

Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC 12: Gender, School and Society-I
(Semester: II)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15


Introduction of the Course

This course aims to explore the complex intersection of gender, school and society; and the implications for pre-service educators. It aims to delve into the social construction of gender, examining how ideology, social structures and processes have been instrumental in shaping varied gendered identities. Further, it endeavors to problematize the prevalent patriarchal notions in order to help the pre-service educators to envision a more fluid and gender-just understanding leading to awareness of diverse identities. A critical analysis of gender enculturation norms and classroom processes can lead to enhanced recognition of the consequences of rigid gender expectations; and developing interventions to promote gender equity.

Learning Outcomes

After completion of the course student will be able to:

1. Develop an understanding of the key constructs of gender.
2. Critically analyse the role of family societal structures and educational processes in the construction of gender identities.
3. Formulate a fluid and gender just understanding.
4. Examine the gender enculturation norms prevalent in educational settings.
5. Engage with significant policies, committee reports and NCFs in the field of gender studies.
6. Conceptualise interventions to promote gender equity


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Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Key Constructs in Gender

(5 weeks = 10 hours)

- Patriarchy
- Power
- Resources and opportunities
- Gender and sex

Unit 2: Social Construction of Gender

(5 weeks = 10 hours)

- Socialization in family and at school
- Occupation and identity (identities largely unavailable to women such as farmer, scientist etc.)
- Gender stereotypes prevalent in society; for example media (including social media) and literature
- Gender and its intersection with caste, class, religion, disability, race and region
- Understanding gender identities: discourse of LGBTIQ+
- Need for feminism: feminism in everyday context
A brief introduction to feminist theories: Radical, Liberal, Psychoanalyst, Socialist and Marxist Feminism

Unit 3: Gender and School Education

(5 weeks = 10 hours)

- Girls as learners (expectations, aspirations and conflicts)
- Hidden curriculum (teacher attitudes, expectations and school ethos)
- Epistemological issues in mathematics, social science, languages and life science through gender lens
- Subject choices made in school and its relation with gender


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- Gendered representations in textbooks (illustrations and text)
- Policies, Committee Reports and Curriculum Frameworks in School Education; Towards Equality 1974, NEP 1986, Ramamurti Committee Report 1990, NEP 2020, NCF 2005, NCF 2023
- Teacher in India: An analysis using gender as a lens.
- Role of a teacher for gender just society

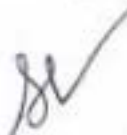
Practicum/ Suggested Projects / Assignments (Any Two)

1. Analysis of films including songs, advertisements in print and electronic media.
2. Analysis of folk songs, literature in different languages and myths
3. An analytical study of textbooks published by different states, private publishers and NCERT.
4. A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrolment in school and university at different levels, results of Grade X and Grade XII examinations and enrolment in different programs in higher education.
5. A critical study of schemes such as KGBV, NPEGEL, Ladli and so on.
6. A comparative study of the daily routine of children with varied gender identity in the same family.
7. Class Presentation on a topic/ theme pertaining to gender, school and society

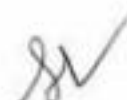
Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Bhasin, K. (1993). *What is Patriarchy?* Kali for Women.
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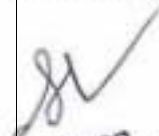
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Additional Readings

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Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Gender, School, Education, Society, Curriculum


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