

Master of Education (M.Ed.)

Title of the Course: S.Ee.2(n) : Gender and Education
(Semester: I, II, III & IV)

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

The issues on women and the question of equality is acquiring a central focus in every sphere of life. The National policy of Education (1986), gave a good length of concern to it. In the field of teacher education as well as in other disciplines, Gender issues are increasingly procuring a long due space. India has committed itself at National and International platforms on promoting Gender Equality in the field of Education. Thus, engaging with the issues on gender is of paramount importance in educational processes. This paper shall promote democratic participation, challenge notions of patriarchy and unfold the sociological discourse of equality in education.

Learning Outcomes :

After completion of the course student will be able to:

1. Critically analyse the issue of patriarchy, hierarchy, power, dominance, subjugation and their relation to equality regarding Gender.
2. Investigate the policies of education and its praxis.
3. Develop a comprehensive understanding of the fundamental criterion through which the status of Gender Equality can be examined. The students engaging with this course, would get the opportunity and an academic space to comprehend and develop their perspectives around the idea of gender equality.
4. The students would be able to examine how the quest for equality and self identity is a central concern in the processes of girl's education.

Number of Units (6)

Weeks 15 = 60 hours

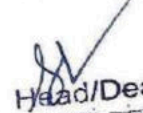
Unit 1: Gender as the Basis of Inequality in Education (2 weeks = 8 hours)

- Issue of patriarchy, hierarchy, power, dominance, subjugation and their relation to equality regarding Gender.

Unit 2: Identification of Structures of Domination and Control: (3 weeks = 12 hours)

- Society, Family and the School in India.
- Issues in school education: Problems of access, retention, stagnation, drop-out and push out.
- Higher Education and Professional Spaces.

Unit 3: Feminist Critique of Knowledge, Method and Alternative Perspectives (3 weeks = 12 hours)


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- Waves of Feminism
- Feminist Epistemology
- Feminist Research Methodology

Unit 4: Study of Public Policies from the Perspective of Gender (2 weeks = 8 hours)

- State initiated policies and programs in Education from the perspective of Gender Equality

Unit 5: Routes towards Change: (3 weeks = 12 hours)

- Social Movements
- The role of Women's Studies in Education.
- Women's voices and agency
- Law and Social Justice

Unit 6: Studying Educational Experiences of Women (2 weeks = 8 hours)

- Autobiographies, novels, poetry and other forms of expression
Documentaries and films

Practicum/ Suggested Projects / Assignments (Any Two)

Term Paper and Seminar Presentations

1. Critical analysis of Literature on Women and LGBTQ
2. Treatment of women in Print and Electronic media
3. Laws on Protection of Women and LGBTQ
4. Narratives and Personal/Family histories
5. Stereotyping and Deconstruction of myths
6. Gender in Religion
7. One Case Study Project

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

Essential/ Recommended Readings

- Ahmed, Imtiaz & Shashi Bhushan Upadhyay, (2010). (edited). Dalit Assertion in Society, Literature and History, Orient Blackswan, Hyderabad.
- Ambedkar, B. R., (2004). Rise and Downfall of Hindu Women, Reprint by Sugat Prakashan.
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- Arya Sadhana,Menon,Nivedita etc.;Naarivaadi Rajniti:Sangharsh aur muddey.

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- Nanda, S. (1990). Neither Man nor Woman: The Hijras of India. Belmont, CA: Wadsworth Publishing Co.
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- NCF, (2005). Position Paper no. 3.1 by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children, N.C.E.R.T. New Delhi
- NCF, (2005). Position Paper no. 3.2 by National Focus Group on Gender issues in Education, N.C.E.R.T. New Delhi
- Nirantar, (2010). Gender aur Shiksha, Reader; New Delhi
- NPE, (1986). National Policy on Education (1986), MHRD, Delhi
- Ramabai, P. (2006). The High Caste Hindu Women. Samvad,
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Teaching Learning Resources (Digital and others):

Movies and Short films

- Bol (2011)
- Juice (2017)
- Devi (2020)
- Laapataa Ladies (2024)


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 the end- semester examination.

Key words : Gender, Women, LGBTQ, Justice, Equality, Socialization


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