

**R3579**

**Sub. Code**

**3163C1**

**B.A. DEGREE EXAMINATION, NOVEMBER – 2025**

**Third Semester**

**Gender Studies**

**GENDER AND SOCIETY**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective questions by choosing the correct option.

1. Which of the following variable is most critical for those who focus on gender oppression theory? (CO1, K2)  
(a) Power (b) Money  
(c) Mothering (d) Culture
2. Features assigned due to social roles and not due to biological endowment are called (CO1, K2)  
(a) Gender role attitudes  
(b) Gender role strain  
(c) Gender role stereotype  
(d) Gender role diagnosticity
3. Which of the following is not one of the six structures patriarchy identified by Sylvia Walby in 1990? (CO1, K4)  
(a) Paid employment  
(b) Male violence  
(c) Household production relations  
(d) Political parties

4. A feminist ethic might be advantageous for professionals specifically with respect to (CO1, K2)
- (a) individual achievement
  - (b) collaboration with each other in reaching goals
  - (c) building a hierarchy of command
  - (d) autonomous workers
5. Which of the following is not a part of social structure? (CO1, K5)
- (a) Social institution
  - (b) Social problem
  - (c) Social norms
  - (d) Social groups
6. Which term refers to a set of beliefs and values that justify a particular social arrangement? (CO1, K2)
- (a) Ideology
  - (b) Culture
  - (c) Norms
  - (d) Customs
7. Bodies that matter: on the discursive limits of sex written by (CO1, K2)
- (a) Ann
  - (b) Judith Butler
  - (c) Shulamith fire stone
  - (d) Julia Kristeva
8. All India Women's conference (AIWC) was established in (CO1, K2)
- (a) 1925
  - (b) 1927
  - (c) 1931
  - (d) 1940
9. Women share the same experience produced on the wide scale environment. That words are related to (CO1, K2)
- (a) Ecofeminism
  - (b) Radical feminism
  - (c) Liberal Feminism
  - (d) Marxist feminism

10. The most important requirement for women with disabilities is \_\_\_\_\_ (CO1, K2)
- (a) Housing
  - (b) Protection against exploitation and abuse
  - (c) Employable skills
  - (d) Basic education

**Part B**

(5 × 5 = 25)

Answer **all** the questions not more than 500 words each.

11. (a) Describe the theories of gender construction. (CO1, K2)

Or

- (b) Explain the four stages for gender socialization. (CO1, K2)

12. (a) Explain the private-public dichotomy. (CO2, K2)

Or

- (b) Describe the patriarchy practices with suitable examples. (CO2, K2)

13. (a) Explain the marriage and kinship. (CO3, K2)

Or

- (b) Describe the role of women to construct a healthy social structure. (CO3, K2)

14. (a) Explain the constraints faced by women in ancient India. (CO4, K2)

Or

- (b) Discuss about the role of women in freedom struggle. (CO4, K2)

15. (a) Discuss about the identity and illusion with suitable examples. (CO5, K2)

Or

- (b) Express your views on issues of marginalized women. (CO5, K2)

**Part C**

(5 × 8 = 40)

Answer **all** the questions not more than 1000 words each.

16. (a) Explain the factors constructing the gender construction. (CO1, K2)

Or

- (b) Elaborately discuss on sexism and androcentrism. (CO1, K2)

17. (a) Describe the five pillars of patriarchy. (CO2, K2)

Or

- (b) Elaborate the sexual division of works. (CO2, K2)

18. (a) Differentiate class, caste and religion with examples. (CO3, K2)

Or

- (b) Explain the role of women to construct a healthy social structure. (CO3, K2)

19. (a) Describe the history of ancient women in India. (CO4, K2)

Or

- (b) Illuminate the Women in pre-colonial India. (CO4, K2)

20. (a) Describe the encounters to women's representation in India. (CO5, K2)

Or

- (b) Illustrate the personality of Indian women. (CO5, K2)

**R3580**

**Sub. Code**

**3163C2**

**B.A. DEGREE EXAMINATION, NOVEMBER – 2025**

**Third Semester**

**Gender Studies**

**GENDER AND HUMAN RIGHTS**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective questions by choosing the correct option.

1. As per the Sexual Harassment of Women at Workplace Act, which of the following act is not termed as sexual harassment? (CO1, K2)
  - (a) A demand or request for a sexual favour
  - (b) Sexually coloured remarks
  - (c) Bad physical contact
  - (d) Meeting in the cabin of the office
  
2. Principles of human rights (CO1, K2)
  - (a) Universality
  - (b) Non-discriminatory
  - (c) Equality
  - (d) All of these

3. Domestic violence involves (CO1, K2)
- (a) Physical violence only
  - (b) Mental violence only
  - (c) Violence inside the house
  - (d) All of the above
4. Which type of domestic violence is as likely to be perpetrated by women and men toward their partners? (CO1, K4)
- (a) Control
  - (b) Serious violence such as beating
  - (c) Situational violence
  - (d) Intimate terrorism
5. The domestic standards evolved to deal with the issue of IDPs are (CO1, K2)
- (a) The Disaster Management Act. 2005
  - (b) Land Acquisition Amendment Bill
  - (c) National Rehabilitation and Resettlement Policy, 2007 (NRRP)
  - (d) All of above

6. As per the Criminal Law (Amendment) Act, 'voyeurism' is a criminal offence and means (CO1, K2)
- (a) violence against women in domestic environment
  - (b) violence against women at workplace
  - (c) watching or capturing images of a woman engaged in a private act
  - (d) showing pornography
7. In which articles of the Indian Constitution 'Right to Freedom' is found? (CO1, K3)
- (a) 14-18
  - (b) 19-22
  - (c) 23-24
  - (d) 25-28
8. Fundamental Rights are specially mentioned in which part of the Indian Constitution? (CO1, K3)
- (a) Part II
  - (b) Part III
  - (c) Part IV
  - (d) Part V
9. For the medical termination of pregnancy (MTP) of an adult woman in sound health, whose consent is mandatory among the following? (CO1, K4)
- (a) Only the woman concerned
  - (b) The woman and the father of the unborn
  - (c) The woman, her parents and the father of the unborn
  - (d) The woman and her in-laws
10. Twelfth FYP gave emphasis on (CO1, K2)
- (a) Sustainable and inclusive growth
  - (b) Inclusive growth
  - (c) Liberalization
  - (d) None of the above

**Part B**

(5 × 5 = 25)

Answer **all** the questions not more than 500 words each.

11. (a) Describe the SOGI. (CO1, K2)

Or

- (b) Explain the human rights and minorities. (CO1, K2)

12. (a) Explain the biggest women's rights issue in India. (CO2, K2)

Or

- (b) Describe the sex selective abortion. (CO2, K2)

13. (a) Explain the three principles of CEDAW. (CO3, K2)

Or

- (b) Describe the Convention elimination all forms of discrimination against women? (CO3, K2)

14. (a) Explain the most important provisions in the Constitution of India. (CO4, K2)

Or

- (b) Discuss about the special provisions in Indian Constitution. (CO4, K2)

15. (a) Discuss about the criticism of NCW. (CO5, K2)

Or

- (b) Explain the duties for ministry of women and child development. (CO5, K2)

**Part C**

(5 × 8 = 40)

Answer **all** the questions not more than 1000 words each.

16. (a) Explain the different important advances in the history of the human rights. (CO1, K2)

Or

- (b) Explain the historical landmark of human rights. (CO1, K2)

17. (a) Discuss about the virginity test. (CO2, K2)

Or

- (b) Elaborate the violations of women in India. (CO2, K2)

18. (a) Explain about the Convention on elimination of all forms of discrimination against women in 1983. (CO3, K2)

Or

- (b) Explain the CEDAW gender policy. (CO3, K2)

19. (a) Describe the constitutional provisions of secularism. (CO4, K2)

Or

- (b) Analyse the special Initiatives for women by the Government of India. (CO4, K4)

20. (a) Describe the authority to appoint the members of the National Commission. (CO5, K2)

Or

- (b) Illustrate the composition of the National Commission. (CO5, K2)
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**R3581**

**Sub. Code**

**3165C1**

**B.A. DEGREE EXAMINATION, NOVEMBER – 2025**

**Fifth Semester**

**Gender Studies**

**RESEARCH METHODS**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. What is the primary purpose of research? (CO1, K1)
  - (a) To satisfy curiosity
  - (b) To validate existing knowledge
  - (c) To discover new facts
  - (d) To entertain the audience
  
2. Which of the following is an example of qualitative research? (CO3, K2)
  - (a) Statistical analysis of market data
  - (b) Focus group discussions
  - (c) Survey with numerical data
  - (d) Experimental research

3. Which research design focuses on identifying cause-effect relationships? (CO4, K3)
- (a) Descriptive research
  - (b) Explanatory research
  - (c) Exploratory research
  - (d) Experimental research
4. Which of the following is a key characteristic of scientific research? (CO1, K1)
- (a) Subjectivity
  - (b) Objectivity
  - (c) Guesswork
  - (d) Randomness
5. Which research method is most suited for analyzing numerical data? (CO2, K2)
- (a) Qualitative research
  - (b) Quantitative research
  - (c) Descriptive research
  - (d) Exploratory research
6. What is the main limitation of qualitative research? (CO3, K4)
- (a) It lacks flexibility
  - (b) It is not generalizable
  - (c) It uses too many statistical techniques
  - (d) It is not systematic

7. Which of the following is NOT a type of research design? (CO4, K2)
- (a) Diagnostic research
  - (b) Deductive research
  - (c) Inductive research
  - (d) Descriptive research
8. Which ethical principle emphasizes honesty in the reporting of research findings? (CO1, K1)
- (a) Beneficence
  - (b) Justice
  - (c) Integrity
  - (d) Confidentiality
9. Which of the following is an example of a data collection technique in qualitative research? (CO2, K3)
- (a) Surveys
  - (b) Observation
  - (c) Statistical tests
  - (d) Experiments
10. Which of the following is NOT a principle of scientific research? (CO4, K2)
- (a) Objectivity
  - (b) Reproducibility
  - (c) Randomness
  - (d) Subjectivity

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the meaning of research and its importance in advancing knowledge. (CO1, K2)

Or

- (b) Discuss the types of research, providing examples for each. (CO1, K2)

12. (a) What are the limitations of scientific research? How do they affect the research process? (CO1, K4)

Or

- (b) Define the principle of objectivity in scientific research and explain its significance. (CO1, K3)

13. (a) Explain the concept of research ethics and discuss the ethical principles that guide scientific research. (CO1, K2)

Or

- (b) Compare and contrast qualitative and quantitative research methods. Discuss the merits and limitations of each. (CO2, K3)

14. (a) Describe the different types of research designs and their applications in different -research contexts. (CO3, K2)

Or

- (b) Explain the importance of hypothesis in scientific research. How does it guide the research process? (CO3, K1)

15. (a) Discuss the sources and techniques of data collection used in both qualitative and quantitative research. (CO4, K2)

Or

- (b) What is the purpose of descriptive research, and how does it differ from exploratory and explanatory research? (CO4, K3)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Discuss the merits and demerits of the experimental research design. (CO4, K3)

Or

- (b) Define and explain the difference between inductive and deductive reasoning in research. (CO3, K1)

17. (a) What is the role of a literature review in research? How does it contribute to the overall research process? (CO1, K2)

Or

- (b) Discuss the importance of report writing in research and the key components of a research report. (CO4, K2)

18. (a) Explain the steps involved in preparing a research proposal. (CO3, K2)

Or

- (b) Discuss the principle of subjectivity in scientific research and its potential impact on research outcomes. (CO1, K3)

19. (a) Explain the concept of validity and reliability in research. How are they assessed in both qualitative and quantitative research? (CO2, K2)

Or

- (b) Analyze the role of ethics committees maintaining the integrity of scientific research. (CO1, K4)

20. (a) Discuss the role of data analysis in scientific research. How do qualitative and quantitative methods differ in this process? (CO2, K3)

Or

- (b) Explain how exploratory research is useful in the initial stages of a research project. (CO4, K2)
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**R3582**

**Sub. Code**

**3165C2**

**B.A. DEGREE EXAMINATION, NOVEMBER – 2025**

**Fifth Semester**

**Gender Studies**

**WOMEN AND ENTREPRENEURSHIP DEVELOPMENT**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. What is the primary meaning of entrepreneurship?  
(CO1, K1)
  - (a) The process of managing large corporations
  - (b) The process of identifying opportunities and taking the risk to create new ventures
  - (c) The process of working as an employee in an organization
  - (d) The process of investing in real estate
  
2. Which of the following is a key quality of a good entrepreneur?  
(CO2, K3)
  - (a) Fear of failure
  - (b) Innovation and creativity
  - (c) Desire to work for others
  - (d) Avoiding risk-taking

3. What is the primary challenge faced by women entrepreneurs? (CO3, K2)
- (a) Lack of education
  - (b) Gender-based discrimination and stereotypes
  - (c) High levels of competition
  - (d) Too much access to capital
4. What does SIDCO stand for in terms of entrepreneurial development? (CO4, K1)
- (a) State Industrial Development Corporation
  - (b) Small-scale Industries Development Corporation
  - (c) Social Initiative for Development of Corporates and Organizations
  - (d) Small Industry Development Corporation
5. What is the primary role of NSIC (National Small Industries Corporation)? (CO4, K2)
- (a) To offer loans to large enterprises
  - (b) To promote and support small-scale industries and provide marketing assistance
  - (c) To educate the public about entrepreneurship
  - (d) To set up new industrial zones
6. The MSME Act (Micro, Small, and Medium Enterprises) aims to support which of the following? (CO3, K1)
- (a) Only large-scale industries
  - (b) Startups in any sector
  - (c) Micro, small, and medium enterprises
  - (d) Only foreign investors

7. Which of the following is a women-specific scheme for assisting entrepreneurship? (CO4, K1)
- (a) Stand-Up India Scheme
  - (b) Startup India Scheme
  - (c) Mahila Coir Yojana
  - (d) Make in India Scheme
8. What is the full form of TIIC? (CO4, K1)
- (a) Tamil Nadu Industrial Investment Corporation
  - (b) Tamil Nadu Industrial Information Corporation
  - (c) Trade Investment Industrial Corporation
  - (d) Tamil Nadu International Investment Corporation
9. Which of the following best defines a “project proposal” in the context of entrepreneurship? (CO1, K2)
- (a) A document outlining the entrepreneur’s personal achievements
  - (b) A proposal seeking funding, outlining the objectives, and the plan for a new venture
  - (c) A form of legal documentation for registering a business
  - (d) A written business plan to attract customers
10. What does the Women’s Development Corporation (WDC) do for women entrepreneurs? (CO3, K2)
- (a) Offers government jobs to women
  - (b) Provides financial and marketing support
  - (c) Encourages women to remain in household roles
  - (d) Supports large scale multinational companies

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Discuss the role of an entrepreneur in the economic development of a country. (CO1, K2)

Or

- (b) Describe the key qualities of a successful entrepreneur. How do these qualities help in overcoming challenges in starting a business? (CO2, K3)

12. (a) What are the gender-specific challenges faced by women entrepreneurs? (CO3, K3)

Or

- (b) Discuss the factors influencing the development of women entrepreneurship. (CO3, K4)

13. (a) Identify the major agencies supporting entrepreneurial development such as SIDCO, TIIIC, NSIC, MSME, and WDC. (CO4, K2)

Or

- (b) Explain the role of SIDCO (State Industrial Development Corporation) in promoting small-scale and medium-sized industries. (CO4, K3)

14. (a) What are the women-specific schemes for entrepreneurial assistance provided by the Government of India? Discuss their objectives and benefits. (CO4, K3)

Or

- (b) Define a project proposal in the context of entrepreneurship. Discuss the essential elements of a project proposal and how it is useful in securing financial assistance for a new venture. (CO1, K3)

15. (a) Discuss the role of the Women's Development Corporation (WDC) in supporting women entrepreneurs. (CO3, K4)

Or

- (b) Discuss the challenges faced by women entrepreneurs in accessing finance. (CO3, K5)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Explain the role of the MSME Act in supporting micro, small, and medium enterprises. How does the Act contribute to the growth of small businesses? (CO4, K2)

Or

- (b) What is the significance of networking and collaboration for entrepreneurs? Discuss how these factors contribute to business growth and sustainability. (CO1, K3)

17. (a) What is the role of education in empowering women entrepreneurs? Discuss the different educational initiatives that can help women develop entrepreneurial skills. (CO3, K2)

Or

- (b) What are the strategies that women entrepreneurs can use to overcome the societal and cultural challenges they face in business? Provide examples. (CO1, K3)

18. (a) Describe the key steps involved in preparing a business plan and project proposal for a new entrepreneurial venture. How can this increase the likelihood of success for an entrepreneur? (CO1, K2)

Or

- (b) Discuss how government initiatives like the Stand-Up India Scheme can encourage women entrepreneurship. What are its goals and achievements? (CO4, K3)
19. (a) Analyze the role of innovation and technology in fostering women entrepreneurship. How can women entrepreneurs leverage technology to scale their businesses? (CO2, K4)

Or

- (b) What are the challenges faced by women entrepreneurs in rural areas? How can government policies be adjusted to support them? (CO3, K4)
20. (a) Discuss how access to markets and supply chains is crucial for the success of women entrepreneurs. How can this be facilitated through government policies? (CO4, K3)

Or

- (b) What is the importance of financial literacy for entrepreneurs, especially women entrepreneurs? Discuss how improving financial literacy can enhance business decision-making. (CO2, K3)
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**R3583**

**Sub. Code**

**3165C3**

**B.A. DEGREE EXAMINATION, NOVEMBER – 2025**

**Fifth Semester**

**Gender Studies**

**GENDER BASED VIOLENCE**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. What is the most common form of gender-based violence (GBV) in societies worldwide? (CO1, K2)
  - (a) Verbal abuse
  - (b) Physical abuse
  - (c) Psychological abuse
  - (d) Sexual violence
  
2. Which of the following is a key factor that perpetuates gender-based violence in patriarchal societies? (CO2, K3)
  - (a) Economic disparities between genders
  - (b) Gender equality policies
  - (c) Social media influence
  - (d) All of the above

3. What is one of the primary causes of gender-based violence across the life cycle? (CO3, K1)
- (a) Physical attractiveness
  - (b) Age and developmental stage
  - (c) Access to education
  - (d) Gender norms and inequality
4. Which of the following is NOT a form of gender-based violence? (CO1, K2)
- (a) Domestic violence
  - (b) Workplace harassment
  - (c) Political empowerment
  - (d) Trafficking for sex work
5. Which stage of life is most vulnerable to early forms of gender-based violence? (CO4, K3)
- (a) Childhood
  - (b) Adolescence
  - (c) Middle adulthood
  - (d) Elderly years
6. What preventive mechanism is most effective in addressing the root causes of gender- based violence? (CO2, K4)
- (a) Laws and regulations
  - (b) Education and awareness programs
  - (c) Emergency response systems
  - (d) Support for survivors

7. Which of the following is an example of secondary prevention for gender-based violence? (CO3, K2)
- (a) Educating youth about healthy relationships
  - (b) Providing crisis intervention services to victims
  - (c) Changing societal norms through media campaigns
  - (d) Offering workshops on gender equality in schools
8. What role does community play in preventing gender-based violence? (CO2, K4)
- (a) Providing legal assistance
  - (b) Influencing societal attitudes and behaviors
  - (c) Offering financial support to survivors
  - (d) All of the above
9. Which of the following factors is most likely to contribute to the normalization of gender-based violence in society? (CO1, K3)
- (a) Political stability
  - (b) Cultural attitudes toward gender roles
  - (c) Availability of support services
  - (d) High levels of economic development
10. Which of the following actions is most appropriate for preventing intimate partner violence? (CO4, K1)
- (a) Strengthening law enforcement
  - (b) Promoting gender equality and healthy relationships
  - (c) Implementing more severe punishments for perpetrators
  - (d) Ignoring the problem

**Part B**

(5 × 5 = 25)

Answer **all** the questions not more than 500 words each.

11. (a) Explain the factors that contribute to the persistence of gender-based violence in society. (CO2, K3)

Or

- (b) Identify and analyze the different forms of gender-based violence and economic abuse. (CO1, K2)

12. (a) How does gender-based violence manifest through the life cycle, from childhood to old age? (CO3, K4)

Or

- (b) Discuss the role of patriarchal social structures in perpetuating gender-based violence. (CO2, K3)

13. (a) Evaluate the effectiveness of legal frameworks in preventing gender-based violence. (CO4, K2)

Or

- (b) Explain the concept of secondary prevention in gender-based violence. (CO3, K2)

14. (a) Describe the life-cycle approach to understanding gender-based violence. (CO1, K4)

Or

- (b) Discuss how gender-based violence can be addressed within the context of public health. (CO3, K1)

15. (a) Explain the concept of primary prevention in the context of gender-based violence. (CO2, K4)

Or

- (b) How does media representation influence societal attitudes towards gender-based violence? (CO2, K3)

**Part C**

(5 × 8 = 40)

Answer **all** the questions not more than 1000 words each.

16. (a) Discuss the intersectionality of gender-based violence. How do factors such as race, class and sexual orientation impact the experience of violence? (CO2, K3)

Or

- (b) Examine the psychological effects of gender-based violence on survivors. How does trauma manifest in survivors' mental health, and what are the long-term effects? (CO3, K4)

17. (a) Discuss how gender-based violence affects men and boys, and the unique challenges they face when they are victims. How can prevention efforts be more inclusive of this group? (CO4, K2)

Or

- (b) Analyze the importance of survivor support services, such as counseling and safe houses, in the recovery from gender-based violence. (CO3, K4)

18. (a) Critically examine the role of education in preventing gender-based violence. How can school curricula and community education programs contribute to long-term societal change? (CO2, K1)

Or

- (b) Discuss the link between economic empowerment and the prevention of gender-based violence. How does financial independence help reduce vulnerability to violence? (CO2, K3)
19. (a) Explore the impact of gender-based violence on children who witness it. How do these experiences affect their development, and what measures can be taken to break the cycle of violence? (CO3, K1)

Or

- (b) What role does men's involvement in gender-based violence prevention play? Discuss strategies for engaging men in conversations about healthy masculinity and violence prevention. (CO4, K3)
20. (a) Analyze the role of community mobilization in preventing gender-based violence. How can grassroots movements challenge harmful cultural practices and promote gender equality? (CO2, K4)

Or

- (b) Evaluate the role of technology in both exacerbating and combating gender-based violence. Discuss how digital platforms can be used for both abuse and prevention. (CO1, K4)

**R3584**

**Sub. Code**

**3165C4**

**B.A. DEGREE EXAMINATION, NOVEMBER – 2025**

**Fifth Semester**

**Gender Studies**

**GENDER AND DISABILITY**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. The Social Model of Disability asserts that (CO1, K2)
  - (a) Disability is a consequence of an individuals impairment
  - (b) Disability is caused by physical limitations
  - (c) Disability is primarily a social issue, arising from society's failure to accommodate diverse needs
  - (d) Disability does not affect social participation
  
2. Which factor is least likely to be a barrier that transforms an impairment into a disability? (CO2, K3)
  - (a) Social attitudes towards disabled individuals
  - (b) Availability of assistive technology
  - (c) Lack of accessibility in public spaces
  - (d) Presence of the impairment in the individual

3. What is the primary reason why some individuals with disabilities may face challenges in receiving medical care that addresses both their gender and disability? (CO3,K4)
- (a) Medical professionals only focus on disability, not gender
  - (b) Medical care is available only for physical disabilities
  - (c) There is a lack of training in gender-sensitive healthcare for individuals with disabilities
  - (d) Healthcare facilities are inaccessible to both disabled individuals and women
4. When evaluating the effectiveness of disability-inclusive policies in a community, what would be a key indicator of success? (CO4,K3)
- (a) Increased employment rates for men only
  - (b) The active participation of individuals with disabilities in all social and gendered contexts
  - (c) Gender-neutral access to public spaces alone
  - (d) Reduced numbers of women in leadership roles in organizations
5. Which of the following is most likely to be a contributing factor to gender-based violence against people with disabilities? (CO3,K2)
- (a) Cultural expectations of dependency
  - (b) Access to education
  - (c) The presence of support systems
  - (d) Increased social awareness

6. Gender-based violence against individuals with disabilities often stems from which of the following societal attitudes? (CO3, K2)
- (a) Inclusion and equality
  - (b) Stereotyping and objectification
  - (c) Economic empowerment
  - (d) Respect for autonomy
7. Which of the following is a common form of gender-based violence (GBV) within families? (CO2, K1)
- (a) Physical abuse
  - (b) Economic independence
  - (c) Gender equality
  - (d) Equal sharing of household chores
8. What is one key factor that contributes to the persistence of traditional practices like early marriage? (CO4, K3)
- (a) Gender equality education
  - (b) Lack of economic opportunities for girls
  - (c) Increased access to reproductive health services
  - (d) International legal frameworks
9. Which of the following is the primary law in India for the welfare of persons with disabilities (PWD)? (CO1, K1)
- (a) Persons with Disabilities Act, 1995
  - (b) The Disabilities Rights Act, 2003
  - (c) The Rights of Persons with Disabilities Act, 2016
  - (d) Persons with Disabilities Empowerment Act, 2000

10. A new initiative for persons with disabilities aimed at promoting employment could include which of the following strategies? (CO2, K3)
- (a) Introducing skill development programs for PWDs
  - (b) Providing tax breaks to companies hiring PWDs
  - (c) Establishing quotas in both public and private sectors
  - (d) All of the above

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) What is meant by “impairment”? Explain how it differs from disability. (CO1, K2)

Or

- (b) Explain how workplaces can apply the Social Model of disability to ensure that employees with disabilities can perform their jobs effectively. (CO3, K4)

12. (a) How would you design a reproductive health awareness campaign that addresses both gender and disability issues? (CO4, K3)

Or

- (b) Define the concept of “gendered disability” and explain how gender can impact the experiences of people with disabilities. (CO2, K2)

13. (a) Explain the relationship between gender-based violence and disability. (CO3, K3)

Or

- (b) What role do cultural beliefs play in perpetuating gender-based violence against people with disabilities? (CO1, K4)

14. (a) Discuss the role of the family in perpetuating or preventing gender-based violence. (CO2, K3)

Or

- (b) Explain the impact of early marriage as a traditional practice on the sexual and reproductive health of young women. (CO3, K4)

15. (a) Examine the role of non-governmental organizations (NGOs) in promoting the rights of persons with disabilities in India. (CO4, K4)

Or

- (b) What are the challenges in making public transportation accessible to persons with disabilities in India? How can policy changes address these challenges? (CO3, K2)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Analyze how gender discrimination intersects with disability and makes additional challenges for women with disabilities. Illustrate with suitable examples. (CO3, K4)

Or

- (b) Create a community outreach program to raise awareness about disabilities and promote social inclusion. What activities and strategies would you use to engage the broader community? (CO4, K3)

17. (a) Define “gendered experiences of disability” and explain how the intersection of gender and disability influences individuals’ access to reproductive health services. (CO2, K2)

Or

- (b) How can healthcare systems be adapted to better meet the reproductive health needs of individuals with disabilities, considering gender-specific challenges? Discuss the strategies that can be implemented to ensure equal access. (CO3, K3)
18. (a) Discuss how legal frameworks and policies can be reformed to better protect people with disabilities from gender-based violence. (CO3, K4)

Or

- (b) Critically analyze the intersectionality of gender, disability and violence and its impact on the lived experiences of people with disabilities in the context of family and marriage. (CO4, K3)
19. (a) Evaluate the effectiveness of Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), in addressing gender-based violence within families. (CO3, K4)

Or

- (b) Analyze the role of family structures in perpetuating gender-based violence. Illustrate with example. (CO4, K3)

20. (a) Discuss the role of Inclusive Education in the empowerment of children with disabilities. Evaluate the effectiveness of the current educational policies in India for PWDs and suggest improvements. (CO2, K4)

Or

- (b) Explain the key provisions of the Rights of Persons with Disabilities Act, 2016, that focus on the education of children with disabilities. (CO4, K1)
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**R3585**

**Sub. Code**

**3165C5**

**B.A. DEGREE EXAMINATION, NOVEMBER – 2025**

**Fifth Semester**

**Gender Studies**

**GENDER MAINSTREAMING**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. What is the main objective of mainstreaming critical social issues into policies and programs? (CO1, K2)
  - (a) To reduce inequality and promote inclusivity
  - (b) To segregate groups based on their needs
  - (c) To isolate specific issues for targeted interventions
  - (d) To ensure policies are focused on one group only
  
2. Which of the following is an example of disaggregated data? (CO2, K3)
  - (a) A report on overall poverty in a country
  - (b) Data on gender, age, income level, and disability status of different groups
  - (c) The total national GDP
  - (d) A general economic growth report

3. Gender-sensitive indicators are primarily used to: (CO2, K4)
- (a) Measure overall economic growth
  - (b) Understand the gender-neutral impact of a policy
  - (c) Identify the differences between male and female participation in various activities
  - (d) Quantify the economic disparities between countries
4. Which of the following is essential for gender-sensitive policy formulation? (CO2, K3)
- (a) A focus on neutral economic policies
  - (b) Comprehensive gender analysis during the policy-making process
  - (c) Only ensuring women's representation in the workforce
  - (d) A reduction in the number of gender-focused programs
5. Networking, lobbying, and advocacy are crucial in: (CO3, K4)
- (a) Establishing top-down hierarchies
  - (b) Influencing policies to promote gender equality
  - (c) Reducing international trade barriers
  - (d) Ignoring marginalized communities
6. A gender equality action plan is primarily designed to: (CO3, K2)
- (a) Offer short-term fixes for gender issues
  - (b) Provide only economic support to women
  - (c) Create a strategic roadmap to address gender disparities
  - (d) Focus only on male empowerment

7. Gender mainstreaming in national, state, and local policies is intended to: (CO4, K3)
- (a) Integrate gender considerations into every aspect of policy-making
  - (b) Isolate gender issues into separate departments
  - (c) Reduce the visibility of gender-related issues in public discourse
  - (d) Focus only on improving economic outcomes for men
8. What is a key challenge in gender mainstreaming in country-level projects? (CO4, K2)
- (a) Lack of accurate data and analysis
  - (b) Overemphasis on economic growth
  - (c) Ignoring local culture and customs
  - (d) Gender-neutral policy goals
9. In the context of gender mainstreaming in programme planning, which of the following is most important? (CO4, K3)
- (a) Excluding marginalized communities from decision-making
  - (b) Ignoring the local context and implementing universal solutions
  - (c) Designing programs that recognize and address gender-specific needs
  - (d) Focusing only on the issues that affect men
10. Gender mainstreaming in program implementation and monitoring requires: (CO4, K4)
- (a) Separate systems for men and women
  - (b) A one-size-fits-all approach to development
  - (c) Focusing solely on outcomes for women
  - (d) Continuous gender analysis and data collection

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Describe the concept of mainstreaming and its significance in addressing social issues such as gender, disability, and environment. (CO1, K2)

Or

- (b) What are the challenges faced while developing a framework for mainstreaming, and how can they be addressed? (CO4, K2)

12. (a) Explain the importance of gender-sensitive indicators in tracking gender-specific outcomes in programs. (CO2, K3)

Or

- (b) How can gender training and management support influence organizational change towards gender equality? (CO3, K2)

13. (a) How do networking, lobbying, and advocacy contribute to the promotion of gender equality in policy development? (CO3, K4)

Or

- (b) What is a gender equality action plan? Outline the steps involved in creating one for a national or local government program. (CO3, K3)

14. (a) Explain the key factors that influence the success or failure of gender mainstreaming in large-scale development projects at the national level. (CO4, K3)

Or

- (b) Discuss the importance of aligning gender mainstreaming with national policies and strategies. (CO4, K2)

15. (a) Explain the importance of gender-sensitive planning and design in the success of development programs. (CO4, K2)

Or

- (b) How can monitoring and evaluation be adapted to assess the effectiveness of gender mainstreaming in a development program? (CO4, K3)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Discuss the concept of mainstreaming in development policies and explain its importance in achieving inclusive growth. (CO1, K3)

Or

- (b) How does collecting disaggregated data contribute to reducing inequalities? Discuss the different categories of disaggregation. (CO2, K4)

17. (a) Explain the key components of gender-sensitive policy formulation. How can policymakers ensure that their policies are both inclusive and effective in addressing gender disparities? (CO2, K3)

Or

- (b) What is the role of gender training and management support in ensuring the success of gender mainstreaming? Discuss the strategies that can be employed to enhance capacity-building in this regard. (CO3, K3)

18. (a) Examine the potential role of lobbying in transforming traditional gender norms and practices that hinder women's participation in the workforce. What key areas should lobbyists focus on to promote women's economic empowerment? (CO3, K4)

Or

- (b) Discuss the role of Gender Equality Action Plans in addressing gender gaps in health, education, and employment at the national level. How can these plans be integrated into national development frameworks and ensure sustained impact? (CO4, K3)
19. (a) Discuss the challenges and opportunities associated with gender mainstreaming at the country level. How can gender equality be effectively incorporated into policies and programs at the national level to achieve desired outcomes? (CO2, K4)

Or

- (b) How can gender mainstreaming contribute to the success of country-level development projects focused on poverty reduction, healthcare, or education? Illustrate with examples. (CO2, K3)
20. (a) Explain the importance of gender mainstreaming in the planning and design phase of development programs. How can gender-sensitive approaches be incorporated into program planning to address gender disparities effectively? (CO1, K3)

Or

- (b) How can gender mainstreaming in the implementation phase of a program contribute to better outcomes in areas like health, education, and economic empowerment? Provide specific examples to support your argument. (CO3, K4)