

EDUCATION AND GENDER
M.Ed Elective Module
Spring 2002

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Rationale

Gender as an academic concept was first identified and debated by a group of social science researchers during the 1970s for the purpose of digging out the historical roots of inequalities in human societies on the basis of biological differences (being male or female). During the last two decades, educational researchers and academicians have used the concept of gender as a tool of analysis to identify the disparities in access and achievements between boys and girls at all levels of schools. It has been noted that patterns of gender disparities in schools vary according to class, caste, creed and culture, and gender biases are evident in textbooks, teaching methods and teachers' perceptions. Further, gender differences are visible in participation, achievements and attainment at the classroom and school. There exists a dire need to address issues such as gender differences/disparities and biases in the socio-economic contexts of the schools.

The process of socialization and informal education of children starts within the sphere of immediate *family* at very early childhood period. Parents and siblings are agents of socialization and informal teachers. In public sphere, *school* as an institution of formal education is the first place where children are socialized and educated through a systematic educational system. In the school classroom, whether primary, middle or secondary levels, children learn gendered perceptions, roles and societal expectations on the basis of their biological differences (boy or girl) In the past, education planners, education managers, and educators themselves have often failed to take into account different roles and needs of men and women in educational institutions. There exists a dire need to address gender issues in the field of teaching and learning. Gender-sensitized teachers, textbooks and school environment can play a pivotal role in preparing a gender-sensitized generation of today's learners who will be tomorrow's adult citizens. Gender-sensitized teachers as agents of social change can help to bring gender equity at institutional and societal levels.

The AKU-IED **Phase II Proposal (2001-2006)** has identified various new emphases within continuing programmes. Gender Studies is one of them, which needs to be developed in the context of the AKU-IED's ongoing educational programmes and projects. According to the Proposal, "*Gender Studies, Gender and gender issues in education; gender issues and development; social, cultural and ideological influences; effects of gender in education; gender disparities in educational participation and educational attainments*" all need to be emphasized in the AKU-IED's programmes. Regarding future research framework at the AKU-IED, it states that there should be increased emphasis on "*Gender Studies in education, with particular focus on factors which impact negatively and positively on the educational and life chances of girls.*" (p.35)

Aim

The aim of the module is to enable course participants to develop awareness about the gender issues in education. Further, this module aims to develop a critical approach, which will enable course participants to develop and integrate gender equity strategies in educational policy making, educational management and classroom teaching/learning practices.

Objectives

It is expected that by the end of the Education and Gender Module, the CPs would be able to

- critique theoretical perspectives and concepts of formal education/schooling and define gender terms related to education
- identify and compare gender-related issues/problems in education within regional and national socio-economic contexts
- explore the historical roots of gender differences and disparities along with understanding of process of construction of gendered roles and relations with special reference to the world of knowledge and education
- be familiar with gender-oriented critique of the mainstream educational positions and paradigms to understand women's absence/presence in history of education and knowledge
- understand various gender approaches which attempt to address issue of gender gaps, dis/parities in education
- develop contextual strategic plans and teaching material to address gender issues at system and classroom level and to introduce process of gender equity in educational management, classroom teaching and teachers' education.

Contents

The following Units will be included in the module:

UNIT ONE**Education and Gender: Defining the Terms, Setting the Parameters**

- Introduction
- Education: Historical development and theoretical perspectives
- Gender: Definition and short historical overview

UNIT TWO**Identifying the Gender Issues in Education: Regional Perspectives**

- Central Asia (Kyrgyzstan, Tajikistan)
- East Africa (Tanzania, Uganda, Kenya)
- South Asia (Pakistan)

UNIT THREE

Exploring the roots of the problems: Historical Perspectives

- Historical evolution of Gender Inequalities (Patriarchy): Theory, concepts and terms
- Feminist theory as catalyst for gender theory
- Understanding process of gender construction: (Public/private divide; role of economic, religious, political and cultural forces)

UNIT FOUR

Educational Approaches and Gender

- Feminist educational approaches and historical analysis of women's absence/presence in the world of knowledge
- Do modern educational philosophies and paradigms address gender issues? (A gender-critique of *Transmission, Transaction, Transformation* positions)

UNIT FIVE

Gender Approaches and Education

- Women and Development Approach (WID)
- Gender and Development Approach (GAD)
- Gender Analysis as a tool/strategy in education
- Gender Equity as Strategy to achieve gender equality in education

UNIT SIX

Resolving the problems: School and Classroom Strategies

- Development of gender equity strategies at school system level
- Development of classroom teaching material
- Development of material for teacher's education

Methodology

The mode of this course will be offered in two modes; Face to Face and Open Learning. Open learning mode would be based on open learning teaching strategies. In the Open Learning mode we apply resource-based teaching/learning methods in which you will be provided with readings, list of activities and guidelines for field based activities. Email support will be provided for interaction with teacher for quick queries and elaborate discussion on various issues arising during the course timeline.

Teaching staff

Dr. Tahira Khan

Resources

Print material

- Course outline
- Course guide
- Reading package
- Assignment guidelines and submission due date

Web resources

Resources	Web address
Course outline	
List of reading	
Study support material	
Assignment Guide	
Links to useful web resources	
Communication with your teacher	
Communication with support services	
Access to electronic journals	

Duration of Course

Total duration: 6 weeks

Tentative schedule:

Assessment Methods

Need to be decided after a discussion with the students.

Guidelines for Assignments and due dates

Need to be provided at the time of offering of the course.

