

ANNEXURE-1

Revised on 10/09/2025

Bachelor of Education (B.Ed.)

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

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

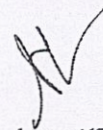
Course Objectives:

- Critically examine the social construction of gender and its intersection with ideology, social structures, and institutional processes.
- Analyse and challenge patriarchal norms and gender biases within schools and society to foster a more inclusive, fluid, and gender-just perspective among pre-service educators.
- Evaluate classroom practices and enculturation norms through a gender lens to recognize the impact of rigid gender expectations and develop informed interventions that advance gender equity in educational settings.

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

(10 hours)

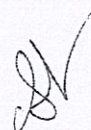
- Patriarchy
- Power
- Resources and opportunities
- Gender and sex

Unit 2: Feminism, Feminist Theories, and Social Constructor of Gender (20 hours)

- Need for feminism; feminism in everyday context
- A brief introduction to feminist theories: Radical, Liberal, Psychoanalyst, Socialist and Marxist Feminism.
- Socialisation in family and at school
- Occupation and identity (identities largely unavailable to women such as farmers, scientists 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+

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.



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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.
- Bhasin, K. (2000). *Understanding Gender*. Kali for women.
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- Tong R. (1989). *Feminist Thought: A Comprehensive Introduction*. Boulder & San Francisco: Westview Press.
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- 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.
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Additional Readings

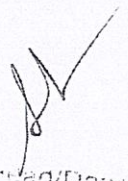
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- Chopra, R., Osella, C., Osella F. (2004). *Introduction: Towards a More Nuanced Approach to Masculinity, Towards a Richer Understanding of South Asian men*. In *South Asian Masculinities, Context of Change, Sites of Continuity*. (pp.1– 32). New Delhi: Women Unlimited - an associate of Kali for Women.
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- कल्लो रनावई (2010). धमषव समाज में लड़कें का स्थान. जेंडर और शशक्षा रीडर भाग 1 में. ननरंतर. नई ददली.
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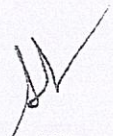
Teaching Learning Process

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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