

## Unit 4 (A)

### Gender Challenges – The role of Schools, Peers, and Teachers

**Introduction:** - Education is a catalyst for social change. The Expert committee on Gender and Education set in 2012 by the National Commission for women recognized the need for gender education.

#### The Role of Schools

- Schools have an important role to play as society moves towards gender equality. Gender sensitive curricula, programs and teaching methods will help to achieve this goal.
- Schools can team up with other organization to ensure the gender equity and gender equality becomes a reality in practice and not just a promise on paper.
- One such a noteworthy endeavor is the Gender Equity Movement in School (GEMS) which was started to promote gender equality and reduce violence by engaging students in critical thinking and self-reflection.
- Participatory methodologies engage students in relevant interaction and reflection about key issue of gender and violence.
- A school is a learning institution with broad duties that go beyond traditional teaching-learning.
- It is a place where young people learn about social relationship, norms and values.
- Schools play an important role in teaching, modelling and reinforcing gender roles.
- School must promote gender roles that support equality and foster a healthy relationship between males & females, e.g. – Involve both boys and girls while planning a school programme. Avoid genders-based division of work.
- A well designed life skills programme can help to promote healthy attitudes, behavior's and interactions. This will help the student to make informed choice communicate the same clearly.

Thus the school ethos, the value that the school portrays and stands for the ambience and zero tolerance for gender inequality will help to nurture a gender friendly environment.

#### The Role of Peers

- Peers influence the language we use and the choice we make. The self -esteem encouraged by their peer group.
- Peer group often have great influence upon gender role equality. If a peer group strongly holds to a conventional gender, social norms, members of society predicted by gender roles.
- But if there is no unanimous peer agreement, gender role co-relate with behaviour. e.g. - A boy who likes to play games by girls may be called as 'sissy'.

- A girls who climbs tree may be called as ‘Tomboy’ Gender ridiculed more for their non-conformed such, interaction reinforce gender stereotypes may reinforce gender inequality.
- Peer culture manifests itself in the form of a person’s thoughts and action.
- Group pressure is extremely strong and it requires a strong individual to challenge unhealthy beliefs and practices.
- Often peer group display behavior that is portrayed through media. Some peer groups may influenced by some other group.
- Care must be taken to ensure that appropriate roles models are present.
- Here media must act with responsibility to ensure that gender unfriendly act like eve teasing are not glorified on screen.
- Finally, the influence on group on the individual and individual on a group plays an important role in challenging gender stereotypes and changing mind sets.

### **The Roles of Teachers**

- Teacher’s attitudes play an important role in promoting gender equity and gender equality.
- The teacher is hold in high esteem by students. Every word and action of the teachers molds the thoughts and wises of the child.
- The teachers need to exercise the great care regarding his/her interaction with the students.
- Teachers promotes gender equality in a number of ways –
  1. Children often bring stereotyped notions due to what they see and hear at home or in the society around them and helps students to analyze these notions and discern for themselves what is right or wrong.
  2. Encourage students to participate in activities according to their interests and aptitude, one often finds that in some schools, coaching in sports use football or hockey is arranged exclusively for boys and not for girls, this is to be avoided.
- The manner in which the media depicts men and women colours the wishes of the students unconsciously, their own perceptions get molded based on what is portrayed. For examples televisions, serials relegate silent, suffering and weeping women and applaud macho man. Teachers could organize regular discussions about the films and serials that students watch and dispel wrong notions about gender.
- Children’s often share their dreams with their teachers. Teachers can be catalysts who provide the impetus to let students achieve their dreams. Examples- When Khushi said she wants to be an IAS officer, some of her friends said. “Oh, but that would mean a transferable job and that won’t be suitable once you marry”.

Here, teacher’s response in this case was it perfectly fine for Khushi to pursue her dreams. We do have some women IAS officers doing great work in our country. They do justice to their job as well as to their family.

## **Unit 4b Role of curriculum and textbooks in dealing with gender issues in school.**

- Curriculum refers to all activities carried out in educational institutions. Every society has different gender issues, it is necessary to examine these issues and see that curriculum address these issues.
- Rousseau advocated different curriculum for girls and boys. He advocated physical training for woman so that they would be physically strong to produce healthy children.
- He believed in education that would make girls obedient and industrious. They have to learn to suffer injustices of their husbands and to endure the wrong of their husbands without complaint.
- Gandhiji's basic education advocated home science as a part of curriculum.
- The University Education Commission headed by Dr. Radhakrishnan recommended for co-education colleges, expansion of educational opportunities for girls, provision for equal remuneration in case of female teachers.
- The Commission Report states the greatest profession for woman is and probably will continue to be that of home maker.
- Chapter XII emphasizes on courses like home science, economics, nursing, teaching and fine arts.
- The Hansben Mehta Committee (1962) – women should be educated to enable to follow careers of their choice and neglecting responsibilities of child rearing and home making
- Some recommendations are –
  1. No differentiation to be made in curriculum for boys and girls at primary stage.
  2. Remove gender stereotype from the tender minds of children and build up new and healthy minds.
  3. Home science should be common curriculum for girls and boys.
  4. At the end of secondary stage there should be bifurcation of courses into various streams.
  5. Universities should develop a variety of courses suiting specific needs of girls and women.

### **Curriculum effective in promoting gender equality and gender equity:-**

1. The curriculum should be gender sensitive  
Curriculum needs to be screened and gender insensitive material should be screened out

A gender sensitive education chooses a doll car for child to play, which would develop skills and not according to the sex of the child.

Stories and rhymes need to be examined if they portray either sex in poor light. E.g. students should be made aware of people like Helen Keller or Malala.

2. The curriculum should be responsive to gender issues:

Dowry, atrocities against women, discrimination against women, and these issues need to be addressed seriously through curriculum.

3. The curriculum must foster gender empowerment:

A good curriculum focuses on gender empowerment by emphasizing self-actualization of any individual. The cognitive, creative and critical capacities of individual need to be nurtured through curriculum. The curriculum must include topics like gender related laws and rights of men and women.

4. The curriculum must cut across gender barriers:

Subjects like maths or science are considered as domain of males. Arts and humanities were suitable for female. This notion should be changed, both boys and girls pursue and excel at various subjects. Home science and child psychology are beneficial to both male and females in their future role as parents.

#### **Gender and the hidden curriculum –**

The hidden curriculum is the unspoken and unwritten norms, values and behaviours that children pick up in school. Socialisation in the school influences individuals notion about gender and gender roles.

e.g. children in the elementary school are taught by female teachers and higher education by male teachers. This gives an impression to child that females are better suited to teach elementary classes. This is hidden curriculum in operation.

The hidden curriculum will continue to be part of the curriculum and educational process. It can never be eliminated. It is an effective vehicle to ensure gender equality.

Rules regarding the uniform worn by students (girls – skirt and boys – trousers) emphasizes gender differences.

Hidden curriculum can help to remove these gender inequalities.

- Textbooks are a vital tool in the hands of parents, students and teachers.
- Textbooks are core of the educational policy as they reflect notional goals of education. They transmit models of social behaviour norms and values and thus mould students.
- They are a vehicle for social change.
- Textbook depict both men and women in their contents. Poem, stories have men and women characters. History portrays the work of leaders and administrators.
- Textbooks of science may contain material about the discoveries and inventions made by scientist both male and female.
- Tuwer, Theresa, Marie Antonitte report that textbooks portray women as mothers, wives and low status workers.
- Girls internalise these stereotypical female behaviour role. Male are depicted as strong, powerful and assertive.
- This reinforces gender stereotypes and become an impediment in progress.
- National Policy for the empowerment of women 2001 stated the importance of making the textbook gender sensitive and bias and stereotype free.
- The curriculum should address the cause of gender discrimination.

**Guidelines to ensure this are:-**

1. Textbooks must avoid portraying girls and women in traditional roles.
2. Examples having gender inequality shall be avoided e.g Rani gets 2 chocolates and Raja gets 4 chocolates etc.
3. Care should be taken to include gender neutral language.
4. Language textbooks must be compiled mindfully so that both male and female authors are sufficiently represented.
5. Textbooks of subjects like political science and sociology should contain contents on social problems that are gender based.
6. Textbooks must contain stories of women who have excelled in male dominated profession.
7. 3 dimensions of gender bias should be addressed in textbooks
  - Under-representation
  - Stereotyped gender roles, occupations and attributes
  - Presentation on positive gender contents and role models.

## **Unit 4 (C) Contemporary Women Role Models in India Urban and Rural.**

Women with influence and power have the ability to transform a generation. Here are some female role models who inspire challenge and influence the way our world works.

### **1. URBAN ROLE MODELS**

#### **(A) KIRAN BEDI:**

- Kiran Bedi was born on 9<sup>th</sup> June 1949 in Amritsar, Punjab.
- She is a retired Indian Police officer, social activist and a politician.
- She is the first woman to join the Indian Police Service (I P S)
- She took voluntary retirement in 2007 as Director General, Bureau of Police Research and Development.
- As a child, Kiran Bedi used to play Tennis and won many prizes.
- She obtained her B.A in English (Hon) and Masters in Political Science.
- She has a degree in Law from University of Delhi and has obtained a Doctorate from the department of Social Science at the IIT Delhi.
- She started her career as a lecturer of Political Science
- Later she cleared the civil Services examination and became an IPS Officer.
- She introduces a number of reforms in the management of Tihar Jail, Delhi.
- In 1987 she launched an NGO named Navjyoti Indian Foundation. This NGO aims at de- addiction and rehabilitation of the drug addicts.
- She also started India vision foundation in 1994 that has been working for police reforms, prison reform , woman empowerment for her contribution to the society, she has received many awards.
  - Presidents Gallantry Award -1979
  - Magsaysay Award -1994
  - International Woman Award -1992.

#### **(B) KIRAN MAJUMDAR SHAW:**

- She was born to Gujrati parents in Bangalore on 28<sup>th</sup> March 1953.
- She graduated with a Bachelor's degree in Zoology.
- She was India's first female brew master and worked as a brew master for one year.
- She started her business at the age of 21 years in Biopharmaceuticals.
- She faced many challenges as a woman entrepreneur.
- In 2004, she started a corporate social responsibility wing at Biocon . This foundation focuses on the areas of health education and infrastructure in rural areas in Karnataka.
- She developed Arogya Raksha Yojana to offer clinical care, generic medicines and basic tests for those who cannot afford them.
- She has also started the Majumdar Shaw Medical centre to address the challenges associated with Cancer.

- For her efforts, she received Padma Shri (1989) and Padma Bhushan (2005) from the Government of India.

(C) **PRITI PATKAR** :

- She is an Indian social worker and human rights activist.
- She was born in Mumbai
- She is a Gold Medalist from the Tata Institute of Social Sciences where she completed her master in Social work.
- She has been working for the protection and rescue of children and women victims of human trafficking for the past years.
- In 1986 she founded the organization 'Prerana' that has done pioneering work in the red-light districts of Mumbai.
- Some of her pioneering works includes-
- World's first Night care shelter in the midst of a red- light area.
- First comprehensive Education Support Programme for children living in red light areas.
- First network of Anti Trafficking organization
- First comprehensive programme for AIDS affected children.
- She has received many awards. Few are young Achiever Award (2000) (Indo American) Late Kalpana Chawla Award (2003) Hirakani Puraskar ( 2013)

2. **RURAL WOMEN ROLE MODELS**

(A) **ELA BHATT**:

- She was born on 7<sup>th</sup> September 19
- She is an Indian Co-operative organiser, activist and Gandhian.
- She received her Bachelor of Arts degree in English from M.T.B college in Surat
- In 1954, she received her degree in Law and a Gold Medal for her work on Hindu Law.
- She started her career teaching English at SNDT Women's University in Mumbai.
- Ela Bhatt undertook to organize self – employed women into a union as there were no laws protecting self employed women.
- In 1972, the Self- Employed women's Association (SEWA) was established.
- She has been the members of 'The Elders' since the group was formed in 2007.
- She is involved with 'The Elders initiative on equality of women and girls including the issue of child marriage.
- She is also a part of the international labour, co-operative women and micro-
- Finance movements.
- She is first of the foundation of woman's world Banking in 1979.

- She has received many Awards for her contribution to the Society.
  - Padma Shri in 1985
  - Padma Bhushan in 1986
  - Ramon Magsaysay Award in 1977
  - Right Livelihood Award in 1984

**(B) SUNITA BHAGAT**

- She is from Oyena Village of Jharkand.
- In 2002, she started first Self Help group of Agriculture women in her village.
- She managed to get loan from this group and could provide some earning possibilities to the group.
- She worked with women nearby village and encouraged more and more women to form such Self- Help groups.
- She acted as a bridge between such groups and banks.
- She not only helped in disbussing the loan's but also acted positively in making the Self- Help groups to pay pack the loans.
- She has helped women from 15 villages in forming Self- Help groups.

**(C) NAUROTIDEVI**

- She was born in a poor Dalit family in village Harmada in Rajasthan.
- She was working as a stone cutter in near by quarry to earn livelihood.
- She never went to school but by Sheer determination she operated computer. She even teaches Government officers and the other Sarpanch how to make best use of computer in village administration.
- In 1981, active member of Mazdoor Kisan Shakti Sanghtan in 1981.
- She has participated in movements and campaigns including the campaign for Right to Information.
- She refused to bow down the pressure from the dominant Jat community and contested and got elected as Sarpanch of her village.
- She resumed the land allocated for Government Health Center and got health center built on it.
- She has visited China, Germany and U.S.A and many other countries as part of various delegations.



## Unit 5

### **(A) Prenatal Diagnostic Technique- Act, 1994**

**INTRODUCTION:** PNDT 1994 is associated with prenatal testing & it means Prenatal testing is consists of prenatal diagnosis, which are the aspects of prenatal care that focuses on detecting problems with the pregnancy as early as possible. The screening can detect problems such as neural tube defects, chromosome abnormalities and gene mutations that would lead to genetic disorders of birth defects such as spina bifida, down syndrome & thalassemia etc. Screening can also detect anatomical defects, congenital malformation sex linked disorder, metabolic disorder.

#### **Need of PNDT:**

1. To enable timely medical or surgical treatment of a condition before and after birth.
2. To give the parents the chance to abort a Foetus with the diagnosed condition.
3. To give parent the chance to “prepare” psychologically, socially, Financially and medically for a baby with the health problem or disability or for the likelihood of a stillbirth.

#### **MISUSE OF PNDT:**

1. In India the Male/ Female ratio is increasing some labs are revealing the sex of Foetus to the pregnant women or her relatives, and number of girl child taking birth is continuously decreasing in states (E.g. Haryana, Rajasthan, Gujrat etc)
2. Misuse of sex determination
3. Killing or aborting female foeticide.
4. It is illegal when female foeticide killing happens.

#### **PNDT ACT 1994:**

Came in existence to stop the use of PNDT and to relieve the painful mothers who undergoes forceful repeated abortions.

#### **Features of PNDT Act- 1994**

1. In 1994 act was enacted & brought into operation from 1<sup>st</sup> Jan 1996 in order to check Female Foeticide.
2. This act prohibits any determination & disclosure of the sex of Foetus.
3. It also prohibits any advertisements relating to pre-natal determination of sex prescribes punishments for its contravention.
4. The person who contravenes the provisions of this act is punishable with imprisonment & fine.
5. PNDT acts & rules have been amended; this amendments have come into operation with effect from 14 Feb 2003.

6. This act banned prenatal Sex determination.
7. It regulates the use of prenatal diagnostic techniques like ultrasound & aminocentesis, this test is suggested for 35 years above women also for neutral abortions two times or more.
8. This acts mandates compulsory registration of all diagnostic laboratories, all genetic counselling centres, genetic labs, clinics, ultrasound clinics.

PUNISHMENT:

1. It proven authorities with the power of civil court for search seizure & sealing the machines to registered bodies.
2. Doctors license should be cancelled 3 to 5 years jail, Fine up to 10 000 to 50, 000.
3. If proven the police can search, seize, seal the machines of the ultrasound center (stop the clinic)
4. Helpline no: 011, 26, 165, and 959.

CONCLUSION: After this act also sex ratio is not improving hence need to follow this act more strictly.

**(B) Domestic violence Act, 2005**

“Domestic violence is a pattern of behavior which involves violence or other abuse by one person against another in a domestic setting, such as in marriage or cohabitation,

Types of domestic violence

- Physical violence
- Emotional violence
- Sexual violence
- Verbal violence
- Economical violence

**Physical violence:-**

Physical abuse is the most recognizable form of domestic violence. It involves the use of force against the victim, causing injury.

(E.g. a punch, kick, stabbing, shooting, choking, slapping, pushing, biting, hitting etc.)

Remember that the injury doesn't need to be a major one, the slapping would still be considered domestic violence.

**Emotional violence:-**

Emotional abuse involves the destruction of the victim's self-worth, and brought about by persistence insult, humiliation, or criticism. Emotional abuse can be a difficult for many people to understand.

Insult, name calling, insult for not having male child etc these are the emotional violence.

### **Sexual violence:-**

Sexual abuse is a common form of domestic violence. It includes not only sexual assault and rape, but also harassment, such as unwelcome touching and other demeaning behaviors.

For example: - if you're ever been coerced into not using contraception or having an abortion then you may have actually been sexually abused. This form of abuse is known as reproductive coercion.

### **Verbal violence:-**

This violence happens most of the time for not bringing dowry or dissatisfaction with dowry.

Yelling and screaming these are the examples of verbal violence.

### **Economical violence:-**

It is also known as financial abuse. Economical abuse is perhaps the least obvious. Financial abuse may take on many forms such as a husband preventing his wife from obtaining an education or a job outside the home.

Economical abuse is extremely common particularly when families have pooled their money into joint accounts and where there's little or no family support system to help.

### **Getting Help**

Domestic Violence is a serious matter that's too often unreported, partly because victims are unaware of the different types of domestic violence. If you are a victim, know that you can get help.

- According to the law of domestic violence 2005.
- Shelter homes from Govt.
- Protection officer
- Custody order
- Compensation from the offender.

Domestic Violence can be reduced or even eliminated if there is mutual respect for one another in the family. All differences should be amicably sorted out.

Since most victims of Domestic Violence are women, there is the urgent need to educate women about their rights and empower them with education so that they can assert themselves. Laws should be gender neutral as both men and women can be victims of violence.

### **(C) Protection of Children from Sexual Offences (POCSO) Act**

The Protection of Children from Sexual Offences (POCSO) Act, came into force from 14 November 2012. It is a comprehensive law to provide for the protection of children from the offences of sexual assault, sexual harassment and pornography, while safeguarding the interests of the child at every stage of the

judicial process by incorporating child-friendly mechanisms for reporting, recording of evidence, investigation and speedy trial of offences through designated special courts.

### **Aspects of POCSO Act:**

1. There should be mandatory reporting of sexual offences.
2. The police personnel who receive a report of sexual abuse of a child are given the responsibility of making urgent arrangements for the care and protection of the child such as obtaining emergency medical treatment for the child and placing the child in a shelter home, if necessary.
3. The police are also required to bring the matter to the attention of the Child Welfare Committee (CWC) within 24 hours of receiving the report.
4. Medical examination of the child should be carried out with minimal stress to the child. It should be carried out in the presence of a parent or a person who the child trusts. A female child should be examined by a female doctor only.
5. Provision for an in-camera trial should be made. This is to be done in a child friendly manner without revealing the identity of the child. Also the child is not to be called repeatedly in court to testify. The child may testify through a video link rather than in the court room.
6. A case of child sexual abuse must be disposed within a year of reporting of offence. The sexual court must also determine the amount of compensation to be given to the child so that the money sent for the medical treatment and rehabilitation of the child.

### **Principles of POCSO Act:**

#### **1. Right to life and survival:**

Every child has the right to be shielded from abuse and neglect and should give a chance for harmonious development.

#### **2. The best interests of the child:**

Every child has the right to have his/her best interests given primary consideration. The child needs to be protected from further victimization.

#### **3. Right to be treated with dignity and compassion:**

The child has to be treated with sensitivity throughout the justice process. Medical examination should be ordered only where it is necessary for the case and is in the best interests of the child and it should be minimally intrusive.

#### **4. Right to be protected from discrimination:**

The child should be protected from all types of discrimination. Every child should be treated as a capable witness according to his/her age and level of maturity.

#### **5. Right to special preventive measures:**

Children are often considered vulnerable by potential offenders as children do not know how to assert or defend themselves. Special preventive measures ought to be taken when employing personnel likely to work with children.

#### **6. Right to be informed:**

Inform the child and witnesses regarding the assistance they are entitled to, the way in which legal proceedings are organized, progress of the case, decisions rendered, status of the offender and other information related to the case.

**7. Right to effective assistance:**

Every child has the right to get assistance and support services such as financial, legal, counseling, health, social and educational services, physical and psychological services as well as for justice and reintegration.

**8. Right to be heard and express views and concerns:**

Every child has the right to be heard in matters affecting him/her. The child can participate at all levels such as being informed, expressing an informed view or being make a decision-maker.

**9. Right to safety:**

Protect the child from risks before, during and after the justice process. Professionals should be trained in recognizing and preventing intimidation, threats and harm to child victim and witnesses.

**10. Right to privacy:**

The child's privacy and identity must be protected at all stages of the pre-trial and trial process.

**11. Right to be protected from hardships during the justice process:**

All secondary victimization is to be avoided. The judicial process is to be considered in such a way that it causes minimal stress to be child.

**12. Right to compensation:**

The child victim must be compensated for relief and rehabilitation. This may be awarded during an interim stage when the trial is on or when the trial is over.

The POCSO Act provides a means not only to report and punish those who abuse and exploit the innocence of children, but also prove an effective deterrent in curbing the occurrence of these offences.

**Unit- 6. Strategies for gender empowerment**

## **A) Role of Women Action Group in striving towards gender equality**

Women Action Groups have proved to be change makers in all over the world with respect to different issues related to women. In India The **Mahila Samakhya Programme** has resulted in ground breaking changes .Mahila samakhya literally means" women speaking with equal voice". The programme was initiated in selected villages by the Indian Govt. in 1988 - 89. It works to mobilize women and connect them through education. The idea behind this is that women should be leaders in changing India's social norms. Up till 2015, the programme was active in over 12000 Indian villages and was particularly successful in targeting out - of- school girls by working with the community to create learning opportunities in alternative centers, residential camps and early childhood development centers.

UNICEF and World Bank have lent support to the programme. The genesis of this programme can be traced to the National Policy of Education, 1986.

The main aim of this programme was to integrate formal and non-formal education for girls, education scheme for adult women and vocational training for girls and women. Education is an effective tool for women's empowerment and parameters of such empowerment are as follows:-

- 1) Enhancing the self - esteem and self - confidence by developing a positive self- image.
- 2) Developing the ability to think critically for decision making
- 3) Ensuring equal participation in the development process.

The Mahila Samakhya evolved due to a process of consultations and discussions. Social, cultural and Economic factors have always inhibited women's access to knowledge, information, education, mobility and justice. To tackle these issues, women have to become active agents of their own transformation and thus ensure their own empowerment. Mahila Sanghas collectively emphasize the inclusion of women from SC, ST, landless and marginalized families as these are the ones who are being alienated from the education. In April 1989, Mahila Samakhya Societies were registered and operationalized in Karnataka and Gujarat.

Mahila Samakhya have been able to create safer spaces in villages where women are able to come together and have a dialogue on their thoughts. In about 25 years the programme reached out to 1.5 million women and targeted gender issues at a grass root level. The programme aimed at working and making women aware of their roles in taking decisions in favour of education of their daughters. One of the innovative projects undertaken was setting up of **Mahila Shiksha Kendra** - a residential learning center facilitating the emergence of alternative forums for women such as women courts and health centres. The Mahila Samakhya Scheme also caused women to be seen and noticed in areas previously reserved for men, primarily high caste men. Many success stories were reported due to this programme and it was aptly called as "the education for women equality scheme"

## **B) Role of NGO in striving towards gender equality**

Traditionally Non- Governmental Organizations (NGO) have always been in the forefront of promoting new ideas and in encouraging governments to implement them. At all levels – local, national and International NGO's represent the 'voice of the people". They have taken on roles Such as advocacy education and training and have been active in monitoring what has or has not been achieved. During the past two decades NGOs have actively advocated that the fullest recognition should be given to the enormous contribution that women make to the family, society and development. NGOs have been among the strongest advocates for implementation of the outcomes of the series of UN World conferences on women which began with the International Women's Year Conference held in Mexico City in 1975.

In the context of women empowerment, different types of Non-Government Organizations (NGOs) are seen. They could be grass-root level women self-help NGOs, NGOs working for women's rights advocacy, women's economic development and for international women empowerment. Some NGOs are involved in promoting gender parity in education. NGOs have been instrumental in shaping the empowerment in the form of Beijing Declaration. They continue to play an important role in holding international and national leaders accountable for the commitment made by them. Representatives of NGO those have done commendable job in the areas of women empowerment were invited to participate at global meetings and annual sessions of the commissions on status of women .NGOs have played significant role to create increased awareness on the importance of knowledge as a way to achieve professional carriers and participates in political process. As a partner with the government, NGOs have played a significant role to create increased awareness on the importance of knowledge as a way to achieve professional careers and participates in political process. As a partner with the government NGOs help to prioritize funding for education that creates inclusive, quality, safe and gender equitable learning environments. This ensures that girls and boys flourish and become agents of gender equality. NGOs can help to usher gender parity by creating awareness in areas where disparity is prevalent.

Here are few examples. ASHA for education is an NGO which focuses on basic education in the belief that education is a critical requisite for socio-economic change, project NANHIKALI aims at providing 10 years of quality education to the girl children of economically disadvantaged families. The Mumbai based NGO SNEHA works in urban slums to reduce maternal mortality, newborn mortality, malnutrition and domestic violence. The NGO MAITRI focuses on vulnerable populations including women who are at risk of gender based violence, widows, destitute and elderly women, migrant workers and those affected by HIV/AIDS.

Laws and programmes initiated by the government provide men and women equal access and opportunities in education. NGOs support these initiatives by spreading awareness, helping to overcome social and cultural obstacles and providing ancillary support with respect to health, nutrition and legal aid if required. Government agencies and NGOs thus work in synchronization to make gender parity a reality.

### **MILLENIUM DEVELOPMENT GOAL: Promoting gender equality and empowerment**

Gender equality is the concern of the entire world. It is necessary to have equal access to resources or equal opportunities to take part in decision making, as it affects economic and social progress.

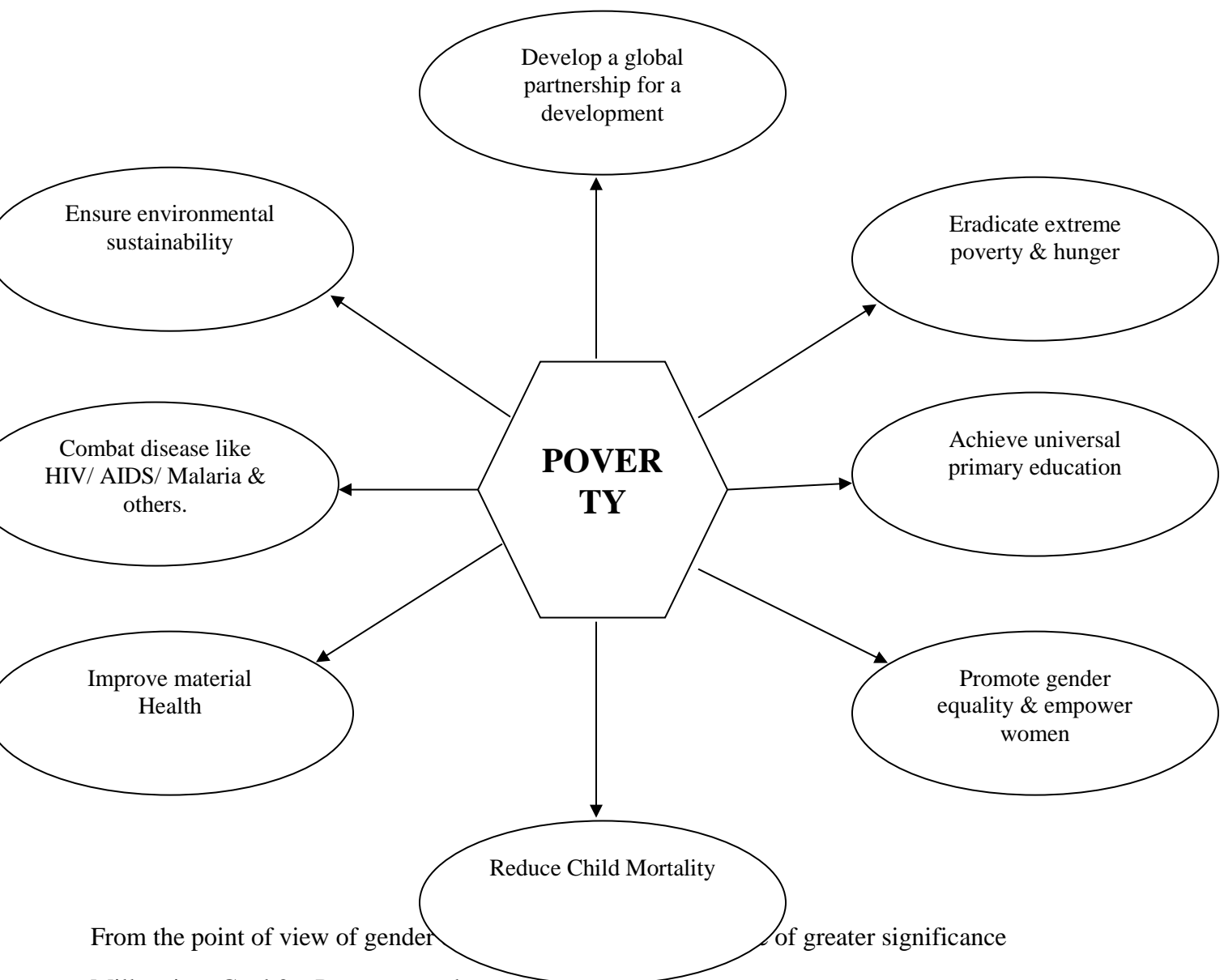
Gender Equality largely affects women and consequently their children, communities and countries.

-To promoting Gender Equality and Empowerment Millennium Summit held in Sept 2000 in New York

- UN Millennium declaration adopted committing their nations to a new global partnership

- To reduce poverty deadline by 2015.

These targets/ goals popularly called as MDG (Millennium Development Goals)



From the point of view of gender equality, Millennium Goal 3 is of greater significance

Millennium Goal 3 – Promote gender equality and empower women.

- The target of this goal is to achieve elimination of gender disparity (inequality) in Primary, Secondary education by 2005 and in all education level no later than 2015.

- Some indicators to ensure that these goals were realized were



- i) Finding Ratio of girl to boy in primary, secondary and Tertiary education.
- ii) Examining ratio of liberate woman to man between 15-24 yrs. of age
- iii) Finding share of women in wage employment in Non-Agricultural Sector
- iv) Finding proportion of seats by women in National Parliament.

In context to these goals let us examine few indicators in global scenario.

**1]** Enrollment of girls and women in education – GPI (Gender Parity Index) is calculated by finding the ratio of Number of females enrolled in education to Number of males enrolled in education.

In 2013

- Primary education GPI of India – 1.12
- Secondary education GPI of India – 1.01
- Tertiary education GPI of India – 0.94
- Conditions favorable for girls at Primary, Secondary level.
- In Tertiary education males have favorable position
- This indicates that girls get enrolled in school complete their Primary, Secondary education but not Tertiary education.
- Compared to other Asian countries India's position is impressive

**2]** Share of women in wage employment in Non-agricultural sector – Women access to wage employment has increased but rate is rather slow

In 1990 35% in paid sector

In 2015 41%

There is significance gap between women participate less in labour force in comparison to men

An analysis of the Millennium Development Goals with reference to India. Prepared by United Nations. Economic and Social commission for Asia and the Pacific (UNESCAP) stated in February 2015 Report.

That India has already achieved gender Parity in Primary school enrolment and was likely to reach parity in Secondary and Tertiary education also by 2015

- This report also admitted that India was logging behind in empowering women through wage employment and political participation.
- The Food and Agricultural Organization (FAO) has pointed out that women in India has own less than 10% of Agricultural land. In spite of that they do not have right to sell or rent it
- FAO also estimates if female farmers have equal access to productive resources, it will increase agricultural output and help to bring about a 12-17% reduction in global hunger.

To achieve MDG 3, India still has a long way to go. The UNESCAP Report offered the following suggestions in this Respect:

- Immediate measures are needed to encourage education of girls and women
- Immediate actions regarding make educational institutions at all levels safe and attractive for them
- Mandatory improvements in areas of water, sanitation, safety, teacher training and gender sensitive curricula
- Spread awareness to promote secondary and Tertiary education of girls and women
- More reliable and safer transport options make available for girls and women
- Priority should be given to ensure that women are provided with better vocational education and parity in wages
- Laws providing women with property and land rights need to be implemented.
- Make workplaces safe and attractive for women regulating informal and domestic work.
- Promote women's entrepreneurship with specialized capacity building programs, exclusive credit provision and help groups



DNYAN GANGA EDUCATION TRUST'S, COLLEGE OF EDUCATION (B.Ed.)

Interdisciplinary Course I: Gender, School and Society

Semester – I

## Question Bank

### UNIT 1

- 1) Distinguish between sex and gender ( 5 marks)
- 2) Elucidate the characteristics of gender. ( 10/5 marks)
- 3) Explain concept of transgender. ( 5 marks)
- 4) What is patriarchy? How has it affected the lives of women? ( 10 marks)
- 5) Explain concept of patriarchy. ( 5 marks)
- 6) What do you mean by Feminism? What are the types of Feminism? ( 10 marks)
- 7) Concept of gender equity. ( 5 marks)
- 8) Concept of gender equality. ( 10 marks)
- 9) Sexuality. ( 5 marks)
  
- 10) Distinguish between gender equity and gender equality? ( 5 marks)
- 11) Explain the term 'gender equality' with reference to contemporary Indian Society.
- 12) The teacher has a vital role to play as a counselor to adolescents.' Elucidate this statement considering that students face many challenges with respect to their sexuality. (10 marks)
- 13) Explain the concept of gender from sociological point of view. ( 10 marks)
- 14) Explain the concept of gender from psychological point of view. ( 10 marks)

### UNIT 2

- 1) Influence of on family gender identity ( 5 marks)
- 2) Influence of caste on gender identity ( 5 marks)
- 3) Explain influence of religion on gender identity ( 10 marks)

- 4) Influence of culture on gender identity ( 5 marks)
- 5) Influence of media on gender identity ( 5 marks)
- 6) Influence of region on gender identity ( 5 marks)
- 7) Examine the role played by family and culture in the on gender identity. ( 10 marks)
- 8) What is the role of caste, region and religion on social construction of gender identity?
- 9) 'Media and popular culture influence gender identity.' Elucidate in detail.
- 10) 'Gender identity and culture go hand in hand.' Elucidate ( 10 marks)
- 11) 'It is disheartening to see gender bias still existing in health and nutrition, education and employment.' Justify ( 10 marks)
- 12) Gender bias in health and nutrition ( 5 marks)
- 13) Gender bias in education ( 5 marks)
- 14) Gender bias in employment ( 5 marks)
- 15) Concept of Gender Stereotypes ( 5 marks)
- 16) Explain the term 'Gender Stereotypes.' How do such stereotypes influence society? ( 10 marks)

### UNIT 3

- 1) Explain Dowry system in short. ( 5 marks)
- 2) Gender discrimination in workplace. ( 5 marks)
- 3) Write on gender related issues like dowry system and workplace discrimination in society in detail. ( 10 marks)
- 4) Elucidate concept of sexual abuse (5 marks) and cyber bullying (5 marks). ( 5 marks)
- 5) Explain in short National Policy for empowerment of women. ( 5 marks)

### UNIT 4

- 1) Elaborate the role of schools (5 marks) and teachers (5 marks) in dealing with gender challenges in schools. ( 10 marks)
- 2) Role of peers in dealing with gender challenges in schools. ( 5 marks)
- 3) What is role of the curriculum in dealing with gender challenges in schools? ( 10 marks)
- 4) Role of the textbooks in dealing with gender challenges in schools ( 5 marks)
- 5) Elucidate the role of known rural contemporary women role models in India who was instrumental in sensitizing gender issues in our country. (10 marks)

- 6) Elucidate the role of known urban contemporary women role models in India who was instrumental in sensitizing gender issues in our country. (10 marks)

#### Unit 5

- 1) Explain in detail Prenatal Diagnostic Technique Act ( 1994) ( 10 marks)
- 2) Write about Domestic Violence Act 2005. ( 10 marks)
- 3) Elucidate POCSO Act 2012. ( 10 marks)

#### UNIT 6

- 1) Elucidate the role of NGOs in gender empowerment ( 10 marks)
- 2) Write the role of women's action groups in gender empowerment ( 10 marks)
- 3) Enumerate few millennium development goals to promote gender equality and empowerment. (10 marks)