



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 I –August 2025
III Semester

Class :II M.Ed.

Max. Marks: 60
Time: 2 Hrs

23MEDCI3 - 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. Which of the following is an example of gender discrimination? CO1K3
 - a. Paying men and women equally for the same job
 - b. Providing equal access to education for boys and girls
 - c. Allowing both men and women to participate in sports
 - d. Refusing to hire a woman because of her gender
2. Gender-based violence in educational settings can include CO1K2
 - a. Equal access to school facilities
 - b. Offering counselling to all students
 - c. Bullying, harassment, or abuse based on gender
 - d. Promoting gender-inclusive curriculum
3. What does CEDAW stand for? CO2K1
 - a. Convention for Economic Development of Asian Women
 - b. Committee for Education and Development of All Women
 - c. Commission on Equality for Development and Women
 - d. Convention on the Elimination of All Forms of Discrimination Against Women
4. The Indian Constitution guarantees gender equality under which Articles? CO2K1
 - a. Articles 12 and 13
 - b. Articles 14, 15, and 16
 - c. Articles 17 and 19
 - d. Articles 21 and 22
5. Gender audit in an educational context is CO3K2
 - a. to evaluate financial performance
 - b. to promote single-gender schools
 - c. to assess gender representation and biases in curriculum and teaching practices
 - d. to remove gender topics from textbooks
6. Gender-based violence in the context of education is CO3K2
 - a. Physical or psychological harm based on gender
 - b. Equal participation in sports
 - c. Providing scholarships based on merit
 - d. Encouraging gender-specific careers

PART – B

Answer ALL questions

3 x 6 = 18

Each answer should not exceed 200 words

7. a. Differentiate between 'sex' and 'gender' with suitable examples. CO1K4

(OR)
7. b. What are gender biases? Provide two examples from school settings. CO1K3
8. a. Analyze gender equality issues in India. CO2K4

(OR)
8. b. Analyze gender equality challenges faced globally. CO2K4
9. a. How can teachers use gender lenses to address gender-based violence in the classroom? CO3K3

(OR)
9. b. Explain the purpose of conducting a gender audit in an educational context. CO3K4

PART – C
Answer ALL questions
Answer should not exceed 800 words

3 x 12 = 36

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|-----|----|---|-------|
| 10. | a. | Describe the role of teachers in promoting gender equality in education. | CO1K2 |
| | | (OR) | |
| 10. | b. | Suggest measures to prevent gender-based violence in schools. | CO1K5 |
| 11. | a. | Examine major international instruments that support gender equality and discuss their relevance in shaping global gender policies. | CO2K4 |
| | | (OR) | |
| 11. | b. | Examine the legal measures implemented in India to prevent domestic violence. | CO2K4 |
| 12. | a. | Discuss the role of curricula and textbooks in promoting gender equality. | CO3K2 |
| | | (OR) | |
| 12. | b. | Discuss specific strategies for implementing gender-sensitive teaching & learning in the classroom. | CO3K2 |

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