

OC -9: EDUCATION, GENDER AND DEVELOPMENT: optional 2 credit course offered by the M Phil programme in Educational Planning and Administration, National University of Educational Planning and Administration, New Delhi (2014-15)

INTRODUCTION

Education policy seeks to ensure equality in access, equality within the classroom and in teaching-learning processes, and equality in outcomes. This course encourages students to assess and evaluate the extent to which these objectives are met in practice and the ways in which educational outcomes are shaped by, as well as alter, gendered social norms. The National Policy on Education (NPE) 1986 expected that education would lead the process of women's empowerment in society. The NPE 1992 promised a positive, interventionist role in the empowerment of women by educational institutions. The implementation of these objectives has largely been attempted through a focus on within-school processes, with multiple interventions in place for equality in access and educational experience within schools. However access to education has not necessarily altered gender roles in society. While gender parity might have been largely achieved, it is less clear to what extent the education system has contributed to strengthening the processes through which gendered norms change in society. The course will reflect on the objectives, causes, consequences of gender equality in education, and strategies for change. It is focused on the Indian context although it will refer to regional and global experience.

LEARNING OBJECTIVES

- To develop conceptual understanding of gender equality in education
- To develop a perspective on contemporary policy debates on gender and education
- To equip students to conduct research into aspects of gender, education and development

COURSE CONTENTS

UNIT I: Conceptual framework to study gender issues in education (5 Sessions)

Students will be introduced to concepts and research methods used in gender and development research, and their application to education; and the linkages between development perspectives and education

- Basic concepts of gender, sex, gender roles and relations, gender norms and stereotypes, patriarchy and feminism
- The historical context of gendered relations and feminist research methods (empiricism, standpoint, intersectionality, reflexivity)
- Gender analysis frameworks, and the progression from welfare, WID, WAD, GAD, to empowerment and capabilities
- Development trajectories, social movements, and role of education in post Independence India

Essential readings

- Chanana, Karuna. 2001. 'The social context of women's education in India 1921-47', in Chanana, K, *Interrogating Women's Education*, Rawat Publications: Jaipur and New Delhi, pp 83-126
- Harding, Sandra. 1987. Introduction: Is there a feminist method? In Sandra Harding (ed) *Feminism and Methodology: Social Science Issues*, Indiana University Press: Bloomington and Indianapolis, available at <http://academic.evergreen.edu/curricular/ATPSMPA/harding%20feminist%20research%20method.pdf>
- Kabeer, Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*. London, UK: Verso Press. (Also published by Kali for Women, New Delhi in 1995) Chapter 1-3.
- Unterhalter, Elaine. 2005. 'Fragmented frameworks? Researching women, gender, education and development', in *Beyond Access: Transforming policy and practice for gender equality in education*, (ed) Sheila Aikman and Elaine Unterhalter, Oxfam GB, Oxford at <http://policy-practice.oxfam.org.uk/publications/beyond-access-transforming-policy-and-practice-for-gender-equality-in-education-115410>

UNIT II: Understanding gender equality in education (6 Sessions)

a. Situation Analysis (4 sessions)

Students will be introduced to gender statistics with a focus on education; data from official data sources (NSSO (latest round), Census, DISE, NFHS, as well as selected other surveys (NCAER HDR, ASER reports for example) will be used to illustrate the gender gaps in educational indicators. Further disaggregation by income group, caste, religion, and location within gender specific data will be done to understand how inequalities manifest in our education system according to the data.

- Understanding intersectionality in education through the data
- Gender budgeting and data-based advocacy

b. Expected outcomes of gender equality in education (2 session)

Gender equality in education is expected to reflect in outcomes such as higher work participation levels; informed citizenship and political participation; shifting social norms of gender roles and responsibilities.

- Education, women's work and social change
- Education and women's political participation

Essential readings

- Bandyopadhyay, Madhumita and Ramya Subramanian. 2011. 'Gender Equity in Education: A Review of Trends and Factors' in Govinda, R. (ed). *Who Goes to School? Exploring Exclusion in Indian Education*, OUP, New Delhi

- Jayal, Niraja G. 2003. 'Locating gender in the governance discourse', in Martha Nussbaum, Amrita Basu, Yasmin Tambiah, Niraja Gopal Jayal, *Essays on Gender and Governance*, Human Development Resource Centre, UNDP, Delhi, pp 96-134 at http://www.undp.org/content/dam/india/docs/essays_on_gender_and_governance.pdf
- Madan, Amman. 2013. Does education really change society?, in Geetha B. Nambissan and S. Srinivas Rao (eds), *Sociology of Education in India: Changing Contours and Emerging Concerns*, Oxford University Press, pp 136-153.
- Saijhee, Aarti and Vimala Ramachandran. 2002. The new segregation: Reflections on gender and equity in primary education. *Economic and Political Weekly*. April 27, 2002, pp 1600-1613.

UNIT III: Gender and education policy (sessions: 9)

a. Gender equality goals in policies and programmes (Sessions: 5)

- The development of international goals for gender equity including the Beijing Platform for Action and the MDGs
- National goals of gender equality as expressed in national policy documents, including the Five Year Plans
- Government interventions including the Mahila Samakhya programme; KGBV; financial and other incentives for girls education; reservation, specially designed courses for specific groups, training

b. Civil society and educational innovations (sessions:2)

- Many educational innovations for girls education have originated from civil society organisations (residential schooling, gender sensitive curriculum, life skills education, etc): issues involved in upscaling and replication of best practices

c. Evaluating education programmes with a gender and equity lens (Sessions: 2)

Students will be introduced to an evaluation framework that uses standard OECD-DAC criteria of relevance, efficiency, effectiveness, impact and sustainability while capturing gender and equity issues

- The principles of feminist evaluation
- Tools useful in evaluating education programmes

Essential readings

- Hay, Katherine. 2012. Engendering Policies and Programmes through Feminist Evaluation: Opportunities and Insights, *Indian Journal of Gender Studies* June 2012 19: 321-340
- Mazumdar, Vina (ed). 2012. *Education, equality and development: persistent paradoxes in Indian women's history*, CWDS, Pearson

Menon-Sen, Kalyani. 2012. Mahila Samakhya: songs of change in a minor key? In Ramachandran, Vimala and Kameshwari Jandhyala (eds). 2012. *Cartographies of Empowerment: the story of Mahila Samakhya*, Zubaan Books: New Delhi

Ramachandran, Vimala. 2012. 'Evaluating gender and equity in elementary education: reflections on methodologies, processes and outcomes', *Indian Journal of Gender Studies*, 19(2) 233-258

METHODOLOGY

a) Modes of Course transaction

The course will be transacted mostly in seminar/ workshop mode, with minimal lectures. Students will be encouraged to read widely, use a variety of materials and sources including official data, policy documents, field studies, contemporary fiction and films in addition to the academic literature. Throughout the course they will be expected to work independently, or in groups.

b) Modes of Students Assessment and evaluation

Each student will be expected to prepare two short papers and presentations based on these, and will be evaluated on these.

EXTENDED/SUGGESTED READINGS:

Batliwala, S. 1993. *The empowerment of women in South Asia: Concepts and Practices*, New Delhi: Sage

Goetz, Anne Marie. 2004. 'Women's Education and Political Participation', Background Paper for the Education For All Report, UNESCO, 2004

Goldin, Claudia. 2006. 'The quiet revolution that transformed women's employment, education and family', *American Economic Review* 96, 2006, 1-21

Govinda, Radhika. 2012. Mapping 'Gender Evaluation' in South Asia, *Indian Journal of Gender Studies*, June 2012, 19: 187-209

Kumar, Nita. 2007. 'The space of the child; The Nation, the neighbourhood, and the home' in Nita Kumar, *The Politics of Gender, Community and modernity; Essays on education in India*, New Delhi: OUP, pp 238-266

Ramachandran, Vimala & Kameshwari Jandhyala (eds). 2012. *Cartographies of Empowerment: the story of Mahila Samakhya*, Zubaan Books: New Delhi

Subrahmanian, Ramya. 2006. Mainstreaming gender for better girls' education: policy and institutional issues, The United Nations Children's Fund (UNICEF) Regional Office for South Asia; and United Nations Girls' Education Initiative (UNGEI) at http://www.ungei.org/resources/files/unicef_issue4_mainstreaming_gender.pdf

Sudarshan, Ratna & Shrayana Bhattacharya. 2009. 'Through the magnifying glass: women's work and labour force participation in urban Delhi', *Economic and Political Weekly*, Vol XLIV no 48 November 28- December 4, 2009, pp 59-66

United Nations Girls Education Initiative resources at http://www.ungei.org/resources/index_471.html