

Name of the Programme	M.Phil in Education
Course Title	Gendered Dimensions of Education
Course Number	MPhil-Edu: O14
Year of Course Development	2012
Semester	I/II
Credits	02
Course Type	Optional
Course Development Team	Rekha Pappu

Course Description:

This course seeks to draw attention to the fact that the idea of women's education gained legitimacy only very recently through distinct socio-political and cultural trajectories. The specificity of these efforts and their implications are often glossed over within the broader universalistic claims of education as they are widely recognized today. The imprint of these early histories are however discernible both in the reality of the modern day educational systems (in terms of access, enrollments, epistemologies, curriculum, choice of disciplinary streams, career options within the system etc.) as well as the present day reference frames through which education for women and men are differentially understood. The course seeks to examine some of the critical dimensions through which education has acquired a gendered nature and consider the consequences of the same.

Course Objectives:

The objectives of the course are

- To track how education for women has been conceptualized across locations and time and to consequently reflect on and analyse the processes by which the aims of education are developed in differential and contextual ways
- To enable recognition and analyses of the ways in which the education system variously, through its different levels as well as functions, produces and reproduces gendered identities
- To provide an introduction to feminist theories of knowledge that can inform different research approaches

Prerequisite: Those who have done a basic or introductory course on gender (either the TISS course on "Gender" included in the Integrated Social Sciences Programme or the "Gender and Education" course offered as part of the MA EIED programme or an equivalent course at the undergraduate or postgraduate level at any other institution) would benefit more from a course of this nature.

Course Content:

UNIT 1: **History of Women's Education**

This unit will focus on the following topics: debates on women's education in the 19th century with special reference to Europe and South Asia; social reformers and movements for women's education; early women's writings; changing conceptions of schooling and education for girls/women from the 19th century to the present – nation building, population control, economic growth, empowerment etc.

UNIT 2: The Multifarious Forms of Education for Women

Certain predominant conceptions of femininity, large-scale female illiteracy and the many interventions with regard to female education have resulted in the co-existence of diverse conceptions of education for girls and women. The unit will examine these different conceptions through an exploration of formal, informal and non-formal sites of education, adult education and literacy programmes, vocational training, self-help, conduct and etiquette books, popular culture etc. as distinct forms of education directed mainly at women.

UNIT 3: Patterns of Access and Participation in Formal Educational Settings

The unit will investigate trends of access and school attainments (across and within social groups) in an attempt to understand the historical dimension of the issue as well as its contemporary manifestation. The unit will also take up the topics of the hidden curriculum of gender, the impact of school types and their organization, pedagogic practices, access and inclusion in higher education as well as the role of the state and the market.

UNIT 4: Initiatives for Change

The fact that there have been several developments within the field of education that have addressed issues of gender and equity is a critical feature of the 20th century. The unit will focus on this aspect through an appraisal of the role of women's movement, policies, pedagogy, civil society initiatives, government initiatives for girls education such as the Kasturba Gandhi Balika Vidyalay (KGBV) and the National Programme for Education of Girls at the Elementary level (NPEGEL). Examples from the literacy movement such as the anti-arrack movement, the Mahila Samakhya programme, the rural women's journalists bringing out "Khabar Lahariya," the SHG movement etc. will also be used to explore the inter linkages between education, social exclusion and gender.

UNIT 5: Feminist theories and perspectives on education and knowledge

This unit will focus specifically on feminist theories of pedagogy, feminist engagement with disciplinary bases of knowledge, feminist engagement with different paradigms for understanding education and feminist research methodologies. The objective of this particular unit is to inform the work of students who wish to adopt feminist perspectives in carrying out their research.

Methods of Teaching: Teaching will involve classroom engagement with the given set of readings either through the lecture mode or student presentations or group discussions. While the effort will be to acquaint the students with the arguments and theories proposed by various thinkers and authors of the texts, they will be encouraged to develop independent thinking. Student assignments or term papers too will serve as tools for teaching.

Methods of Assessment: A continuous evaluation method comprising presentations, assignments and term papers will be followed. Weightage will also be given to classroom participation, group work and level of preparedness for class.

Readings

Acker, Sandra. *Gendered Education: Sociological Reflections on Women, Teaching and Feminism*. Buckingham: Open University Press.

Anyon, J. "Intersections of Gender and Class: Accommodation and Resistance by Working-class and Affluent Females to Contradictory Sex-role Ideologies" in S. Walker and L. Barton (eds.), *Gender, Class and Education*. Sussex: Falmer Press, 1983.

Athreya, Venkatesh B. and Sheela Rani Chunkath, *Literacy and Empowerment*, Sage, New Delhi, 1996.

Bagchi, Barnita, *Pliable Pupils and Sufficient Self-Directors: Narratives of Female Education by Five British Women Writers 1778-1814*, Tulika, New Delhi, 2004.

Bhattacharjee, N. "Through the Looking-glass: Gender Socialisation in a Primary School " in T S Saraswathi (ed.). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage, 1999.

Bhattacharya, S., Bara, J., Yagati, C. R. and Sankhdher, B.M. (eds.) *Development of Women's Education in India, 1850 - 1920: A Collection of Documents, 1850-1920*. Daryaganj, New Delhi: Kanishka Publishers, 2001.

Chakravarti, Uma. *Rewriting History: The Life and Times of Pandita Ramabai*. New Delhi: Kali for Women, 1998.

Chanana, Karuna, ed., *Socialisation, Education and Women*, Orient Longman, New Delhi, 1988.

-----, *Interrogating Women's Education: Bounded Visions, Expanding Horizons*. Jaipur: Rawat Publications, 2004.

-----, "Globalisation, Higher Education and Gender: Changing Subject Choices of Indian Women Students" in *Economic and Political Weekly*, Vol.XLII, No.7, 2007, pp.590-598.

Davies, Bronowyn. *Frogs, Snails and Feminist Tales*. Sydney: Allen and Unwin, 1989.

Dillabough, Jo-Anne, "Gender Politics and Conception of the Modern Teacher: Women, Identity and Professionalism" by in *British Journal of Sociology of Education*, Vol 20, No.3, 1999. 373-394.

Government of India. *Report of the Committee for Differentiation of Curricula for Boys and Girls (1961)*. New Delhi: Government of India, 1964.

Government of India. *Towards Equality: Report of the Committee for the Status of Women in India*. New Delhi: Ministry of Women and Child Development, 1974.

Heward, Christine and Sheila Bunwaree,, eds., *Gender, Education and Development: Beyond Access to Empowerment*, Zed Books, London, 1999.

Herz, Barbara, and Gene B. Sperling, *What Works in Girls' Education: Evidence and Policies from the Developing World*, New York, Council on Foreign Relations Press, 2004. Free download from http://www.cfr.org/content/publications/attachments/Girls_Education_full.pdf

Kelly, Gail P. and Carolyn Elliot. *Women's Education in the Third World: Comparative Perspectives*.

Albany: State University of Newark, 1982.

King, Elizabeth M and M. Anne Hill, eds., *Women's Education in Developing Countries: Barriers, Benefits, and Policies*, John Hopkins, Baltimore, 1993.

Kramarae, Cheri and Dale Spender. (ed.) *The Knowledge Explosion: Generations of Feminist Scholarship*. New York: Teachers College Press, 1992

Longwe, S. "Education for Women's Empowerment or Schooling for Women's Subordination",

Gender and Development, 6, 2, 1998, pp.19-26.

Minault, Gail. *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*.

New Delhi: Oxford University Press, 1998.

Mukhopadhyay, Carol Chapnick, *Women, Education and Family Structure in India*, Westview Press, Boulder, 1994.

Swaminathan, Padmini, "Women's Education in the Madras Presidency: Issues of Class and Patriarchy" in Kumkum Sangari and Uma Chakravarti [eds.] *From Myths to Markets: Essays on Gender*. New Delhi: Manohar Publishers, 1999, pp161-197

NCERT. *Gender Issues in Education: National Focus Groups Position Paper*. Vol.111, New Delhi: NCERT, 2006.

Nirantar. *Textbook Regimes: A Feminist Critique of Nation and Identity*. New Delhi: Nirantar, 2009.

Ramachandran, Vimala, ed., *Gender and Social Equity in Primary Education: Hierarchies of Access*, Sage, New Delhi, 2004.

Ray, R. "Conformity and Rebellion: Girls' Schools in Calcutta" in B. Ray. (ed.) *From the Seams of History*. New Delhi: Oxford University Press. (pp.149-73), 1997.

Sarkar, Tanika, "Strishiksha, or Education for Women" in *Words to Win: The Making of Amar Jiban: A Modern Autobiography*. New Delhi: Kali for Women, 1999.

Sarkar, Sumit and Tanika Sarkar ed. *Women and Social Reform in Modern India. Volume 1 & 2*.

Ranikhet: Permanent Black, 2007.

"Schooling as Contraception?" in R.Jeffrey and A.M.Basu (eds) *Girls' Women's Autonomy and Fertility Change in South Asia*, New Delhi: Sage, 1996

Wazir, Rekha, ed., *Gender Gap in Basic Education: NGOs as Change Agents*, Sage, New Delhi, 2000.

Weiner, Gaby. *Feminisms and Education: An Introduction*. Milton Keynes: Open University Press, 1994.