

**Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University) Coimbatore — 641 043**

Semester III Continuous Internal Assessment Test II (Online) -Dec 2020

Class : II M.Ed.
Major: Education

Time: 2 Hrs.
Max. Marks: 30

18MEDC12 Gender Issues and Promotion of Gender Equality

Course Outcomes:

On successful completion of this course, the learners will be able to :

- 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 = 6

Answer all questions

Choose the correct answer

1. What features of curricula and textbooks foster gender equality C04 K4
 - a. Mainly men are contributors as curricula and textbook authors.
 - b. Depicting boys/men in leadership positions.
 - c. Depicting stereotypically, such as boys are prone to risky activities, while girls are always sweet and gentle.
 - d. Depicting a fair distribution between boys/men and girls/women in the context of daily, professional and public activities.
2. In order to involve stakeholders effectively in programmes promoting gender equality, CO5 K4
 - a. they should not have compatible agendas with the programmes promoting gender equality.
 - b. they should be accurately acknowledged for their contribution and motivated.
 - c. they should be asked to contribute the programme financially only.
 - d. they should be informed later phases of implementation
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. Which of the following **doesn't** mean 'Advocating Gender Equality'? CO5 K3
 - 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 CO6 K5
 - 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
- plan activities at any time.
 - Inquire the opinion of education stakeholders .
 - act separately.
 - make sure that data is subjective.
- CO6 K4

PART – B

2 x 6 = 12

**Answer any two Questions
(Two out of Four questions)**

Answer should not exceed 400 words

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|-----|---|-----|----|
| 7. | How can a prospective teacher educator design learning outcomes for the curriculum in gender equality? | CO5 | K5 |
| 8. | What resources are affordable, available and accessible in your community? How could they be mobilized for promoting gender equality? | CO5 | K4 |
| 9. | Discuss how networking can be developed for promoting gender equality. | CO5 | K4 |
| 10. | As a teacher, suggest ways to monitor Gender Equality programmes in your school. | CO6 | K6 |

PART – C

1 x 12 = 12

**Answer any one question
(One out of Two questions)**

Answer should not exceed 800 words

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|-----|---|-----|----|
| 11. | Plan an activity for gender equality counseling among students. Mention the learning objectives, rationale, instructions for participants, materials needed and assessment. | CO5 | K6 |
| 12. | How will you evaluate learning inputs, processes and outcomes from a gender perspective? | CO6 | K3 |
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