

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 13: Gender, School and Society-II (Semester: III)

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 endeavours 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 learners will be able to:

1. Critically analyse the role of societal structures and educational processes in the construction of gender identities.
2. Formulate a fluid and gender just understanding.
3. Examine the gender enculturation norms prevalent in educational settings.
4. Engage with significant policies, committee reports and NCFs in the field of gender studies.
5. Become familiar with the legal and judicial provisions
6. Understand the role of a teacher for gender just society
7. Conceptualise interventions to promote gender equity

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Gender and School Education

(6 weeks = 12 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
- Gendered representations in textbooks (illustrations and text)

Unit 2: Education and Gender Equality: Critical Review of Policy Interventions and Initiatives

(6 weeks = 12 hours)




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- Policies, Committee Reports and Curriculum Frameworks in School Education; Towards Equality 1974, NEP 1986, Ramamurti Committee Report 1990, NEP 2020, NCF 2005, NCF 2023
- Roles and Initiatives of Civil society for Gender justice

Unit 3: Teacher as an Agent of Social Transformation

(3 weeks = 6 hours)

- Teacher in India: An analysis using gender as a lens
- Legal and Judicial Provisions in the context of gender (e.g., POCSO Act, 2012 and Vishakha Act, 2013)
- 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

- Bhattacharjee, N., (1999). *Through the looking glass: Gender Socialisation in primary school*. In Saraswathi, T., (ed.). *Culture, Socialization, and Human Development: Theory, Research and Application in India*. (pp. 336-356). New Delhi: Sage Publication.
- Bhog D. (Project coordinator). (2010). *Creating the male and female citizen: The norm of civics textbooks*. In *Textbook Regimes: A Feminist critique of nation and identity*. New Delhi: Nirantar. Pp 209-219.
- GoI (1975). *Towards Equality: Report of the committee on status of women in India*. Delhi: Deptt of Social Welfare, GOI.
- GoI (1986). *National Policy on Education*. Delhi: MHRD.
- GoI (1990). *Ramamurti Committee Report*.
- GoI (2005). *National Curriculum Framework*.
- GoI (2020). *National Education Policy*. Delhi: MHRD.

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- GoI (2023). National Curriculum Framework.
- Guidelines and norms laid down by the Hon'ble Supreme Court in Vishaka and others Vs. State of Rajasthan and others (JT 1997 (7) SC 384)
- NCERT (2006). National Focus Group Paper: *Position Paper on Gender Issues on Education*. Delhi: NCERT.
- NCERT (2006). *Shiksha main gender se jude mudde*: NCERT Raashtriya Focus Group Position Paper. Datt Y. (Translator). In *Gender Vimarsh* (2016). Delhi: RRCEE. Pp. 125 – 178.
- The Protection of Children from Sexual Offences Act, 2012. Ministry of Law and Justice

Additional Readings

- GoI. (1994). The girl child and the family: An action research study. Delhi: Deptt of Women and Child Development, Ministry of Education. pp 197-217, 258-311)
- Jain, S. & Sarohe, S. (2022). *Gender, School and Society*. Pearson India. ISBN: 9789354497483)
- Karlekar, M., (2000). *Girls Access to Schooling: An Assessment*. In Wazir, R. (ed.) *The Gender Gap in Basic Education: NGOs as Change Agent*. (pp. 80-114). New Delhi: Sage Publication
- Kumar, K. (2010). Culture, State and Girls: An Educational Perspective. *Economic and Political Weekly*. 45(17). (pp. 75-84).
- Mehta R (2019) "Gender, School and Society", Blue Rose Publications, New Delhi, ISBN 978-93-90432-29-5
- Nirantar (2010). Kothari aayog report: Bharat Sarkar ka dastavez. In *Gender our Shiksha reader Bhaag 1*. New Delhi: Nirantar. Pp 100-112.
- Parthasarathi V. (1998). *Socialisation, Women, and Education: An experiment*. In Chanana K. (ed.). *Socialisation, Education, Women: Exploration in Gender Identity*. Pp. 208-230. New Delhi: Orient Longman.
- Parthasarathi V. (1998). *Socialisation, Women, and Education: An experiment*. In Chananaamajikaran, *Mahilaayein, aur shiksha: Ek prayaog*. Rai A. (Translator). In *Gender Vimarsh* (2016). Delhi: RRCEE. Pp. 82-98.
- Ramachandra V (2019) *Gender and Education*, The Orient Blackswam, New Delhi 978-9352877409

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

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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 the end- semester examination.

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



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