

## **Paper-III B Opt. (vii): GENDER SENSITIZATION AND SCHOOL**

**Time: 1.30 Hours**

**Max. Marks: 40**

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### **OBJECTIVES:**

#### **Pupil-teachers would be able to-**

- (i) Explain the concepts of sex and gender.
- (ii) Demonstrate an understanding of psychological and sociological perspectives of sex and gender.
- (iii) Explain the social construction of gender with special reference to family.
- (iv) Describe women in education and various laws protecting them.
- (v) List the factors contributing to gender inequalities in schooling.
- (vi) Describe the concept of women empowerment and various roles of women in sustainable development.

## **COURSE CONTENTS**

### **UNIT-I**

- 1) Sex and Gender
  - Psychological and Sociological perspectives
    - Radical Feminism- Gender, patriarchy, reproductive technology, and motherhood
    - Socialist – Famines;-class, gender and division
    - Indian Women- Family, caste, class, culture, religion and social system.
- 2) Social construction of gender
  - Socialization
  - Family
  - Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations
- 3) Women Education and Law
  - Women access to and participation in formal education
  - Women and non-formal education
  - Media and women
  - National effort to protect women's rights

### **UNIT-II**

- 4) Gender inequalities in schooling
  - Organisation of schooling
  - Gender bias in text books
  - Curricular choices and

- Hidden curriculum (teacher attitude, classroom interaction and peer culture)
- 5) Gender and Schooling –Education for gender equity
- Case studies of interventions in school education
  - Reflections from the field and strategies for change
  - The Lok Jumbish Experience
- 6) Education and Empowerment of Women
- Concept and importance
  - Women and sustainable development
  - Special role of women as protector of environment
  - Waste management and women
  - Women as workers

**Practical Session:**

**Marks: 10**

Students will prepare one assessment related to the syllabus.

**SUGGESTED READINGS**

Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329

Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing

Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House

Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications

Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME

Ruhela, S. (1988). Understanding the Indian Women today; Delhi: Indian Publishers Distributors

Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House