

**Maharshi Valmiki College of Education
University of Delhi
B.Ed. 1st Year (Section B)**

F 4 – Gender, School and Society

Date – 24th April,2020.

Faculty In charge: RN

Topic :

- Gender & Education (NCF 2005 , 3.2 Position Paper)
- Teacher in India : An analysis .

The education system made substantial progress in terms of gender-sensitive classrooms in 2005 when the National Council of Educational Research and Training (NCERT) made an attempt to rectify the chronic depiction of stereotypical gender roles in school textbooks. Till then, women were mostly portrayed in traditional roles such as housewives, mothers, and as personifications of the 'kind' and 'loving' or 'cruel' and 'evil.'

The need to formulate a gender-sensitive curriculum has, surprisingly, been one of the last issues to be considered by those who frame the policy on education. Despite the concern over the poor literacy level among girls, it was only with the setting up of the National Committee on Women's Education in 1959 under Durgabai Deshmukh that the first practical problems of ensuring a gender-neutral curricula was felt. Written at a time when literacy of the girl child was in single-digit percentage across India, the report of the committee had the primary focus of recommending steps to extend the reach of education among girls through inducements of a material nature such as scholarships or setting up of separate schools for girls.

While the committee examined such issues as uniform, gender-sensitive curriculum, practical socio-cultural considerations of the time induced the members to go in for a segregated curricula for boys and girls, influenced significantly by Mahatma Gandhi's notion of a practicable and gender-distinctive curricula in his concept of the nai talim, popularly known as 'basic education'. It recommended that 'girls as well as women should receive not only as good, varied and comprehensive a general education as boys and men but also suitable professional and vocational education that equip them fully for their duties both in the home as well as outside....'

The National Curriculum Framework 2005 prioritised gender-sensitive education as a means to achieve quality education. CBSE, acting under NCERT's directives, has designed a kit on gender sensitivity. It includes a handbook, cards and a manual for teachers to equip them with required skills to practice gender-sensitive learning. With

such positive reforms, we have started the journey towards a gender-sensitive culture, and we hope to see considerable transformation in the classroom.

NCF 2005 also suggests that “teachers should be made sensitive and responsive to gender related issues in classroom. The inclusive classroom cannot be achieved if the teachers do not understand the surface level gender problems. Their consciousness and the training on gender issues may help reduce the gender inequality in the classroom”. But if the teachers are not cognizant of these issues, there are no chances that they will modify their classroom practices and hence will contribute to gender inequality instead of bridging the gap. Education needs to play a role in creating an equitable society and classrooms can be the place to start.

Go through with below references -

<http://www.ncert.nic.in/>

http://www.ncert.nic.in/rightside/links/focus_group.html

http://www.niepa.ac.in/Download/Publications/Create/India%20Policy%20Brief/India_Policy_Brief_5.pdf

<http://www.harvestjournal.net/wp-content/uploads/2017/12/Srabanti-1.pdf>

https://www.researchgate.net/publication/322819985_The_Role_and_Challenges_of_School_Teachers_in_Contemporary_India

https://www.researchgate.net/publication/306257827_Voice_and_Agency_of_Teachers

Hope you will go through above topic and we'll do discussion in our classroom group.

If any doubts you can ask or message your questions in our whats-app / google classroom group.

Take care.

