

GENERAL ELECTIVE COURSE – 4 (GE-4): GENDER, SCHOOL, AND SOCIETY**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Gender, School, and Society (GE 4)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Understand the idea of gender with reference to social situativity and individuality.
2. Understand gender as social institution with reference to power relation and Patriarchy.
3. Conceptualize the idea of equality perspective and gender with reference to challenges and possibilities.
4. Examine schooling process and practices with regard to gender equality
5. Critically understand the policies and practices for strengthening gender equality via education.

Learning outcomes

After completion of the course student will be able to: (Number is not fixed)

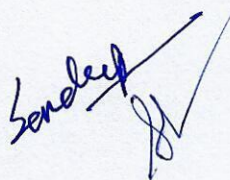
1. Understand the concept of gender equality with its relation to society and self.
2. Acquire critical thinking towards schooling and associated practices with regard to gender inequalities.
3. Analyse policies and social movements with regard to their contribution towards gender equality
4. Debunk the prevailed assumption with regard gender role in society, family and school.

Total Hours: 45

Unit I: Gender: Social and Individual

(10 hours)

- Understanding Gender as a spectrum
- Gender as a Social Construct
- Gender roles in family, media, and religion



Unit II: Gender and Schooling

(12 hours)

- Schools as agents of socialization
- Curriculum classroom interactions, school culture and Gender
- Curriculum reforms and gender neutrality

Unit III: Equality Perspective and Gender

(11 hours)

- Feminist Perspective: An Introduction
- Understanding Prejudices, Biases and Stereotypes
- Women's Movement, Education and struggle for Equality

Unit IV: State, Policy, and Gender Equity in Education

(12 hours)

- SSA, Beti Bachao Beti Padhao, Kasturba Gandhi Balika Vidyalayas
- RTE Act (2009) and gender equity
- National Education Policy 2020: A gender lens

Practicum/ Suggested Projects / Assignments (Any Two)

1. Interview 10 children (5 boys and 5 girls) and try to understand their perspective toward gender roles.
2. Analysis of films including songs, advertisements in print and electronic media. Analysis of folk songs, literature in different languages and myths
3. A critical analysis of films, songs, serials and advertisements including print and electronic media with regard to gender concerns.
4. Critical analysis of regional and folk songs and literature with reference to gender equality.
5. Analysis of various schemes launched for empowering girls such as KGBV, NPEGEL, Ladli, Sukanya Yojna and so on.
6. An observational or interview base study in school to understand the gender biases, prejudices and discrimination.

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

Essential/ Recommended Readings

- Chakravarti, U. (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. OUP: Delhi.
- Chanana, K. (1988). *Socialization, Education and Women*. New Delhi: Nehru Memorial Museum and Library.
- Conway, J. K. (1987). Introduction: The Concept of Gender. *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX

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- Dube, L. (2000). *Anthropological Explorations in Gender: Intersecting Fields*. New Delhi: Sage Publications.
- Dubey, L. (1991). *Lingabhed ka Maanav Vaigyanik Anveshan: Pratichhedi Kshetra*. Delhi: Vaani Prakashan
- Erikson, E. H. (1964). Inner and Outer Space: Reflection on Womanhood. *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606
- Government of India (1975) *Towards Equality: Report of the Committee on the Status of Women in India*. Delhi: Department of Social Welfare, Government of India)
- Kumar, S. (2020). *Gender, School and Society*. Delhi: Vikas Publication
- MHRD (1986). *National Policy on Education (1986)*. Delhi: MHRD, Government of India
- MHRD (1990). *Ramamurty Committee Report (1990)-Towards Enlightened and Humane Society*. Delhi: MHRD, Government of India.
- MHRD (2020). *National Policy on Education*. India: Govt. of India
- NCERT (2005). *Position Paper no.3.2 on Gender Issues in Education*. New Delhi: NCERT, Government of.
- Nirantar (2010). *India Gender aur Shiksha*. New Delhi: Reader.
- Ramachandran, V. (Ed.) (2004a). *Gender and Social Equity in Primary Education: Hierarchies of Access*. New Delhi: Sage Publications.
- Sadgopal, A.(2004). *Naari Shiksha niti:lingasamaanata ka bhramevem mahila sashaktikaran aur schoolishiksha-Adhyay,Pustak-Shiksha me badlaav ka sawal*. Delhi: Granth Shilpi.

Additional Readings

- Apple,M. W.&Smith,C. L. (1991) (Eds).*The Politics of the Textbook*. Routledge : New York.
- Beasley, C. (1999). *What is Feminism: An Introduction to Feminist Theory*. New Delhi Sage
- Bhog, D. (2002). Gender and Curriculum, Review of Women Studies, *Economic and Political Weekly*,37 (17):1638-1642
- Candace and Zimmerman, Don H. (1987). Doing Gender. *Gender and Society*, Vol. 1(2), 125-151
- Dube, L. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia* New York: United Nations University Press.
- Ganesh, K. (1999). Patrilineal Structure and Agency of Women: Issues in Gendered Socialization. In T. S. Saraswathi (ed.), *Culture, Socialization and Human Development*. Delhi: Sage Publication India Pvt. Ltd.
- Government of India (1994). *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
- Roy, K. (2010). *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, New Delhi: Oxford University Press.

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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.

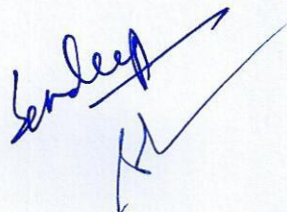
Assessment Method

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, Society, Equality

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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