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Title of the study: Critical Analysis of Secondary Teacher Education Curriculum in the Context of Gender

Abstract:

Gender is a socially constructed form that decides role and responsibilities, attitudes and behaviour patterns of men and women, girls and boys, in all societies. In this study, curriculum of secondary teacher education is critically analysed with the objectives - study of National curriculum framework for teacher education 2009 and NCTE regulations 2014 for two years B.Ed. in terms of structure, transactional modalities and evaluation in the context of gender, analysis of the secondary teacher education curriculum in the context of gender and study of the perception of stereotype beliefs and practices of prospective secondary school teachers on the issues of gender. For this study sample was selected purposively, different techniques- observation, focus group interviews and an opinionnaire was used to collect the data and data analysis of the study was done both within the qualitative and quantitative approach. After the analysis and interpretation of the data, the major findings are as follows:

The researcher analysed the structure of NCFTE 2009 and NCTE regulations 2014 in terms of gender sensitivity and gender equality. It was found that both the documents have taken proper care of making the document controversy-free in terms of gender disparities. These documents used common language to describe the structure of teacher education programme. It was found that the language of the documents is neither male assertive nor female assertive.

As far as structure of secondary teacher education is concerned, it was found that NCFTE 2009 and NCTE 2014 regulation not favoured any particular gender in terms of structure but stressed upon making the programme neutral for all the genders. However, both documents have adopted gender related themes 'Gender School and Society' (NCFTE, 2009) and 'Gender in the context of school & society and inclusive education' (NCTE, 2014) for the prospective secondary school teachers. As far as the Evaluation process is concerned, it is also common for all the genders and does not pose any discriminatory challenge to any gender. Transactional strategies also did not have any discriminatory occurrences in favour of any particular gender. NCFTE (2009) suggested that the transaction of the curriculum should engage students with their real-life situation; strategies such as teamwork, collaborative work, case studies, and projects should be used. NCTE

regulations (2014) also advocated for the same modalities; it proposed to use discussions on education by organising seminars, debates, lectures, group discussions, extension lectures and colloquiums. Though, it was found that documents do not have any prejudice towards any gender and do not discriminate anyone.

Analysis of syllabus revealed that different themes identified on the basis of NCTE regulation 2014 and curriculum framework 2014, were reflected to some extent in the syllabus.

All the core papers reflected visible inclusion of gender perspective along with some elective papers such as elementary education part I and II and women in indian society part I and II and pedagogy papers such as pedagogy of mathematics, political science and history part I and pedagogy of physics, political science, social science part II.

The response of student teachers and results of observations pointed towards the existence of gender sensitive environment in premises of IASE, JMI, which was free from gender biases and stereotype type mindset.

In case of gender stereotype beliefs prospective secondary teacher inclined towards the positive opinion in career choice related, academic 263 related and gender role and responsibilities related beliefs. Only in general behavior related and sports related beliefs, almost equal number of positive and negative opinion were found.

So, it can be concluded that teachers play a vital role in sensitizing their students about gender issues. Their behaviour and attitude towards gender equality foster positive change towards gender issues, they must present themselves as model and promote gender equality. Teacher educators also have responsibility to inculcate such values in student-teachers so that they can practice and disseminate the same in their student at school and in their children at home.