

## **CRITERION I**

### **1.3.1 Gender, Human Values, Environment and Sustainability into the Curriculum**

#### **Gender into Curriculum**

**Course: M.A. Education**

**Paper Name: Gender Issues in Education**

M.J.P. Rohilkhand University,  
Barilly

Master of Education  
Two Year Course

**A. Ordinance**

The examination for the degree of Master of Education shall consist of two parts, -

1. The previous examinations, and
2. The final examinations

A candidate having passed B.A. (10+2+3) with Education in B.A. Final is eligible for admission in M.A. Part I.

A candidate after completing regular course of the study for one academic year in an affiliated college or department of the university and passing the M.A. previous examinations of the university shall be admitted to the final examination for the degree of Master of Education.

A Candidate who has passed the M.A. previous examinations for the degree of Master of Education of another University may also be admitted to the M.A. Final examination for the degree of Master of Education provided that he offered for his M.A. previous examination a course of an equivalent standard with almost identical syllabus as is required for the previous examination of this university and has attended a regular course of the study for one academic year in an affiliated college of the university. But the final decision will be of university. College will not responsible to give admission for such candidate.

There shall be two examinations, one at the end of each year. The first being M.A. Previous and the second M.A. Final examination. The M.A. previous will consist of five compulsory papers of 100 marks each i.e.

Paper no	Name	Max. marks
101	Philosophical Foundations of Education	100
102	Sociological Foundations of Education	100
103	Psychological Foundations of Education	100
104	Research Methodology & Statistics in Education	100
105	Special Education	100
TOTAL		500

While M.A. final examination will consist of three compulsory papers, Paper IV will be optional (i.e. any one from group of five papers given below). Paper V will be dissertation

*Simin Sharma* *28-11-16* *Direct-Export* *Manish* *10/11*

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## Course 204 (F) Gender Issues in Education

### Course objectives

Students will be able to

1. Develop basic understanding of Gender and its related key concepts.
2. understand the problems of girl child in Indian society.
3. Learn about gender issues in school curriculum, text and pedagogical processes
4. Understand the relationship of gender, power and sexuality in education.

### Unit I : Gender Issues : Key Concepts

- (i) Understanding Gender and Sex ,sexuality ,Feminism (liberal,Radical,socialist),patriarchy,masculinity,femininity.
- (ii) Gender bias, Gender stereotype, Gender roles
- (iii) Gender and other forms of inequality in relation to caste, religion, class, ethnicity and disability( in Indian context )

### Unit II : Gender issues in curriculum

- (i) Gender Realities and challenge of Schooling among girls (in relation to literacy rate, drop out ,enrolment ratio)
- (ii) Gender bias in curriculum ,textbooks and analysis of hidden curriculum
- (iii) Critical examination of school and classroom processes-challenging gender bias and stereotypes
- (iv) Understanding relationships within the school: child-child, teacher-child ,and teacher peer groups relationships from the perspective of gender, teacher as an agent of change.

### Unit III : Gender ,power and education

- (i) Gender identities and socialization practices in family,other formal and informal organization
- (ii) Power control in patriarchal,patrilineal,matriarchal and matrilineal societies; assesing effect on education of boys and girls.

*Sumitran*  
*Prof*

- (iii) Changing provisions with legal provisions: right to inheritance etc.

**Unit IV : Women in Indian Society**

- (i) Situational analysis of Women in Indian Society( focus on sex ratio pattern ,education ,health, work participation ,violence against women).
- (ii) Policy initiatives for gender equality and empowerment in independent India
- (iii) Historical backdrop of women movement in India( landmarks of social reform movement)

**SELECTED READINGS:**

-Bhasin,Kamla(2004) Exploring Masculinity,N.Delhi.women Unlimited

-Bhattacharjee,N.(1999) "through the Looking Glass: Gender Socialisation in a primary school", in T.S.Saraswathi (ed.) culture,socialization and human development;theory ,research and application in India,New Delhi-Sage,pp 336-355.

-Geetha,V. (2002). Gender. Kolkata: Stree.

-Mazumdar,Vina (1989) Gender Issues and educational Development: an overview from asia,Ocasional paper N.Delhi: Centre for women's Development Studies.

-Ranchandra,Vinila (2004) Gender and social equity in Education: Hierarchies of Access New Delhi: Sage.

-Rao,Anupama(ed.) (2003) Gender and Caste, New Delhi: Kali for women.

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**Course Name : B.A. English**

**Paper Name: New Literatures in English**

This paper includes feminist writings of Margaret Atwood and Alice Walker.

**B.A. III  
ENGLISH LITERATURE  
PAPER III  
NEW LITERATURES IN ENGLISH**

**The paper has been framed to familiarize the students with the writings in English all over the world.**

**Unit-I:** Ten short answer questions based on the entire course including three passages for explanation

**Unit-II:  
Australian Literature  
(Poetry)**

W C Wentworth  
Ada Cambridge  
Chris Wallace  
Kevin Gilbert

'The Wild Colonial Boy'  
'An Answer'  
'Melbourne'  
'Mister Man'

**Unit-III  
American Literature  
(Drama)**

Edward Albee

The Zoo Story

**Unit-IV  
Canadian Literature  
(Fiction)**

Margaret Atwood

Bodily Harm

**Unit-V  
Afro-American Literature  
(Prose)**

Alice Walker

In Search of Our Mother's Garden  
(Only 1<sup>st</sup> essay from part III)

Q. No. 1. Ten short answer questions based on the entire course including three passages for explanation

Q No. 2-5. One Long Answer Questions from each unit (unit II-V)

## Human Values into Curriculum

Course : B.A. Education

Paper Name: Principles of Education

This Paper aims to inculcate values of Democracy, Human Rights, National Integration, International understanding and other human values in students)

### B.A.-I YEAR EDUCATION

#### **Paper-I – Principles of Education**

##### Objectives –

1. To enable the students to develop an understanding of aims and function of education.
2. To obtain an understanding the agencies of education.
3. To help the student's to understand education for National Integration, International understanding & Human Rights, Value.

UNIT - I : • Education – Its Meaning- Nature and scope  
• Aims of Education  
• Functions of Education

UNIT - II : • Agencies of Education-Formal, Informal and Non-formal.  
• Family, school and state.  
• Mass Media of communication.

UNIT – III : • Education and social change  
• Education and democracy  
• Education and Culture  
• Value Education & Yoga Education

UNIT – IV : • Education for National Integration  
• Education for International understanding  
• Education for Human resource Development.  
• Human Rights Education, Human Rights & Duties in Indian constitution.