briefly describe the concept of a gender block. **CO4K2**
(or)
8. b. How can oral histories be used in gender equality advocacy? **CO4K3**
9. a. List six quality issues that may arise in promoting Gender Equality in schools. **CO5K2**
(or)
9. b. Explain the indicators used to evaluate gender equality programs. **CO5K4**

PART – C

Answer ALL questions

3 x 12 = 36

Each answer should not exceed 800 words

10. a. Critically analyze the role of teachers in promoting gender equality using gender lenses for Teaching & Learning. **CO3K4**
(or)
10. b. Critically evaluate gender-sensitive teacher behaviour and its impact on student learning. **CO3K5**
11. a. Critically analyze the role of mass media in promoting gender equality. **CO4K4**
(or)
11. b. Explain how mobilizing resources can support sustained gender equality initiatives. **CO4K4**
12. a. Discuss various tools and techniques for monitoring and evaluating Gender Equality programs. **CO5K2**
(or)
12. b. Illustrate with examples how teachers can design, implement, and evaluate gender equality programs for maximum effectiveness. **CO5K2**

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