

CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
(DEEMED TO BE UNIVERSITY)

Orientation Programme for School Internship: Resource Talk on
“Integrating Gender Concerns in Curriculum Transaction and Pedagogy”

Date: 20 December 2024

Organised by: Centre for Teacher Education (CTE), CIHTS, Sarnath

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, successfully conducted the seventh session of its Orientation Programme for School Internship on 20 December 2024. Organised under the supervision of Prof. Umesh Chandra Singh, Coordinator, CTE, with support from Dr. Jampa Thupten, Academic Coordinator, and coordinated by Dr. Anil Kumar Gupta, this session was designed to sensitise B.Ed. 2nd-year and B.A. B.Ed. 4th-year student-teachers towards integrating gender inclusivity in educational practice.

The distinguished resource person for the session was Dr. Huma Kayoom, Assistant Professor, Department of Gender and Women Studies, NCERT, New Delhi. A renowned scholar in gender studies, curriculum development, and inclusive pedagogy, Dr. Kayoom delivered an enriching and interactive session titled “Integrating Gender Concerns in Curriculum Transaction and Pedagogy.”

Dr. Kayoom began by highlighting that gender is a fundamental dimension of educational equity and must be consciously addressed in classroom practices. She explained that classrooms often mirror societal biases and that teachers play a critical role in challenging stereotypes, promoting fairness, and creating a safe environment for all learners. She stressed that gender sensitivity is not an additional responsibility but an essential pedagogical commitment.

A major portion of her lecture focused on identifying gender bias in curriculum and textbooks. She encouraged student-teachers to critically examine how roles, representations, and language used in learning materials can reinforce traditional gender norms. Dr. Kayoom discussed examples of gendered narratives in textbooks and explained how teachers can supplement curriculum content to offer more balanced, empowering perspectives.

The session then moved to practical strategies for integrating gender-sensitive pedagogy. Dr. Kayoom emphasized adopting inclusive classroom language, ensuring equal participation, avoiding gendered expectations, and using diverse examples in teaching that represent boys, girls, and gender-diverse learners equally. She also encouraged the design of classroom activities that promote collaboration, mutual respect, and empathy.

An important component of the session included interactive, hands-on activities, which made the session highly engaging and reflective. Activities included like Gender Role Mapping, where students identified how gender roles influence behaviour, opportunities, and decision-making in everyday life; Stereotype Sorting Activity, where participants categorised common statements to understand how deeply embedded stereotypes shape expectations in society and schools; Role Play where groups enacted classroom scenarios involving subtle gender biases, followed by discussions on corrective strategies. These activities enabled students to recognize unconscious biases, question normalized behaviours, and internalize the principles of gender inclusivity more deeply.

Dr. Kayoom also addressed the importance of teacher intervention in cases of bullying, exclusion, or discriminatory comments. She encouraged future teachers to adopt a zero-tolerance approach towards gender-based discrimination and to model respectful behaviour through their everyday interactions.

During the question–answer session, student-teachers raised concerns regarding cultural barriers, parental expectations, and challenges in implementing gender sensitivity in traditional school settings. Dr. Kayoom responded with practical, context-sensitive solutions that empowered trainees to apply inclusive practices confidently.



The session concluded with reflections from participants, who shared that the lecture broadened their understanding of gender equality in education and helped them recognise their role as agents of social transformation. The insightful and activity-based approach of Dr. Kayoom left a lasting impression on the participants. Through this impactful session, CTE, CIHTS reaffirmed its commitment to preparing educators who are sensitive, inclusive, and equipped to foster equitable learning environments.

(This report is prepared by Dr Dipti Agrawal, Assistant professor of English, CTE, CIHTS)

Submitted By:



Dr. Dipti Agrawal
Assistant Professor of English
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Forwarded By:



Dr. Bhavana Behal
Administrative Coordinator
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Approved By:



Prof Umesh Chandra Singh
Chief Coordinator
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Organised by:

Centre for Teacher Education
Central Institute of Higher Tibetan Studies, Sarnath, Varanasi