

Unit-I	<b>Gender issues: key concepts:</b> <ul style="list-style-type: none"> <li>● Definition of gender.</li> <li>● Difference between gender and sex.</li> <li>● Social construction of gender.</li> <li>● Gender including transgender and third gender, sex, patriarchy.</li> <li>● Gender bias, gender stereotyping, and empowerment</li> <li>● Equity and equality in relation with caste, class, religion, ethnicity, disability and region.</li> </ul>	6 hrs.
Unit-II	<b>Gender studies: paradigm shifts:</b> <ul style="list-style-type: none"> <li>● Paradigm shift from women's studies</li> <li>● Historical backdrop: some landmarks on social reform movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam Rokeya).           <ol style="list-style-type: none"> <li>Commissions and committees on women education and empowerment</li> <li>Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.</li> </ol> </li> </ul>	7 hrs.
Unit-III	<b>Gender, Power and Education:</b> <ul style="list-style-type: none"> <li>● Gender Identities and Socialization Practices in:           <ul style="list-style-type: none"> <li>◆ Family</li> <li>◆ Schools</li> <li>◆ Other formal and informal organization.</li> </ul> </li> <li>● Schooling of Girls and Women Empowerment</li> </ul>	7 hrs.
Unit-IV	<b>Gender Issues in Curriculum:</b> <ul style="list-style-type: none"> <li>● Curriculum and the gender question</li> <li>● Consideration of gender issues in curriculum framework with reference to NCF, 2005: An analysis</li> <li>● Gender and the hidden curriculum</li> <li>● Gender in text and context (textbooks' inter- sectionality with other disciplines.</li> <li>● Teacher as an agent of change</li> </ul>	6 hrs.
Unit-V	<b>Gender, Sexuality, Sexual Harassment and Abuse:</b> <ul style="list-style-type: none"> <li>● Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)</li> </ul>	6 hrs.

	<ul style="list-style-type: none"> <li>● Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions</li> <li>● Agencies perpetuating violence: Family, school, work place and media (print and electronic)</li> <li>● Institutions redressing sexual harassment and abuse.</li> </ul>	
Engagement with the Field/ Practicum	<b>Any one of the following:</b> <ul style="list-style-type: none"> <li>● Visit schools and study the sexual abuse and sexual harassment cases.</li> <li>● Textbook analysis for identifying gender issues, gender biases reflected in it.</li> <li>● To undertake study of sex ratio and analysis of a local community (at least 10 families)</li> <li>● Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation.</li> <li>● Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.</li> <li>● Debate on women reservation bill.</li> <li>● Group activities on domestic violence and other personal issues and its remedies.</li> <li>● Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.</li> </ul>	32 hrs.
Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	
: Bengali Version : <b>Course-VI (1.4.6)</b>		: English Version : <b>Course-VI (1.4.6)</b>
লিঙ্গবৈশিষ্ট্য বিদ্যালয় ও সমাজ <b>(Gender, School &amp; Society)</b>		<b>Gender, School &amp; Society</b>
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