

**R4514**

**Sub. Code**

**25BGS2C1**

**B.A. DEGREE EXAMINATION, APRIL – 2026**

**Second Semester**

**Gender Studies**

**FEMINIST THEORIES AND MOVEMENTS**

**(CBCS – 2025 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

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

1. According to Liberal Feminism, how should gender equality be achieved? (CO3, K2)
  - (a) By eliminating the capitalist system entirely
  - (b) Through legislative and policy reforms within the existing social structure
  - (c) By establishing a separate society for women
  - (d) By focusing solely on the “politics of difference”
  
2. What is the primary focus of Socialist Feminism? (CO3, K2)
  - (a) The intersection of patriarchy and capitalism as the dual causes of women’s oppression
  - (b) Purely individual rights and personal autonomy
  - (c) The psychological development of gender identity in early childhood
  - (d) The historical study of the 19th-century temperance movement

3. Socialist feminism serves as a “dual systems theory” by synthesizing the critiques of which two feminist branches? (CO2, K2)
- (a) Liberal and Radical Feminism
  - (b) Marxist and Radical Feminism
  - (c) Eco-feminism and Dalit Feminism
  - (d) Liberal and Marxist Feminism
4. Leo-feminism draws a direct parallel between the exploitation and degradation of the natural world and (CO3, K2)
- (a) The oppression and subordination of women
  - (b) The rise of digital technology
  - (c) International trade agreements
  - (d) Urbanization patterns
5. What was the primary goal of female education, as perceived by many 19th-century male social reformers in India? (CO2, K2)
- (a) To achieve complete gender equality
  - (b) To encourage women’s participation in public politics
  - (c) To make them better wives and mothers within the domestic sphere
  - (d) To grant them economic independence and property rights
6. The Hindu Widow Remarriage Act was passed in which year due to the efforts of social reformers like Ishwar Chandra Vidyasagar? (CO4, K1)
- (a) 1829
  - (b) 1856
  - (c) 1872
  - (d) 1929

7. During the Telangana People's Struggle (1946-1951), what was a primary role played by women within the 'Guerilla Squads'? (CO2, K2)
- (a) Only cooking and cleaning
  - (b) Leading international diplomatic missions
  - (c) Writing constitutional amendments for the State
  - (d) Acting as couriers, spies, and participating in armed resistance
8. Which organization was formed in 1995 to provide a distinct platform for Dalit women's voices at the national level? (CO3, K1)
- (a) All India Women's Conference (AIWC)
  - (b) National Federation of Dalit Women (NFDW)
  - (c) Self-Employed Women's Association (SEWA)
  - (d) Progressive Organization of Women (POW)
9. Which of the following best describes the primary objective of the "Anti-Price Rise Movement" led by women in Maharashtra during the early 1970s? (CO2, K2)
- (a) To demand the nationalization of banks
  - (b) To advocate for equal pay for equal work
  - (c) To protest against the scarcity and rising costs of essential commodities
  - (d) To support the Green Revolution initiatives
10. The "Appiko Movement" in Karnataka was inspired by which famous grassroots movement? (CO3, K1)
- (a) Narmada Bachao Andolan
  - (b) Silent Valley Movement
  - (c) Anti-Arrack Movement
  - (d) Chipko Movement

**Part B**

(5 × 5 = 25)

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

11. (a) Apply Socialist Feminist theory to analyze the “dual burden” faced by working women. (CO3, K3)

Or

- (b) Briefly outline the shift from Third Wave to Fourth Wave Feminism in the digital age. (CO1, K1)

12. (a) Explain the unique challenges faced by Dalit women and why they argue mainstream feminism often ignores the intersection of caste and gender. (CO2, K4)

Or

- (b) Describe the fundamental link Eco-feminists draw between the exploitation of nature and the oppression of women. (CO2, K2)

13. (a) Illustrate how Pandita Ramabai’s establishment of *Sharada Sadan* addressed the unique challenges faced by high-caste Hindu widows. (CO3, K3)

Or

- (b) Discuss the significance of the 1856 Hindu Widow Remarriage Act and the social resistance it faced during that period. (CO3, K4)

14. (a) Critically evaluate the impact of the Tebhaga Movement on the subsequent land reform legislations in West Bengal. (CO4, K5)

Or

- (b) Assess the critique provided by Dalit feminists against the “elitist” or “upper-caste” nature of the mainstream Indian women’s movement. (CO2, K5)

15. (a) Discuss the “nexus between crime and politics” exposed by the women of the Anti-Arrack Movement. (CO3, K2)

Or

- (b) Formulate a brief argument for why contemporary grassroots movements must prioritize environmental sustainability in their agendas. (CO4, K5)

**Part C**

(5 × 8 = 40)

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

16. (a) Critically examine the contribution of Black Feminism in addressing the exclusions of mainstream feminist movements. (CO4, K5)

Or

- (b) Trace the key milestones of the First Wave of Feminism focusing on the suffrage movement. (CO1, K2)

17. (a) Illustrate how Socialist feminist ideology can be applied to address the modern gender pay gap and unpaid domestic labor. (CO4, K3)

Or

- (b) Evaluate the Radical feminist claim that “the personal is political” and assess its impact on contemporary Feminist activism. (CO2, K5)

18. (a) Evaluate the impact of the Swadeshi Movement (1905) as the first major step towards women’s large-scale entry into the public political sphere. (CO3, K5)

Or

- (b) Critically assess Mahatma Gandhi’s role in transforming women’s participation in the freedom struggle through the concept of *Satyagraha*. (CO3, K4)

19. (a) Examine how the women's movement in India shifted its focus from "welfare and reform" in the pre-independence era to "self-determination and empowerment" in the late 20<sup>th</sup> century. (CO4, K3)

Or

- (b) Analyze the significance of the 1990s as a turning point for the women's movement in India regarding mainstream development and gender budgeting. (CO4, K4)

20. (a) Critically evaluate the success of the Anti-Arrack movement in achieving long-term social and policy changes regarding prohibition. (CO5, K5)

Or

- (b) Summarize the "5 Fs" (Food, Fodder, Fuel, Fibre, and Fertilizer) demand of the Chipko Movement and its ecological significance. (CO5, K4)
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**R4515**

**Sub. Code**

**25BGS2E1**

**B.A. DEGREE EXAMINATION, APRIL – 2026**

**Second Semester**

**Gender Studies**

**Elective — NGO AND CORPORATE  
SOCIAL RESPONSIBILITY**

**(CBCS – 2025 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

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

1. CSR policy evolution in India is linked to (CO4, K1)
  - (a) Panchayat Act
  - (b) Companies Act. 2013
  - (c) Labour laws
  - (d) Trade unions
  
2. Resource mobilization refers to (CO2, K2)
  - (a) Policy drafting
  - (b) Generating funds and support
  - (c) Legal audit
  - (d) Staff recruitment

3. NGO stands for (CO1, K1)
- (a) Non-General Organisation
  - (b) National Government Office
  - (c) New Governance Organisation
  - (d) Non-Governmental Organisation
4. CSR in India mainly focuses on (CO5, K2)
- (a) Inclusive growth and social responsibility
  - (b) Elite welfare
  - (c) Foreign investment
  - (d) Urban development only
5. Registration of NGOs is essential mainly for (CO2, K2)
- (a) Tax evasion
  - (b) Media publicity
  - (c) Legal recognition and accountability
  - (d) Political funding
6. Indian NGOs primarily work in (CO5, K1)
- (a) Stock markets
  - (b) Social welfare and development
  - (c) Defence services
  - (d) Space research

7. One major advantage of NGOs is (CO1, K2)
- (a) Political dominance
  - (b) Bureaucratic control
  - (c) Grassroots level participation
  - (d) Profit maximization
8. CSR refers to (CO2, K1)
- (a) Civil Society Reform
  - (b) Corporate Social Responsibility
  - (c) Corporate Service Rule
  - (d) Corporate State Regulation
9. NGO management focuses on (CO3, K2)
- (a) Shareholder profit
  - (b) Organizational structure and competencies
  - (c) Military discipline
  - (d) Corporate mergers
10. CSR strategy mainly aims at (CO4, K2)
- (a) Cost reduction
  - (b) Sustainable social development
  - (c) Political influence
  - (d) Brand promotion

**Part B**

(5 × 5 = 25)

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

11. (a) Design a CSR strategy for a corporate organization.  
(CO4, K6)

Or

- (b) Evaluate the CSR policy evolution in India.  
(CO4, K5)

12. (a) Analyse the role of NGOs in social development.  
(CO1, K4)

Or

- (b) Explain the characteristics and functions of NGOs.  
(CO1, K3)

13. (a) Evaluate the role of NGOs in improving community  
welfare. (CO5, K5)

Or

- (b) Analyse the Indian scenario of NGOs and CSR.  
(CO5, K4)

14. (a) Evaluate NGO management competencies in India.  
(CO3, K5)

Or

- (b) Analyse organisational types and structures of  
NGOs. (CO3, K4)

15. (a) Evaluate the importance of historical perspective of NGOs in India. (CO1, K5)

Or

- (b) Analyse the steps involved in establishing an NGO. (CO2, K4)

**Part C** (5 × 8 = 40)

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

16. (a) Propose innovative approaches to strengthen NGO-CSR collaboration in India. (CO5, K6)

Or

- (b) Evaluate the role of NGOs and CSR in India's development process. (CO5, K5)

17. (a) Propose effective strategies for funding and resource mobilization of NGOs. (CO2, K6)

Or

- (b) Analyse the planning and implementation strategies of NGOs. (CO2, K4)

18. (a) Design a CSR policy framework for sustainable development. (CO4, K6)

Or

- (b) Evaluate the CSR process and its impact on society. (CO4, K5)

19. (a) Critically evaluate the advantages and limitations of NGOs. (CO1, K5)

Or

- (b) Analyse the structure and functioning of NGOs in India. (CO1, K4)

20. (a) Critically evaluate NGO governance and accountability mechanisms. (CO3, K5)

Or

- (b) Analyse the management challenges faced by NGOs in India. (CO3, K4)
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4. In a segmented labor market, the 'Primary Segment' is characterized by (CO3, K1)
- (a) Low wages and high turnover
  - (b) High job security and promotion ladders
  - (c) Lack of legal protection
  - (d) Daily wage labor
5. The 'Glass Ceiling' effect in the labor market refers to (CO3, K2)
- (a) The physical architecture of modern offices
  - (b) Invisible barriers that prevent women from reaching top executive positions
  - (c) The high visibility of women's work
  - (d) The ease of entry for women into the secondary sector
6. Community work performed by women often involves (CO1, K2)
- (a) Direct manufacturing of goods ;
  - (b) Corporate leadership
  - (c) Working in the tertiary sector for a salary
  - (d) Voluntary or unpaid social welfare and neighborhood management
7. Which sector is characterized by the absence of social security benefits like pensions and paid leave? (CO4, K1)
- (a) Organised sector
  - (b) Unorganised sector
  - (c) Public sector
  - (d) Tertiary sector

8. Which of the following is a characteristic of the Organized Sector? (CO2, K1)
- (a) Employment terms are fixed and regular
  - (b) Daily wages with no contracts
  - (c) Small, scattered units outside government control
  - (d) No provision for overtime pay
9. Women working in the Tertiary Sector are most likely involved in (CO2, K1)
- (a) Mining and Construction
  - (b) Farming and Livestock
  - (c) Services, IT and Education
  - (d) Textile manufacturing
10. What is the main reason for the invisibility of women's contribution to the secondary sector (like home-based piecework)? (CO2, K2)
- (a) The work is done in the public eye
  - (b) It is often categorized as 'leisure' or 'domestic chores' rather than economic activity
  - (c) It is always highly paid
  - (d) It is only performed by main workers

**Part B**

(5 × 5 = 25)

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

11. (a) Explain how social norms and gender roles affect women's participation in community work, Provide suitable examples. (CO1, K3)

Or

- (b) Critically examine the factors responsible for the undervaluation of women's labour in both domestic and informal sectors. (CO2, K4)

12. (a) Evaluate the impact of social norms, cultural expectations and labour market discrimination on the recognition of women's work across all sectors of the economy. (CO2, K4)

Or

- (b) Suggest policy measures and social reforms that can make women's paid and unpaid work more visible and valued in national economic statistics. (CO1, K5)

13. (a) Describe the characteristics of main workers. How do their work patterns differ from marginal workers? (CO3, K2)

Or

- (b) Assume you are studying a village economy. Explain how you would identify and categorize individuals as main workers, marginal workers and non-workers in that village. (CO3, K3)

14. (a) Illustrate with examples how segmented labour markets create unequal opportunities for men and women. (CO4, K3)

Or

- (b) Analyze the factors responsible for wage differences between men and women performing similar jobs. (CO4, K4)

15. (a) Describe the key differences between women's employment conditions in the organised and unorganised sectors with reference to wages, job security and benefits. (CO5, K2)

Or

- (b) Explain the socio-cultural factors that influence women's participation in the organised and unorganised sectors of the economy. (CO5, K2)

**Part C**

(5 × 8 = 40)

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

16. (a) Analyse the impact of women's unpaid work on national development and economic planning. (CO1, K4)

Or

- (b) Suggest and justify policy or social measures that could help recognise, reduce and redistribute women's unpaid and underpaid work. (CO1, K5)

17. (a) Examine the factors responsible for occupational segregation of women across primary, secondary and tertiary sectors. How does this segregation perpetuate economic inequality? (CO2, K3)

Or

- (b) Critically analyse how globalization and technological change have altered the visibility and valuation of women's work in the tertiary sector. (CO2, K4)

18. (a) Compare and contrast main workers, marginal workers and non-workers in terms of employment security, income stability and social recognition. (CO3, K4)

Or

- (b) Evaluate how the classification of work (main, marginal and non-workers) helps policymakers plan employment and welfare schemes. Suggest measures to improve the conditions of marginal workers. (CO3, K5)

19. (a) Critically evaluate the impact of gender inequality in the labour market on economic development and social justice. (CO4, K4)

Or

- (b) Suggest policy measures or strategies to reduce gender-based segregation and inequality in the labour market, and justify their importance. (CO4, K5)

20. (a) Discuss with suitable examples how women workers in the unorganised sector contribute to economic development despite limited recognition. (CO5, K3)

Or

- (b) Compare and critically analyse the challenges faced by women in organised and unorganised sectors in terms of gender discrimination, safety and promotion opportunities. (CO5, K4)
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**R4983**

**Sub. Code**

**3164C2**

**B.A. DEGREE EXAMINATION, APRIL – 2026**

**Fourth Semester**

**Gender Studies**

**GENDER AND POLITICS**

**(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. Political participation refers to (CO1, K1)
  - (a) Only voting in elections
  - (b) All activities that allow citizens to influence government
  - (c) Only contesting elections
  - (d) Only campaigning for parties
  
2. After independence, women's political participation in India (CO1, K2)
  - (a) Declined completely
  - (b) Remained unchanged
  - (c) Showed gradual improvement
  - (d) Became equal to men immediately

3. Which body ensures women's representation at the national level? (CO2, K2)
- (a) Supreme Court
  - (b) Election Commission
  - (c) Parliament of India
  - (d) Local Administration
4. Which of the following is a barrier to women's political participation? (CO2, K1)
- (a) Education
  - (b) Patriarchal norms
  - (c) Social support
  - (d) Reservation
5. Challenging gender stereotypes in politics means (CO3, K1)
- (a) Supporting traditional gender roles
  - (b) Restricting women to domestic roles
  - (c) Questioning beliefs that politics is only for men
  - (d) Removing women voters
6. Political empowerment of women means (CO3, K1)
- (a) Strengthening women's role in decision-making
  - (b) Providing more social benefits
  - (c) Restricting women's employment
  - (d) Reducing education for women
7. Women's reservation in Panchayat Raj aims to (CO4, K2)
- (a) Reduce women's participation
  - (b) Encourage women to engage in local governance
  - (c) Remove local governments
  - (d) Promote only men's leadership

8. A major factor affecting women's participation in local governance is (CO4, K2)
- (a) Financial independence
  - (b) High literacy
  - (c) Urban migration
  - (d) Social norms and cultural barriers
9. Capacity building programs for women leaders aim to (CO4, K2)
- (a) Stop women from entering politics
  - (b) Improve leadership and governance skills
  - (c) Train women only for household duties
  - (d) Promote gender inequality
10. Political empowerment is closely linked with (CO3, K2)
- (a) Economic independence
  - (b) Isolation from society
  - (c) Gender bias
  - (d) Illiteracy

**Part B**

(5 × 5 = 25)

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

11. (a) Define 'Political Participation' and list three ways women participated in the Indian National Movement. (CO1, K1)

Or

- (b) Explain the significance of the Women's Indian Association (WIA) and the All India Women's Conference (AIWC) in the pre-independence era. (CO2, K1)

12. (a) Define and describe the current status of women's representation in the Indian parliament. (CO2, K1)

Or

- (b) Explain the socio-cultural barriers that contribute to the gender imbalance in Indian political leadership. (CO2, K2)

13. (a) Define political empowerment for women and identify its primary indicators in a modern democracy. (CO3, K1)

Or

- (b) Explain the concept of "political conscientization" and its role in increasing women's participation in governance. (CO3, K2)

14. (a) Define the key provisions of the 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments specifically related to women's empowerment. (CO4, K1)

Or

- (b) Explain the current status of women's participation in Panchayati Raj Institution (PRIs) in India. (CO4, K2)

15. (a) Define the concept of "Capacity Building" in the context of leadership and list four key strategies for strengthening organizational leadership. (CO5, K1)

Or

- (b) Explain the role of professional training and mentorship in fostering leadership readiness within Indian administrative services. (CO5, K2)

**Part C**

(5 × 8 = 40)

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

16. (a) Identify the major socio-economic barriers that limit women's representation in Indian state assemblies today. (CO2, K2)

Or

- (b) Evaluate the contribution of the first women members of the Indian Constituent Assembly to the framing of the Constitution. (CO2, K5)

17. (a) Identify and list the key constitutional articles that establish the gender-neutral electoral framework in India. (CO2, K3)

Or

- (b) Discuss the potential effectiveness of the upcoming 33% women's reservation in rectifying the current gender imbalance in the legislature. (CO2, K4)

18. (a) Illustrate how institutionalized patriarchal norms in political parties hinder women's ascension to top decision-making roles. (CO3, K4)

Or

- (b) Summarize the key focus areas of the 2026 Commission on the Status of Women regarding the political representation of women. (CO3, K5)

19. (a) Identify the political and legal challenges faced by women from marginalized communities in local governance. (CO4, K1)

Or

- (b) Propose three policy reforms to eliminate the "Proxy Leadership" system in local self governance. (CO4, K5)

20. (a) Demonstrate how the Women's Reservation Act can be utilized to address systemic gender bias in party ticket distribution. (CO3, K4)

Or

- (b) Evaluate the effectiveness of the 33% reservation for women in local bodies in challenging the patriarchal nature of the Indian political process. (CO4, K5)
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**R4984**

**Sub. Code**

**3164A4**

**B.A. DEGREE EXAMINATION, APRIL – 2026**

**Fourth Semester**

**Gender Studies**

**Allied –WOMEN, SCIENCE AND TECHNOLOGY**

**(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. Which concept refers to the invisible barriers that prevent women from rising to upper- level positions in scientific hierarchies? (CO1, K1)  
(a) Glass Ceiling      (b) Leaky Pipeline  
(c) Matilda Effect      (d) STEM Gap
  
2. Feminist critiques of science argue that “objectivity” in traditional scientific research often reflects (CO1, K2)  
(a) A purely neutral point of view  
(b) A male-centric or “androcentric” bias  
(c) The absolute truth of the physical world  
(d) A lack of statistical data.

3. Standpoint Theory in feminist science suggests that (CO1, K2)
- (a) All scientists see the world the same way
  - (b) Gender should be completely ignored in research design
  - (c) Science is independent of cultural influence
  - (d) Knowledge is socially situated and marginalized groups can provide unique insights.
4. Why is the exclusion of women from clinical medical research historically significant? (CO2, K2)
- (a) It made research cheaper to conduct.
  - (b) It resulted in medical treatments being optimized primarily for male physiology.
  - (c) It ensured that results were more accurate for the whole population.
  - (d) It had no impact on public health outcomes
5. Which of the following is a structural barrier to women's careers in scientific research? (CO2, K2)
- (a) The "maternal wall" and lack of work-life balance policies
  - (b) Lack of interest in complex data
  - (c) A natural preference for humanities
  - (d) Lower IQ scores in spatial reasoning
6. What is the primary goal of "Gender-Just Science"? (CO3, K2)
- (a) To exclude men from scientific discovery.
  - (b) To integrate gender analysis into the content and process of scientific research
  - (c) To prioritize intuition over experimental data
  - (d) To ensure all scientists are paid the same regardless of field

7. Integrating a gender perspective in science education helps to (CO3, K2)
- (a) Make science more inclusive and socially relevant
  - (b) Reduce the complexity of scientific theories.
  - (c) Replace quantitative methods with qualitative ones
  - (d) Focus only on female scientists' biographies
8. Which of the following is an example of gender-sensitive research design? (CO3, K2)
- (a) Testing a new drug only on male lab rats to avoid hormonal fluctuations
  - (b) Analyzing how a new urban transport system affects men and women differently.
  - (c) Assuming that technology has a neutral impact on all users
  - (d) Using only male pronouns in scientific publications
9. The "Digital Divide" in the context of gender refers to (CO4, K1)
- (a) The difference in internet speed between countries
  - (b) The gap between men and women in terms of access to and use of Information and Communication Technologies (ICTs)
  - (c) The preference for Apple vs. Android products
  - (d) The time spent on social media vs. professional work
10. Which factor contributes to the inequality in the utilization of ICTs by women? (CO5, K2)
- (a) High cost of devices and data
  - (b) Lack of digital literacy and training opportunities.
  - (c) Social norms that restrict women's mobility and public internet access
  - (d) All of the above

**Part B**

(5 × 5 = 25)

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

11. (a) Define the concept of “Androcentrism” in science and identify two primary ways it manifests in traditional scientific research. (CO2, K1)

Or

- (b) Explain how the ‘innate talent’ myth contributes to the underrepresentation of women in STEM fields. (CO1, K2)

12. (a) Define gender bias in the context of science education and list three common ways it manifests in a classroom setting. (CO2, K1)

Or

- (b) Explain the “leaky pipeline” phenomenon and its impact on women’s progression from science education to research careers. (CO2, K2)

13. (a) Define “Gender” and “Sex” in the context of scientific research and explain why distinguishing between them is critical for scientific accuracy. (CO3, K2)

Or

- (b) Describe how “Gender Stereotypes” early childhood influence a student’s motivation to pursue STEM subjects like Physics and Engineering. (CO3, K2)

14. (a) Discuss the historical barriers that limited women’s participation in scientific research during the 19th and early 20<sup>th</sup> centuries. (CO4, K2)

Or

- (b) Define ‘Technology as a Masculine Culture’ and list three ways this perception persists in modern engineering environments. (CO4, K1)

15. (a) Define the term “Gender Digital Divide” and list four primary barriers that prevent women from accessing digital devices in rural areas. (CO5, K2)

Or

- (b) Explain how traditional social norms and family restrictions influence the utilization of ICTs by women in a domestic setting. (CO5, K3)

**Part C** (5 × 8 = 40)

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

16. (a) Contrast the “Hard Reality” of the gender wage gap and promotion rates in science with the myth that science is a pure “meritocracy.” (CO4, K4)

Or

- (b) Discuss the significance of “Situated Knowledge” (Donna Haraway) in improving scientific objectivity. (CO1, K2)

17. (a) Evaluate the role of mentorship and family support in overcoming barriers for women in STEM careers in India. (CO3, K5)

Or

- (b) Propose three policy-level changes that research institutions could implement to reduce gender bias in scientific publication and recruitment. (CO2, K5)

18. (a) Evaluate the effectiveness of “Affirmative Action” policies (such as reserved seats or targeted fellowships) in achieving gender parity in premier scientific institutions. (CO4, K4)

Or

- (b) Formulate three strategies that a science educator can implement in a classroom to create a “Gender-Inclusive” learning environment. (CO3, K5)
19. (a) Contrast the impact of automation on women’s employment in the manufacturing sector versus the service sector. (CO3, K4)

Or

- (b) Identify the contributions of five prominent women scientists who challenged the ‘masculine’ narrative of 20th-century science. (CO2, K5)
20. (a) Assess the effectiveness of government-led digital literacy programs in reducing the gender gap in technology access. (CO5, K5)

Or

- (b) Critically evaluate the claim that “increased mobile phone ownership automatically leads to women’s empowerment,” providing arguments for and against. (CO5, K5)

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