

School of Education Studies
Ambedkar University Delhi
Course Outline

Course Code: SES201210

Title: Gender and Education (GE)

Type of Course: Core (Education), Elective for other programs

Cohort for which it is compulsory: MA Education ECCE

Cohort for which it is elective: All other MA programs and M.Phil. Women's and Gender Studies, AUD-CWDS

No of Credits: 4

Semester and Year Offered: 4th Semester (Winter Semester 2018)

Course Coordinator and Team: Dr. Manish Jain

Email of course coordinator: manish@aud.ac.in

Pre-requisites: None

Aim: This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and labour in colonial and contemporary contexts from the lens of gender. It draws on feminist engagement and critiques of education, schooling and state policies to probe how gendered constructions of knowledge and learner shape educational transaction as expressed in curriculum, textbooks and pedagogy. It engages with the historic denial and unequal access of education to girls and women and challenges to this inequality in colonial and independent India. Different national and international policy documents and discourses are examined in the course to take note of how state policies, international institutions, different sections of civil society and the intersecting vectors of gender, class, race, caste and ethnicity shape the policies, initiatives, and programmes for education of girls. This course also analyses formation and experience of schools as gendered spaces that in interaction with other social forces and processes produce masculine and feminine selves with different affective ties with the nation. Different kinds of employment of women in the formal and informal sectors of education are also probed to understand the gendered linkages of education with labour and community mobilization.

This course will be taught through a combination of class lectures, individual and group exercises. It would use a set of selected readings, audio-visual and textual sources (curriculum and textbooks) for transaction of this course.

Brief description of modules/ Main modules:

Unit 1: Politics of Education

- 1.1. Understanding Gender: Concepts and Lived Experience
- 1.2. Conceptualizing knowledge, education and schooling
- 1.3. Exploring contested aims and understandings of education, knowledge and learning; idea of an educated person; how women have grappled with knowledge

1.4. Education as a Means of Socialisation and Social Control, (re)/production and transmission of knowledge, learning and social relations, social transformation

Unit 2: Gender Inequality and Schooling in India

- 2.1 Ideal of educated women: colonial, social reformist and nationalist responses
- 2.2 Conceptualizing Gender inequality in schooling: Issues of access, enrolment, drop out; Limits of the discourse of access
- 2.3 Unequal access with respect to formal/non-formal, public/private, rural/urban, caste, tribe, religion and states
- 2.4 Gender and education in policy discourse in India
- 2.5 Educating the girl child in the era of globalization: Inter/national Policy Discourse and Initiatives; Role of international donors, Indian State and NGO's

Unit 3: School and Curriculum as gendered spaces and texts

- 3.1 Gendered texts: Curriculum, Textbooks and nation
- 3.2 Teacher attitudes and classroom processes
- 3.3 Producing the Gendered Self, Nurturing Masculinities and Femininities
- 3.4 Gender, Nation and Education

Unit 4: Gender, employment and education

- 4.1 Women's employment in education in India
- 4.2 Care, teaching and 'feminization' of teaching profession (?)
- 4.3 Women's participation and employment in Non-formal education, NGOs and movement-based interventions; discourses of women's involvement in community empowerment and school improvement; PTAs/MTAs

Assessment Details with weights:

S. No.	Task	Expectation and date	Individual or group	Mode & Weightage
1.	Analysis of gendered character of a social experience/event, cultural text e.g. advertisement, film, song, story (A 1)	Ability to understand gender as a conceptual construct and lived reality, Early February	Group	Oral presentation, 10 %
2.	Class test Unit 1 (A 2)	Understanding of key concepts and arguments , Third week February	Individual	Written, 20 %
3.	Assignment Unit 2 (A 3)	Analysis of unequal access and policies, Second week March	Individual	Written, 20 %
4.	Assignment Unit 3 (A 4) Analysis of textbook or classroom observations	Outline theoretical framework, analyse chosen data, text or class observations, First week April	Group presentation in class	Oral group presentation, 10 %

5.	End-term Examination (A 5)	Overall understanding of the readings, issues, ability to develop and present own perspective and argument, apply concepts and readings to situations	Individual	Written, 40 %
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Reading List:

Essential Readings for Unit 1:

Geetha, V. (2002). Gender. Calcutta: Stree, pp: 1-10, 38-50 and 89-109.

Lister, Ruth (2000). Gender and the Analysis of Social Policy. In Gail Lewis, Sharon Gewirtz and John Clarke (Eds.) Rethinking Social Policy. London: The Open University and Sage, pp: 22-36.

Martin, Jane Roland (1986). 'Redefining the Educated Person: Rethinking the Significance of Gender', Educational Researcher, Vol. 15, No. 6, Special Issue: The New Scholarship on Women in Education, June-July, pp: 6-10.

Acker, Sandra (1987). 'Feminist Theory and the Study of Gender and Education', International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education, Vol. 33, No. 4, Women and Education, pp. 419-435.

St. Pierre, Elizabeth Adam (2000). 'Poststructural Feminism in Education: An Overview', International Journal of Qualitative Studies in Education, Vo. 13, No. 5, pp. 477-515.

Kumar, Krishna (2010). 'Culture, State and Girls: An Educational Perspective', Economic & Political Weekly (EPW), April 24, Vol. Xlv, No. 17, pp: 75-84.

Essential Readings for Unit 2:

Unit 2.1

Seth, Sanjay (2007). Subject Lessons: The Western Education of Colonial India. Durham, NC: Duke University Press, pp: 129-158.

Unit 2.2

Manjrekar, Nandini (2003). 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?'. Economic and Political Weekly, Vol. 38, No. 43, Oct. 25-3, pp. 4577-4582.

Quantitative data set

Unit 2.3

Hasan, Zoya and Menon, Ritu (2005). Chapter 2, Educating Muslim Girls: A Comparison of Five Indian Cities. New Delhi: Women Unlimited. (Selection from Mary John)

Paik, Shailaja (2009). 'Chhadi Lage Chham Chham, Vidya Yeyi Gham Gham (The Harder the Stick Beats, the Faster the Flow of Knowledge): Dalit Women's Struggle for Education', Indian Journal of Gender Studies, Vol. 16, No. 2, pp: 175-204.

Unit 2.4

Mohan, Nitya and Vaughan, Rosie (2008). Nationhood and the Education of Female Citizen in India, in Shailaja Fennell and Madeleine Arnot (eds.) *Gender Education and Equality in a Global Context: Conceptual Frameworks and Policy Perspectives*. Oxon: Routledge, pp: 181-195.

Department of Education (2008). 'Education for Women's Equality: National Policy on Education, 1986', in Mary E. John (Ed.) *Women's Studies in India: A Reader*. New Delhi: Penguin, pp: 322-328.

Unit 2.5

Kumar, Krishna and Gupta, Latika (2008). 'What Is Missing in Girls' Empowerment?', *Economic & Political Weekly*, June 28, Vol. Xlv, No. 17, pp: 19-24.

Balagopalan, Sarada (2010). 'Rationalizing Seclusion: A Preliminary Analysis of a Residential Schooling Scheme for Poor Girls in India', *Feminist Theory*, 11(3), pp: 295-308.

Essential Readings for Unit 3:

Unit 3.1 and 3.4

Kalia, Narendra Nath (1986). 'Women and Sexism: Language of Indian School Textbooks', *Economic and Political Weekly*, Vol. 21, No. 18, May 3, pp.: 794-797.

Bhog, Dipta et al (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity*. New Delhi: Nirantar, Selected Excerpts.

Unit 3.2

Connolly, Paul (2003). *Gendered and Gendering Spaces: Playgrounds in the Early Years*. In, Christine Skelton and Becky Francis (Eds.), *Boys and Girls in the Primary Classroom*. Berkshire: Open University Press, pp: 113-131.

Browne, Naima and France, Pauline (). 'Only Cissies Wear Dresses': A Look at the Sexist Talk in the Nursery. In Gaby Weiner (ed.)...pp: 146-159.

Thorne, Barrie and Luria, Zella (1986). *Sexuality and Gender in Children's Daily World's*. *Social Problems*, 33(3), pp: 176-190.

Unit 3.3

Weaver-Hightower, Marcus (2009). *Masculinity and Education*. In Michael W. Apple et al (ed.) *The Routledge International Handbook of Critical Education*. New York: Routledge, pp: 163-176.

Essential Readings for Unit 4:

Apple, Michael (2011). 'Teaching and "Women's Work": A Comparative and Historical Analysis', in Richard Arun, Irennee R. Beattie and Karly Ford (eds.) *The Structure of Schooling: Readings in the Sociology of Education*, Thousand Oaks: Pine Forge, pp: 371-381.

Saigal, Anju (2008). 'Community Caretaking and Women Volunteer Teachers in Mumbai Slums', *Economic and Political Weekly*, Vol. 43 No. 42, October 18, pp: 69-75.

Manjrekar, Nandini (2013). 'Women School Teachers in New Times: Some Preliminary Reflections'. *Indian Journal of Gender Studies*, Vol. 20, No. 2, pp. 335-356.