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## 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)  
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B  
Coimbatore - 641 043, Tamil Nadu, India

### B.Ed. Special Education (VI/Hi) Degree Examination – May 2023 IV Semester

Class: II B.Ed. Special Education (VI/ HI) /  
2020 Batch (Repeater)

Time : 3 Hours  
Max. Marks : 100

#### 21BDSC10 /18BDSC10 Gender and Disability

#### Course Outcomes:

- CO1: Be familiar with Gender concepts and social construction of gender.  
CO2: Practise gender sensitive approaches in education.  
CO3: Know the impact of gender on disability.  
CO4: Promote gender justice.  
CO5: Handle the issues related to disabled women and girl children

#### Part A

10 x 1 = 10

#### Choose the Correct Answer

1. What is Gender Studies? CO1 K1  
a. The study of biological differences between men and women  
b. The study of social and cultural constructions of gender roles and identities  
c. The study of psychological differences between men and women  
d. The study of political and economic differences between men and women
2. What is the difference between sex and gender? CO1 K3  
a. Sex refers to biological differences between males and females, while gender refers to social and cultural constructions of masculinity and femininity.  
b. Sex refers to social and cultural constructions of masculinity and femininity, while gender refers to biological differences between males and females  
c. Sex and gender are the same thing  
d. There is no difference between sex and gender
3. What is the key principle of a Human Rights-based Approach? CO2 K2  
a. Charity                      b. Empowerment                      c. Paternalism                      d. Sympathy
4. What is the aim of a Human Rights-based Approach to disability? CO2 K2  
a. To provide medical care and rehabilitation services to people with disabilities  
b. To promote disability rights and empower people with disabilities to participate fully in society  
c. To provide financial assistance to people with disabilities  
d. To exclude people with disabilities from society
5. How do gender stereotypes affect people with disabilities is CO3 K1  
a. They can lead to discrimination and exclusion from society  
b. They have no impact on people with disabilities  
c. They can provide positive role models and inspire individuals with disabilities to achieve their goals  
d. They can improve public awareness and understanding of disability issues
6. The role of gender in disability is CO3 K3  
a. gender has no impact on disability  
b. women are more likely to have disabilities than men  
c. men are more likely to have disabilities than women  
d. gender can intersect with disability to create unique experiences of discrimination and disadvantage
7. What is the impact of violence against women and girls with disabilities? CO4 K1  
a. It can lead to physical and emotional harm, and can further limit their access to education and employment  
b. It has no impact on their lives  
c. It can improve their social status  
d. It can provide opportunities for advocacy and empowerment

8. What is the role of family in supporting girls with disabilities? CO4 K2
- a. To limit their participation in society
  - b. To provide love and emotional support
  - c. To provide education and financial resources
  - d. To advocate for their rights and full participation in society
9. Which of the following is NOT an example of how schools can promote gender justice? CO5 K3
- a. Offering equal opportunities and resources to all students regardless of gender
  - b. Providing sex education and teaching consent
  - c. Encouraging girls to pursue careers in traditionally male-dominated fields
  - d. Separating boys and girls into different classes and activities
10. The way by which the schools can promote gender justice for students with disabilities is CO5 K4
- a. providing equal access to education and resources
  - b. segregating students with disabilities from their non-disabled peers
  - c. assigning non-disabled students to help their disabled peers
  - d. allowing disabled students to participate in extra curricular activities only if they have a personal aide

**Part B**

**5 x 6 = 30**

**Answer ALL questions**

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

- 11.a. Distinguish between Sex and Gender. CO1 K4  
(or)
- 11.b. Explain in your own words what do you mean by Gender discrimination with reference in Disabled women and girl children. CO1 K2
- 12.a. Outline the principles of Human Rights Based Approach. CO2 K2  
(or)
- 12.b. Identify the various elements of Human Rights System. CO2 K3
- 13.a. Compare and contrast public, private and familial domain. CO3 K4  
(or)
- 13.b. Illustrate normalization and social role valorization. CO3 K2
- 14.a. Examine the inclusive equality with regard to access. CO4 K4  
(or)
- 14.b. Analyse the Gender based violence in school and within family for disabled women and girl children. CO4 K4
- 15.a. Explain the gender sensitive teaching and learning strategies. CO5 K2  
(or)
- 15.b. Formulate strategies to prevent domestic violence in India. CO5 K6

**Part C**

**5 x 12 = 60**

**Answer ALL questions**

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

- 16.a. Compare and contrast Gender roles and Gender inequality. CO1 K2  
(or)
- 16.b. Explain Social construction of gender. CO1 K2
- 17.a Disability rights should be considered a civil rights issue - Justify. CO2 K5  
(or)
- 17.b. Analyse Human based approach and its implications for disability. CO2 K4
- 18.a. Explain the concept and difference of sex and gender. CO3 K2  
(or)
- 18.b. Examine the techniques and strategies of gender and disability analysis. CO3 K4
- 19.a. Interpret the factors contributing to disability. CO4 K2  
(or)
- 19.b. Discuss the teacher's role in promoting gender equality. CO4 K6
- 20.a. Identify solutions for gender biases. CO5 K3  
(or)
- 20.b. Explain the ways to involve stakeholders in designing and implementing gender equality. CO5 K5

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