

**Programme: M. A. Women's Studies**

**Title of the Course: GENDER AND EDUCATION**

**Course Code: WST523**

**Number of Credits: 4**

**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in any Masters Programme at Goa University	
<b><u>Objectives:</u></b>	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.	
<b><u>Content</u></b>	<p><b>Module1:</b> Women's education in colonial period. 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.</p> <p><b>Module 2:</b> Critique of Government Programmes and Policies to improve Education for Women in India: Female literacy &amp; 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. Education in conflict affected areas.</p> <p><b>Module 3:</b> Gender critique of education and gender audit of education in India: focus on Goa Curriculum content, gender disparities in enrolment and dropouts. Women and STEM, selection of stream of education.</p> <p>Recent Trends in Women's Education – Committees and Commissions on Education. Vocational education and skill development of women. Education during pandemic – pros and cons of online education.</p>	<p>20 hours</p> <p>20 hours</p> <p>20 hours</p>

<b><u>Pedagogy:</u></b>	Lectures, assignments, self-study, documentaries and discussion, group readings and discussions, presentations, text interpretations, workshops and field projects
<b><u>References:</u></b>	<p>Apple.M. (1990), 'Ideology and Curriculum' New York: Routledge</p> <p>Apple.M. (2000) 'Democratic Education in a Conservative Age' New York: Routledge</p> <p>Banerjee, S. (1993). Revisiting the National Literacy Mission. Economic and Political Weekly, 28(25), 1274–1278</p> <p>Belenky, Mary Field, Blyth McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule.1986. Women's Ways of Knowing: The Development of Self, Voice, and Mind. New York: Basic Books.</p> <p>Chanana Karuna. 1988. Socialisation Education and Women : Explorations in Gender Identity. 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. 1971. <i>Pedagogy of the Oppressed</i>. New York: Herder and Herder.</p> <p>Freire Paulo. 2014 'Pedagogy of Hope: Reliving Pedagogy of Oppressed' Bloomsbury .</p> <p>hooks, bell. 1994. <i>Teaching To Transgress: Education as the Practice of Freedom</i>. New York: Routledge.</p> <p>Jha Jyotsna and Dhir Jhingran.2002. Nature, Nurture or Culture? Gender in Education. 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>Kamerkar, M. P. (2000). Impact of British Colonial Policy on Society Relating to Education in Western India During the 19th Century. Bulletin of the Deccan College Research Institute, 60/61, 373–382</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>Manjrekar Nandini. 2021. Gender and Education in India:A Reader. London and New York: Routledge.</p> <p>Martin Jane Roland. 1983. "The Ideal of the Educated Person." In <i>Philosophy of Education</i>, eds. Daniel R. De Nicola and</p>

	<p>Thomas W. Nelson, 3-20. Normal, 111: Philosophy of Education Society and Illinois State University.</p> <p>Mills Sara. 2011. Language, gender and feminism. New York : Routledge.</p> <p>Minnich, Elizabeth Karmarck.1990. Transforming Knowledge. Philadelphia: Temple University Press.</p> <p>Ramabrahmam, I. (1989). Literacy Missions: Receding Horizons. Economic and Political Weekly, 24(41), 2301–2303</p> <p>Ray, B., &amp; Basu, A. (2003). Womans Struggle: A History of the All Indian Womans Conference, 1927-2002. Manohar Publishers and Distributors.</p> <p>Salisbury Jane &amp; Riddell Sheila.(eds) 2000. Gender, Policy &amp; Educational Change: Shifting Agendas in the UK and Europe. London: Routledge.</p> <p>Sharma S. 1995. <i>Women s Education: A Conceptual Framework</i>. New Delhi: Discovery.</p> <p>Sharma, Rashmi, and Vimala Ramachandran. 2009. <i>The elementary education system in India</i>. New Delhi: Routledge.</p> <p>Skelton Christine, Francis Becky &amp; Smulyan Lisa.(eds)2006.The Sage Handbook of Gender and Education. London: Sage Publications.</p>
<b><u>Course Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to critique education and existing school curriculum from a gendered perspective.</li> <li>2. Students will be able to conduct workshops based on alternate pedagogical tools.</li> </ol>