

Integrating Gender based Literary Texts in English Language Teaching in JNTU's of Andhra Pradesh - A Case Study

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Abstract: *Gender difference is an inevitable issue in the contemporary society. The aim of this paper is to project some of the important insights related to gender based literary texts and their significance in language education at Jawaharlal Nehru Technological Universities in both Andhra and Telangana. In the current scenario engineering education is an essential component for the development of the country. In a culturally developed and economically developing country like India, the role of women is unquestionable. Yet she is not getting appropriate position and possession in the present society. Inclusion of gender based literary texts in the curriculum will have the ability to bring enormous change in the thinking perspectives of men in the Global context. This paper will also aims at women representation in the literary text prescribed for JNTU's in both Andhra and Telangana states. Technocrats, though technically potential but they were not really well equipped with the life skills such as adaptability, sensitivity and gender bias. We are trying to bring out some of the inputs related to the percentage of the texts of women or texts prescribed by women in these technological universities in terms of English language education is concern.*

Keywords: Gender differences, literary texts, soft skills, women representation, women in current issues.

1. Introduction

For the sustainable development of the country, engineering profession is the best in the contemporary society. In the current scenario of Globalisation, and the knowledge economy, engineering career has the reliance for the budding professionals. In the past two decades there is an enormous change in decreasing student rate in the engineering and science courses in the west. At the same time many job opportunities are available for the students. When it comes to India, the picture is completely different. Here more students and less opportunities. Consequently engineering will have more difficulties in the present era, overcoming these issues is a big challenge for the industry. One step towards solving this problem would be encouraging women engineers in the present world. Though male and female created separately, the differences had spread in many aspects. A country like India these differences were strong. These difference do not happen on a single aspect, every aspect of women life is being dominated by the men in the male dominated society. Many social reforms and many activists are working on this specific problem but this is inevitable. Discourses of gender differences are also existing in the language learning. In India participation of women in engineering was a big question, but this this was completely changed after 2005 in the united state of Andhra Pradesh, the then chief minister of the state laid foundations for engineering education, however with the increasing number of engineering colleges, women engineers also facing many problems in their career prospects.

The main concerns for producing this paper might be simple in the opinion of many but it's a big aspect as far as the gender aspects are concern. An HR interview question raised in the training program conducted by NASSCOM & JNTU Hyderabad in 2013, it was also published earlier in many websites.

Would you mind working under a women leadership?

This question raised a lot of debate on the credibility and efficiency of women leaders in various industries. In the past six years of my observation as an English faculty in the engineering colleges, the negative reaction towards this question was unexpected. Young learners in their engineering education are not well equipped with the value of gender and its significance in the engineering curriculum. Current trends in engineering education is lacking its values, in terms of inculcating the moral values, adaptability and gender sensitivity, even the syllabi consisting courses like Professional ethics and human values.

In the united states of Andhra Pradesh and Telangana during the academic year 2012-13, there were 26 males for every 10 females. The male to female ratio is 3:1. In contrast it is 1: 52 in engineering colleges in the states. Where as in India, there are 106 males to 100 females, making males to female ratio (MFR) 1: 06. This statistical data is far better when it is compared with the MFR of United States. But being in a dominant position in the country, women engineers are facing many challenges in their work place.

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Roles		Men	Women
IT Roles	Software Engineer – IT Product	3.66%	2.63%
	Software Engineer – IT Services	18.79%	11.82%
	Associate – ITeS Operations	35.14%	25.76%
Engineering Roles	Design Engineer – Non IT	7.88%	6.63%
	Sales Engineer – Non IT	16.36%	11.93%
NON-Tech Roles	Business Analyst – KPO	11.87%	10.95%
	Associate – ITeS/BPO	36.56%	30.30%
	Creative Content Developer	14.74%	12.42%
	Technical Content Developer	10.54%	9.24%

Inclusion of Gender Based Literary texts in JNTU's:

Central Advisory Body of Education (CABE) under the supervision of Ministry of Human Resource Development (HRD) had given its instructions to the universities to focus on gender related issues in their respective syllabi. Given below is the observation of literary contents related to gender in the English text books of three universities in the states of Andhra Pradesh and Telangana in a decade.

		Text Book I	Text Book II
JNTU Hyderabad	Regulation 2007	0	1
	Regulation 2010	1	-
	Regulation 2013	0	2
JNTU Kakinada	Regulation 2007	0	1
	Regulation 2010	1	4
	Regulation 2013	1	0
JNTU Ananthapur	Regulation 2007	0	1
	Regulation 2010	1	-
	Regulation 2013	0	0

Why Gender based texts:

Across the state there have been many initiatives in the past 20 years to attain a respective position to women in the engineering profession. Male and female have their own

Style of performing tasks. Tymson classifies differences in men and women in the following ways

Male Style

Focus on information
Report style of speaking
Goal driven
Single-task approach
Succinct language
Working towards a destination
Need to know the answers

Female Style

Focus on relationship
Rapport style of speaking
Process oriented
Multi-task approach
Storytelling style of speech
on a journey
want to ask the right questions

These differences on men and women may effect expectations on women in various fields. These different ways can become critical points in gender inequality. In terms of leadership, women may be given least priority in terms of emotional aspects. Eckert states that 'gender practices differ considerably from culture to culture, from place to place, from group to group, living at the intersection of all the other aspects of social identity'. The differences in gender may vary according social setting.

A case study been conducted among the students of Malla Reddy Engineering College, on the following issues,

- 1) Do you sometimes fell reluctant to speak with opposite sex?
- 2) In an English curriculum, what kind of lessons do you prefer? Why?

- 3) In a Group Discussion, working with which sex is comfortable?
- 4) Do you think working with the same sex or different sex can make your language skills and thinking skills better?

The outcomes for all these four questions were shocking, 65% of the students are not willing to work with the opposite sex. In order to avoid this scenario, few considerations must be taken into account. Curriculum designers and policy makers should consider at least 35% of the syllabus in the engineering education should be given to women.

Essential areas

There are few essential areas, where the curriculum designers should focus while preparing syllabus for the technological universities

- 1) Seeking the ways to incorporate gender influences appropriately in the curriculum.
- 2) Exploring social concerned issues with investigate type problems.
- 3) Considering the learning environment. Avoid chilly climate.
- 4) Social benefits of technological progress.
- 5) Curriculum must be based on principles of inclusivity.

2. Conclusion

Integrating gender based literary texts in the technological universities will be providing solutions for many challenges being faced by women in the work place. Literature is the best source for introducing analytical and logical thinking skills among the students. Interpretation skills are also needed for them. In this context integrating gender based literary text in the engineering curriculum would produce tremendous changes in the thinking perspectives of engineering graduates. So that productivity in the engineering college, employability for all the technocrats and attaining gender equality in the society would be possible.

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