

Programme: M. A. (Women's Studies)

Course Code: WSO-119

Title of the Course: GENDER AND EDUCATION

Number of Credits: 4

Effective from Academic Year: 2018-19

<u>Prerequisites for the course:</u>	Student should be registered with Goa University Post Graduate Programme	
<u>Objective:</u>	Students will be exposed to Paulo Freire's ideas on the inadequacies of the 'banking system' in education and his ideas on a non-formal system of learning and bell hooks method of 'engaged pedagogy'. To give the students an opportunity to get a hands on experience with 'connected teaching', this course will be a project based course where students will be given an opportunity to experience what Mary Field Belenky calls 'connected' learning and the Krishnamurthy philosophy of education.	
<u>Content</u>	Module 1: Debates around importance of education and education as a SDG. Role of education and women's status. Paulo Freire: NFE and 'banking system' in education. bell hooks engaged pedagogy. The Belenky's 'connected teaching' and the teaching/learning ideas of Krishnamurthy.	14 hours
	Module 2: Critique of Government Programmes and Policies to improve Education for Women in India: Female literacy & non - formal education for women development, National Literacy Mission (NLM). Sarva Shiksha Abhiyan, Kasturba Gandhi Ballika Vidhyalaya, Mahila Samakya, NPEGEL, District Primary Education Programme, NEP, RTE, NFE, Beti Bachao Beti Padhao, Swachh Bharat Swachh Vidyalaya.	20 hours
	Module 3: Gender critique of education and gender audit of education in India: focus on Goa.	14 hours
<u>Pedagogy:</u>	lectures/assignments/self-study/ documentaries and discussion/ group readings and discussions/ presentations/ text interpretations/workshops/ field projects	
<u>References/Readings</u>	Apple. M. 1990. <i>Ideology and Curriculum</i> . New York: Routledge Apple. M. 2000. <i>Democratic Education in a Conservative Age</i> . New York: Routledge Belenky, Mary Field, Blyth McVicker Clinchy, Nancy Rule	

	<p>Goldberger, and Jill Mattuck Tarule.1986. <i>Women's Ways of Knowing: The Development of Self, Voice, and Mind</i>. New York: Basic Books.</p> <p>Chanana Karuna. 1988. <i>Socialisation Education and Women: Explorations in Gender Identity</i>. New Delhi: Orient Longman.</p> <p>Dodd Anne, Wescott.2000. <i>Syllabus: Gender Issues in Education</i>. Women's Studies Quarterly Vol. 28. No.3/4. pp. 336 -346. The Feminist Press.</p> <p>Freire Paulo. 1970. <i>Pedagogy of the Oppressed</i>. USA: Bloomsbury.</p> <p>Freire Paulo. 2014. <i>Pedagogy of Hope: Reliving Pedagogy of Oppressed</i>. USA: Bloomsbury.</p> <p>hooks bell. 1994. <i>Teaching To Transgress: Education as the Practice of Freedom</i>. New York: Routledge.</p> <p>Jha Jyotsna, Dhir Jhingran.2002. Nature, Nurture or Culture? Gender in Education in Jha and Jhingran (eds.) <i>Elementary Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalization</i>. New Delhi: Centre for Policy Research.</p> <p>Kumar Krishna. 1986. Growing up Male. <i>Seminar</i> No.387. February.pp53-55.</p> <p>Kumar Krishna. 1989. <i>Social Character of Learning</i>, New Delhi: Sage</p> <p>Kumar Krishna. 2008. <i>Reflections on Schooling</i>, New Delhi: Oxford University Press</p> <p>Martin Jane Roland. 1983. "The Ideal of the Educated Person." In <i>Philosophy of Education</i>, eds. Daniel R. De Nicola and Thomas W. Nelson, 3-20. Normal, 111: Philosophy of Education Society and Illinois State University.</p> <p>Mills Sara. 2011. <i>Language, gender and feminism</i>. New York: Routledge.</p> <p>Minnich Elizabeth Karmarck.1990. <i>Transforming Knowledge</i>. Philadelphia: Temple University Press.</p> <p>Nirantar.2010.<i>Textbook Regimes: A feminist critique of Nation and Identity. An Overall Analysis</i>. New Delhi: Nirantar.</p> <p>Salisbury Jane, Riddell Sheila (eds.) 2000. <i>Gender, Policy & Educational Change: Shifting Agendas in the UK and Europe</i>. London: Routledge.</p> <p>Sharma S. 1995. <i>Women s Education: A Conceptual Framework</i>. New Delhi: Discovery.</p> <p>Sharma Rashmi, Vimala Ramachandran. 2009. <i>The elementary education system in India</i>. New Delhi: Routledge.</p> <p>Skelton Christine, Francis Becky & Smulyan Lisa (eds.) 2006.<i>The Sage Handbook of Gender and Education</i>. London: Sage Publications.</p>	
<u>Learning Outcomes</u>	<ol style="list-style-type: none"> 1. Students will be able to critique education and existing school curriculum from a gendered perspective. 2. Students will be able to conduct workshops based on alternate pedagogical tools. 	