

M Ed Two Year Programme

S.Ee.2 (n) : Gender and Education

Maximum Marks: 100

Rationale of 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.

Course Objectives

This course is intended to engage students with the issue of patriarchy, hierarchy, power, dominance, subjugations and their relation to equality regarding Gender. The objective of this course is to facilitate students to investigate the policies of education and its praxis. It attempts to engage students with 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 equality of women. 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.

This paper shall promote democratic participation, challenge notions of patriarchy and unfold the sociological discourse of equality in education.

Units of Study

Unit 1 Gender as the Basis of Inequality in Education

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

Unit 2- Identification of Structures of Domination and Control:

- 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

Unit 4- Study of Public Policies from the Perspective of Gender

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

Unit 5- Routes towards Change:

- 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

- Autobiographies, novels, poetries and other forms of expression
- b) Documentaries and films

Term Paper and Seminar Presentations

- Critical analysis of Literature on Women
- Treatment of women in Print and Electronic media
- Laws on Protection of Women
- Narratives and Personal/Family histories
- Stereotyping and Deconstruction of myths
- Women in Religion

Suggested Readings

- Apple, Michael W. & Smith, Christian L. (ed.), (1991) *The Politics of the Textbook*, Routledge, New York.
- Anamika-Stritva ka maanchitra, Saansh Prakashan
- Arya Sadhana, Menon, Nivedita etc.; Naarivaadi Rajniti: Sangharsh aur muddey.
- Bhasin, Kamla (1994). *What is Patriarchy?* Kali for Women, New Delhi
- Bhog, Dipta (2002), *Gender and Curriculum*, Review of Women Studies, Economic and Political Weekly, 37(17): 1638-1642
- Bolivar, Simon (2002). *Stri.: Upekshita, Prastuti-* Dr. Prabha Khetan, Hind Pocket Books, Delhi
- Butalia, Urvashi (2004). *Khamoshi ke us par. Anuwaad-* Rajiv Kr. Srivastava
- Chakravarti, Uma (1998). *Rewriting History; The Life and Times of Pandita Ramabai.* OUP; Delhi.
- Dubey, Lila (1991) *Lingabheda ka maanav vaigyanik anveshan: pratichhedi kshetra.* Vaani Prakashan
- Geetha, V. (2002). *Gender: Stree*; Kolkata.
- Giroux, H. (1981). *Ideology, Culture and the Process of Schooling.* Falmer Press, London
- Joshi, Gopa: *Bharat me stri asamaanata-ek vimarsh.* Hindi Madhyam Karyanvayan Nideshalaya
- Kumar, Krishna (1992, 3rd edition in 2004). *What is Worth Teaching*, Orient Blackswan, Delhi

- Kumar, Krishna (2009). Lark hone ki punarrachna. Tadbhav. Ed-19
- Kumar, Krishna (2013) Choori Bazar me Larki. Rajkamal, Delhi
- MHRD- National Policy on Education (1986), Delhi
- MHRD-Ramamurty Committee Report (1990)-Towards enlightened and humane society, Delhi
- Mill, John Stuart (2008). Stri aur Paradheenata-Samvaad Prakashan, Meerut
- NCERT-National Curriculum Framework for School Education 2000, N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005, N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 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
- NCERT-National Curriculum Framework 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
- Ramabai, Pandita (2006), The High Caste Hindu Women. Samvad,
- Recommendations contained in the Report of the High Level Committee on Social, Economic and Educational Status of the Muslim Community of India headed by Justice Rajindar Sachar (Retd.) (2006).
- Roy, Kumkum (2010). The Power of Gender and the Gender of Power: Explorations in Early Indian History, Oxford University Press, New Delhi
- Sadgopal, Anil (2004). Naari Shiksha niti: linga samaanata ka bhram evem mahila sashaktikaran aur schooli shiksha-Adhyay, Pustak-Shiksha me badlaav ka sawal, Granth Shilpi, Delhi
- Shinde, Tarabai (1881). Stri purush tulna. Samvad
- Shukla, S.C. & Kumar, Krishna (2008): 'Bharat me prathmik shiksha me laingik asamaanataa: manavaadhikar paripreksha' adhyay, dwara Karuna Chanana. Pustak-Shiksha ka samaaj shastriya sandarbha. Granth Shilpi.