Programme	BS Gender Studies	Course Code	GS 110	Credit Hours	3
	Gender and Education				

Course Introduction

The course reviews gender and educational issues within national and international context. Identification of gender gaps both in the formal and non-formal education system, gender analysis of textbooks and curricula at various levels and the comparative analysis of gender gaps in education in the South Asian countries will be discussed in detail. Further, comparative study of the mental faculties of males and females and explanation of such differences, research on impact of women and men education in different fields like health, politics, economic participation, family matters etc. are also interesting components of the course.

Learning Outcomes

On the completion of the course, the students will be able:

1. To analyze gender biased conditions in current education systems from a gender perspective.
2. To analyze gender gaps and disparities in education.
3. To Identify the causes of low female literacy
4. To see the relationship of low female literacy and placement in the job market
5. To identify the connection between gendered education and health.

Course Content		Assignments/Readings

Week 1	**Unit-I**
	 1.1 Introduction to Education
	 1.2 Definition and meaning of education?
	 1.3 Aims of education
	 1.4 Types of Education
	     1.4.1 formal
	     1.4.2 non-formal
	     1.4.3 informal
		Meyer, M. W., & Norman, D. (2020). Changing design education for the 21st century. *She Ji: The Journal of Design, Economics, and Innovation*, *6*(1), 13-49.

Week 2	**Unit-II** 2.1 Overview of Gender and Education 2.2 Origin and Evolution of Women's 2.3 Education A Conceptual link between Education and Gender		Fennell, S., & Arnot, M. (2023). Decentring hegemonic gender theory: The implications for educational research. In *Educational Research Practice in Southern Contexts* (pp. 60-77). Routledge.
Week 3	**Unit-III** 3.1 Gender and Education in Pakistan 3.2 Gender Hierarchies in Schools		McQuillan, M. T., & Leininger, J. (2023). Supporting gender-inclusive schools: educators' beliefs about gender diversity training and implementation plans. In *Leading Socially Just Schools* (pp. 162-182). Routledge.
Week 4	3.3 Gender and Higher Education		Each group will do field visits to observe institutional environment of co-education public and private universities Rosa, R., & Clavero, S. (2022). Gender equality in higher education and research. *Journal of Gender Studies*, *31*(1), 1-7.
Week 5	**Unit IV** 4.1 Gender bias in policy documents 4.2 Gender bias in curricula and textbooks 4.3 Gender Portrayal in Textbooks		Mohiuddin. S.H. (2019). *Gender and Education in Pakistan*. Institute for Policy Reforms. Report
Week 6	4.4 Gender bias and harassment in institutions 4.5 Affirmative action and women in STEM		Mohiuddin. S.H. (2019). *Gender and Education in Pakistan*. Institute for Policy Reforms. Report
Week 7	4.6 The economic & health benefits of 12 years of education 4.7 The strategic & economic problems of not educating girls		Mohiuddin. S.H. (2019). *Gender and Education in Pakistan*. Institute for Policy Reforms. Report

Week 8	**Unit V** 5.1 Government spending 5.2 Unspent Funds and Tax Reform 5.3 Foreign aid 5.4 Private Schooling	Mohiuddin. S.H. (2019). *Gender and Education in Pakistan*. Institute for Policy Reforms. Report
Week 9	**Unit VI** 6.1 Teaching and learning 6.2 Ghost Schools 6.3 Teachers and training 6.4 Corporal Punishment 6.5 Low learning outcomes	Each group will present findings of field visits Mohiuddin. S.H. (2019). *Gender and Education in Pakistan*. Institute for Policy Reforms. Report
Week 10	**Unit VII** 7.1 Security and Sanitation 7.2 Security concerns 7.3 Sanitation and school infrastructure	Mohiuddin. S.H. (2019). *Gender and Education in Pakistan*. Institute for Policy Reforms. Report
Week 11	**Unit VIII** 8.1 National Policies and Plans 8.2 National Education Policy 8.3 Framework -2018 8.4 National Education Policy 2009	Each Group will do gender analysis of National Educational Policies Policies can be retrieved from https://mofept.gov.pk/Policies
Week 12	8.5 National Curriculum FrameWork-2017 8.6 Minimum Standards for Quality Education in Pakistan 8.7 National Plan of Action -2013	Policies can be retrieved from https://mofept.gov.pk/Policies
Week 13	**Unit IX** 9.1 Gender Responsive Budgeting 9.2 GRB and Gender Equality 9.3 GRB in Education	Khan, Z. (2023). Gender-responsive budgeting. In *Encyclopedia of Business and Professional Ethics* (pp. 970-976). Cham: Springer International Publishing.

		Khalifa, R., & Scarparo, S. (2021). Gender Responsive Budgeting: A tool for gender equality. *Critical Perspectives on Accounting*, *79*, 102183. Oppi, C., Cavicchi, C., & Vagnoni, E. (2021). The journey to gender-responsive budgeting: lessons learned from higher education. *Sustainability*, *13*(4), 2019. Rubin, M. M., & Bartle, J. R. (2022). Gender-responsive budgeting: a global perspective. In *Handbook on gender and public administration* (pp. 133-148). Edward Elgar Publishing.
Week 14	**Unit X** 10.1 Gendered Pedagogies 10.2 Gender Responsive Pedagogy 10.3 Gender Transformative Pedagogy	Dorji, T. (2020). Gender responsive pedagogy awareness and practices: A case study of a higher secondary school under Thimphu Thromde, Bhutan. *International Journal of Linguistics and Translation Studies*, *1*(2), 100-111. Ananga, E. D. (2021). Gender responsive pedagogy for teaching and learning: The practice in Ghana's initial teacher education programme. *Creative Education*, *12*(04), 848. Keddie, A. (2022). Engaging boys in gender transformative pedagogy: Navigating discomfort, vulnerability

			and empathy. *Pedagogy, Culture & Society*, *30*(3), 401-414.
			Keddie, A. (2020). Engaging boys and young men in gender transformation: The possibilities and limits of a pedagogy of empathy. *Norma*, *15*(2), 97-110.
Week 15		National and International Organizations' Role and Gender Equality in Education The role of UN Agencies The role of NGOs and INGOs The ways forward	Kuteesa, K. N., Akpuokwe, C. U., & Udeh, C. A. (2024). Gender equity in education: addressing challenges and promoting opportunities for social empowerment. *International Journal of Applied Research in Social Sciences*, *6*(4), 631-641.
			Rosa, R., & Clavero, S. (2022). Gender equality in higher education and research. *Journal of Gender Studies*, *31*(1), 1-7.
			Ramaswamy, M., Marciniuk, D. D., Csonka, V., Colò, L., & Saso, L. (2021). Reimagining internationalization in higher education through the United Nations sustainable development goals for the betterment of society. *Journal of Studies in International Education*, *25*(4), 388-406.
			Elfert, M. (2021). The power struggle over education in developing countries: The case of the UNESCO-World Bank Co-operative program,

		1964-1989. *International Journal of Educational Development*, *81*, 102336.
Week 16	Impact on Men and Women Education Children's Health and Education Population Growth Political and Social Participation Economic Growth Participation	Ramaswamy, M., Marciniuk, D. D., Csonka, V., Colò, L., & Saso, L. (2021). Reimagining internationalization in higher education through the United Nations sustainable development goals for the betterment of society. *Journal of Studies in International Education*, *25*(4), 388-406.

Textbooks and Reading Material

1. Suggested Readings

Batley, R., & Rose, P. (2010). Collaboration in Delivering Education Relations between Governments and NGOs in South Asia. Development in Practice, 20(4/5), pp. 579-585. 65

Chaudhry, S. (2007). Gender Inequality in Education and Economic Growth: Case Study of Pakistan. Pakistan Horizon, 60(4), pp. 81-91.

Leach, F. (1998). Gender, Education and Training: An International Perspective. Gender and Development, 6(2), pp. 9-18.

Osler, A. (2006). Excluded girls: interpersonal, institutional and structural violence inschooling. Gender and Education, 18, 6, pp. 571-589

Paechter, C. (1998). Education the Other: Gender, Power and Schooling. London: The Falmer Press.

Rafi. S. (2003). Participation via Collective Action in Government and NGOSchools in Pakistan. Development in Practice, 13(4), pp. 361- 376.

Siddique, S.(2012). *Education Policies in Pakistan: Politics, Projections, and Practices*: Allama Iqbal Press, Islamabad, Pakistan

Paechter, C. (2006). Masculine Femininities/Feminine Masculinities: Power, Identities And Gender. Gender and Education, 18(3), pp. 253- 263.

Ullah, H., & Skelton, C. (2016). Social Reproduction of Gender Hierarchies in Sports through Sc Education, 36(1), pp.131-144

Teaching Learning Strategies

1. The lecture method will be employed to develop theoretical understanding of Gender and Education.
2. Discussion method will be used to discuss the gender responsive budgeting in education.
3. Case study method will be used to discuss the national education policies and plans.
4. Documentaries will be displayed to enhance the sensitization of students on Gender and Education.

Assignments: Types and Number with Calendar

1. Each group will do field visits to observe institutional environment of co-education public and private universities (Week-4)
2. Each group will present findings of field visits (Week-9)
3. Each Group will do gender analysis of National Educational Policies (Week -11)

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.