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**B.E / B.TECH. DEGREE EXAMINATIONS, MAY 2024**

Third &amp; Seventh Semester

**OH18006 – GENDER SENSITIZATION AND SOCIAL IMPACT***(Common to all branches)**(Regulation 2018 & 2018A)***TIME: 3 HOURS****MAX. MARKS: 100**

- CO 1** Understand how culture and tradition influence gender perception and how they promote differences and their impact on women.
- CO 2** Understand how the society is biased in control over resources, division of labour and how gender roles are stereotyped.
- CO 3** Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.
- CO 4** Learn the existence of Gender Discrimination at different levels of Institutions – Social, Cultural, Economic, political, and Educational.
- CO 5** Generate awareness about equality in law, social system and democratic activities and Involve in promoting social justice and human rights through integrating gender sensitiveness in rural and urban infrastructure projects.

**PART- A (10 x 2 = 20 Marks)**

(Answer all Questions)

		CO	RBT LEVEL
<b>1</b>	<b>State 'True' or 'False'</b>  Gender includes the social, psychological, cultural and behavioral aspects of being a man, woman, or other gender identity.	<b>1</b>	<b>3</b>
<b>2</b>	<b>State 'True' or 'False'</b>  Children are socialised into performing the gender roles required of them.	<b>1</b>	<b>3</b>
<b>3</b>	<b>State 'True' or 'False'</b>  Gender stereotypes can be both positive and negative for example, "women are nurturing" or "women are weak".	<b>1</b>	<b>3</b>
<b>4</b>	<b>State 'True' or 'False'</b>  It can be written, verbal or physical, and can happen in person or online. Both men and women can be the victims of sexual harassment.	<b>4</b>	<b>3</b>
<b>5</b>	<b>State 'True' or 'False'</b>  Whenever women receive an income, the resources represent resources for food	<b>2</b>	<b>3</b>

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| <b>6</b>  | <b>State 'True' or 'False'</b>  | <b>4</b> | <b>3</b> |
|           | Workplace sexism does not create barriers to women's success through unequal pay, gender stereotypes, and fewer promotions.                     |          |          |
| <b>7</b>  | <b>State 'True' or 'False'</b>  | <b>4</b> | <b>3</b> |
|           | Nowadays, girls do not face barriers to education caused by poverty, cultural norms and practices, poor infrastructure, violence and fragility. |          |          |
| <b>8</b>  | <b>State 'True' or 'False'</b>  | <b>5</b> | <b>3</b> |
|           | Contrary to popular belief, infrastructure is not gender neutral.   |          |          |
| <b>9</b>  | <b>State 'True' or 'False'</b>  | <b>5</b> | <b>3</b> |
|           | A gender audit is not a “social audit”, and belongs to the category of “quality audits”.  |          |          |
| <b>10</b> | <b>State 'True' or 'False'</b>  | <b>5</b> | <b>3</b> |
|           | Workers who enjoy equality have greater access to training, do not receive higher wages, and improve the overall quality of the workforce.      |          |          |

**PART- B (5 x 14 = 70 Marks)**

- |              |  | Marks       | CO       | RBT<br>LEVEL |
|--------------|--|-------------|----------|--------------|
| <b>11(a)</b> | In secondary school, the dropout rate for girls is 12.3 percent – which is higher when compared to boys. Analyze the reasons for this dismal status with examples.   | <b>(14)</b> | <b>3</b> | <b>6</b>     |
| <b>(OR)</b>  |  |             |          |              |
| <b>11(b)</b> | Explain how the concept of patriarchy can limit a woman's opportunities personal life. Use specific examples from Indian society to support your stand.  | <b>14)</b>  | <b>3</b> | <b>6</b>     |
| <b>12(a)</b> | The English language contains words like "fireman" or "businessman." Evaluate how these words, while seemingly neutral, can be seen as reflecting gender bias. Propose alternative terms that promote gender inclusivity, and discuss the importance of using such language. | <b>(14)</b> | <b>1</b> | <b>6</b>     |
| <b>(OR)</b>  |  |             |          |              |
| <b>12(b)</b> | How gender roles influence our identity (men or women)? Give your thoughts with real-life examples.  | <b>(14)</b> | <b>1</b> | <b>6</b>     |

- 13(a)** Assess the following data and give your thoughts in the form of an essay. Give your essay an interesting and appropriate title. Keep it between 250 - 300. **(14) 4 6**

42% of salaried women in metros face challenges while negotiating salaries. The experiences differ between the eastern and western parts of India. In Kolkata, 96% of salaried women do not face a challenge in negotiating their pay, while only 33% in Ahmedabad feel the same. Contrasting perspectives are also observed in southern India. In Chennai, 77% of women do not face challenges when negotiating salaries, compared to 41% in Hyderabad, as per the report.

**(OR)**

- 13(b)** Explain how the concentration of power in the hands of men affects women's access to education, economic opportunities, and political participation. Discuss strategies that can be implemented to achieve a more equitable distribution of power between genders. **(14) 4 6**

- 14 (a)** Explain how the prevalence of domestic violence undermines gender equality in Indian society. Consider the psychological, social, and economic consequences of domestic violence on victims, and how these consequences hinder women's ability to participate equally in society. **(14) 3 6**

**(OR)**

- 14(b)** Domestic violence is considered to be the most common form of gender based violence. Exemplify the reasons and suggest solutions. **(14) 3 6**

- 15(a)** State any one IPC law / act related to women safety and explicate how it has helped in women empowerment. **(14) 5 6**

**(OR)**

- 15(b)** What are women's legal rights under sexual harassment. Elucidate how these laws help women to handle the harassment they undergo in their professional and personal life. **(14) 5 6**

**PART- C (1 x 10 = 10 Marks)**

(Q.No.16 is compulsory)

Marks CO RBT  
LEVEL

- 16** Television commercials and shows often portray men and women in stereotypical ways. Explain how this portrayal can influence children's understanding of gender roles. Discuss potential consequences of these stereotypes on both girls and boys.

**(10) 3 6**

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