



Mallikarjuna

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

Continuous Internal Assessment Test II - November 2022
SEMESTER- III

Class :II M.Ed.
Major: Education

Max. Marks: 60
Time: 2 Hrs

21MEDC14: Gender Issues and Promotion of Gender Equality

Course Outcomes

- 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 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

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|----|---|---------------------------|----|
| 1. | The social dimension of a learning environment, also known as the | CO3 | K1 |
| | a. Public dimension | b. Societal dimension | |
| | c. Communal dimension | d. Psychosocial dimension | |
| 2. | Evaluating students' strengths and weaknesses is | CO3 | K1 |
| | a. Baseline assessment | b. Summative assessment | |
| | c. Formative assessment | d. Selective assessment | |
| 3. | Education stakeholders often include | CO4 | K2 |
| | a. Community leaders | b. Parents | |
| | c. Religious leaders | d. All the above | |
| 4. | Resources should be | CO4 | K1 |
| | a. Accessible | b. Applicable | |
| | c. Approachable | d. Approvable | |
| 5. | _____ is important for ensuring the quality of gender equality programmes | CO5 | K1 |
| | a. Organising | b. Implementing | |
| | c. Monitoring | d. Coordinating | |
| 6. | The evaluation of gender equality programmes is based on | CO5 | K1 |
| | a. Factual judgments | b. Value judgments | |
| | c. Empirical judgments | d. Logical judgments | |

PART – B

Answer ALL questions

3 x 6= 18

Each answer should not exceed 200 words

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|----|----|---|-----|----|
| 7. | a. | Write about gender-sensitive counselling
(OR) | CO3 | K6 |
| 7. | b. | Suggest ways to cater for a gender-sensitive and empowering learning environment | CO3 | K5 |
| 8. | a. | Indicate the role of teacher in advocating for gender equality
(OR) | CO4 | K2 |
| 8. | b. | List down the criteria of sustainable resources | CO4 | K2 |
| 9. | a. | Enumerate quality issues in promoting gender equality
(OR) | CO5 | K1 |
| 9. | b. | Show how will you use the results of evaluation to improve gender equality programmes | CO5 | K3 |

PART – C

Answer ALL questions

3 x 12 = 36

Answer should not exceed 800 words

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|-----|----|--|-----|----|
| 10. | a. | Point out the gender-sensitive teaching and learning strategies
(OR) | CO3 | K4 |
| 10. | b. | Explain how will you use gender lenses for assessment purpose | CO3 | K4 |
| 11. | a. | Discuss the ways to advocate for gender equality
(OR) | CO4 | K2 |
| 11. | b. | Sustainable resources help in promoting gender equality - Justify | CO4 | K5 |
| 12. | a. | Evaluate learning inputs, processes and outcomes from a gender perspective
(OR) | CO5 | K5 |
| 12. | b. | Criticize teacher roles in monitoring gender equality programmes in school | CO5 | K5 |

Staff in-charge: Ms. M. Vijayalakshmi

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