Gender, School and Society

Unit 1 A – Concept of sex, gender and transgender

Sex-

- Sex came from latin word "sexus" which mean gonads (sex organs)
- Sex describe biological difference between man and woman
- It is universal
- Determined by birth
- Sex refers to physiological differences
- Sex is determined on the basis of external sex organs, internal sex organs and chromosomes
- Male – XY chromosomes; Female – XX chromosomes
- About 1% to 1.7% children have got sexual characteristics which are neither male nor female. Such condition is called intersex conditions (XXY chromosomes)

Gender-

- Gender came from latin word "genus" means type
- Gender means set of culturally specific characteristics defining social behavior of men and women and relationship between them.
- Gender tells us how we expect men and women to behave
- It is about how power is used and shared
- Gender is a learned behavior

Characteristics of gender:

1. **Gender is socially constructed** – Gender is defined by the beliefs and norms of the society. Society and the values of society construct gender roles and relationship. Each society or culture has its own understanding or designs behavior of male and female.
   Example – Women status differentiates society to society. This may change due to influence of education or mixing of other culture. Therefore concept gender is dynamic.
2. **Gender involves roles, rights, relationship and responsibility** - The rights of an individual, the role he or she have to perform, the responsibility undertaken and inter individual relationship to be maintained.
   Example: Male is bread winner, female nurtures children.
3. **Gender involves learned behavior or an acquired identity** – Social surroundings imposed expectation upon a person and the person accordingly accepts gender roles.

Example: In India we often impose upon boys that they have to protect their sisters. Rarely do we insist upon the reverse.

4. **Gender includes personality traits, attitudes, behaviors, values that society ascribes to the sexes on a differential basis** – Gender often shapes the personality and behavioral traits of a person.

   Example: A girl displays emotions by crime. It is quite easily accepted. If a boy cried, he is often told to "behave like a man" .

5. **Power relationships are driven by gender** – Power relationships are influenced by gender.

   Example: Men are decision makers because they earn more than females.

6. **Access to resources is determined by one's gender** – Generally males have greater access to and claim over resources as food, health and education.

   Example: It is common that males eat first and often the better the share of food is allotted to males.

7. **Gender roles and norms can change overtime** – Gender roles also change with respect to time.

   Example: In olden times in some cultures, decision making was the right of the males. The same culture now accepts women as decision makers.

8. **Gender roles vary across culture** – Culture plays a vital role in determining gender roles.

   Example: In certain communities, purchasing food items like vegetables and fish is done by men.

9. **Gender manifest itself in the form of roles, relations and identity** – It decides how men and women relate to one another. It also decides how both men and women perceive themselves and the opposite sex.

   Example: Anita's job – 8AM to 6PM. Her husband's job- 8AM to 4PM
   While her husband come home and relaxes, Anita rushes home and begins her work in the kitchen. She refuses help from her husband saying that cooking is a women's job.

Transgender:

- Transgender is an umbrella term used to describe person whose gender identity, gender behavior is not associated with the sex which was assigned at birth.
- Transgender includes those who were declared male or female at birth but later felt otherwise.
- A transgender could be female at birth that identifies with being a male or a male at birth that identifies with being a female.
- Thus in broader sense, transgender falls outside of stereotypical gender norms.
- Transgender has two more concepts under it: Transsexual and Transvestites

- o Transsexuals seek medical help like taking hormones or undergo surgery for sex change. By this they try to fit their body to their preferred sex.
  - o Transgender also includes transvestites those who do cross dressing that is males dressing up like females and females dressing like males.
- In broad sense, transgender means anyone whose behavior or identity falls outside stereotypical gender norms.
- Transgender differs from being gay or lesbians – gays and lesbians has to do with sexual orientation of the person. A man who is gay feels like gay and has sexual orientation towards gay. Same way lesbians are those females who feel like female but get sexually attracted towards female.
- Health experts believe that being transgender is the result of complex mixture of biology, psychology, environment and not just a matter of choice.

Transgender issues in Indian scenarios:

In India, socio-cultural group of transgender is in the form of hinjras or kinnnars. They are excluded from social and cultural life. They are denied access to economy, politics and decision making process. Many media reports about harassment of transgender. They are denied public service, public accommodation and employment. The main problem is that they are discriminated continuously – no educational facility, homelessness, lack of medical facility and hygiene. They often experience depression, hormonal pill abuse, tobacco and alcohol abuse, problems related to marriage and adaptation.

Example: Manavi Bandopandhyay became principal of Krishnasagar Womens College in Kolkata (Despite of the various challenges they tried to prove themselves.)

Conclusion –

So sex is due to biological, physiological factor. Gender is due to sociological aspects. Transgender still now India is a neglected issue.

UNIT 1 B – Gender Related Concepts Patriarchy, Feminism, Gender Equity and Equality and Sexuality.

PATRIARCHY

Patriarchy is a social system where control of property, power, leadership and social privilege are hold by the male Sylvia well by in

- The arising patriarchy refers to patriarchy as a system of social structure and practices.
- Latin word pater (father) and arch (rule).pater families was a term used Roman male who exercised autocratic autocrat over a family.
- Patriarchy exist in most cultures
- Their decision and choice were limited by the eldest male
- In the hunter-gathers society ,men hunted and women gathered vegetation and reared children
- Both shared an equitable relationship
- In the horticultural society ,women worked and help in cultivation and since neither sex controlled food supply ,an equitable relationship continued to exit
- Dowry included giving cattle to the male agricultural output led to surplus which could be exchanged for others goods male dominance increased as the male contributed to the generation of wealth
- The next stage was the industrials society where the male worked in the factories and were considered as the breadwinners and sale providers of the family
- A good man is one who provide for the family and a good women is one who performs the duties of a wife mother and homemakers ,were accepted jobs become less physical and more secondary
- The post –industrial society become more service centre women started working higher education ,high paying jobs increased
- Education and legal provisions changed the status of women
- Feminist movements and awareness of human right brought changes in the mind set of society gender based social stratification is slowly losing its grip
- Through society still is largely patriarchal ,the status of women in society is improving in areas like education and employment

    IMPACT OF PATRIARCHY ON LIVE OF WOMEN
    1. CONTROL OVER WOMEN'S PRODUCTIVITY :
       In some patriarchal setup, women setups, women stay at home and look after domestic duties for the older members of family
       The male dictate the range of jobs a women may take up most of the time professions such as teacher, bank jobs or nurse are preferred
       In some families the women is expected to hand over her entire pay to the male head of the family who the doles out money for her month requirements
    2. CONTROL OVER REPRODUCTION:
       In patriarchal setup the man often controls the women with respect to reproduction
       The women has no control over how many children she has

Most women have no choice about use of contraceptives or termination of pregnancies

3. CONTROL OVER SEXUALITY:
   A patriarchal society expects a women to cater to his need and desires
   Women on the other hand are expects to behave in a docile manner
   Eve-teasing is common and not taken seriously by society

4. CONTROL OVER EEECONOMIC RESOURSES:
   In most society men control the economic aspects of the women properly is passed from father to son
   Women are more likely than men to be employed in the informal sector

5. CONTROL OVER FREEDOM :
   Women need to seek permission and approval from males in patriarchal setups
   Permission is not easily granted to the female child
   Patriarchal control women decisions

CONCLUSION:
Patriarchy impact society in general and women in particular in a number of ways
Women education was controlled by patriarchal values
Stalwarts in education like Mahatma Phule, Saviribai phule, ramabai ranade, maharishi karve in India, Emily devise in England had to combat patriarchal opposition

FEMINISM

Feminism is originated in America 1830's Seneca false New York birth place of feminism

   ❖ Elizabeth staton ,Lucretia mott,Starteeed women rights
- In most culture men has resived special treatment as compare to female power resources and wealth are not fairly distributed among men and women
- Feminism is organised activity to support women rights and interest. It believe in men and women should be given equal treatment respects rights and opportunity
- Charles furies radial philosopher 1st used term feminism, when he wrote a book on link between *"status of women and social progress"*
  Types of feminism: 1) liberal 2) radical 3) socialist 4) culture
  1) **Liberal feminism:** It seeks individual equality of men and women work thought political and legal references and changes in structure society. They believe that one should use capacity and support democratic to bring equality among men and women. Organise women in large group and proof there use and higher authority for awareness and change. Rationality in thought and actions individual choice they don't seek for reorganise the society they just want to be women quality.
  2) **Radical feminism:** It believe that sexiesus it deeply rooted in the society. they suggest body should be behave out of female body they considered traditional family set to be sexiest women should get wages for the domestic work which give more power to women. They seek to break such family setup. They believe that elements of

modern society like law, religion, political are patriarchal in characters to climate women suppression it is necessary to eliminate all form of male dominance.

3) **Socialist feminism:** Women oppression is due to complex interpolate of social economic and physiological factors subjugation of women is due to economic depends. They seek end of capitalism through socialist reform of economic. Capitalism give more money to men very less to women Capitalism is rule cost of women suppression.

4) **Cultural feminism:** Focus on unique nature of women they say there is need of culture which affirms women. They accept differences between men and women. But differences specific to women should be celebrate.

GENDER EQUITY

In subject like Gender study we do look at Gender Equality as a goal, Gender Equity are practices and way of thinking that help in achieving the goals.

Gender Equity

- Gender Equity means fairness in treatment for men and women in accordance with their needs.
- Gender Equity is a means to achieve to ensure fairness.
- Gender Equity tries to compensate for those disadvantages that deny men and women a level play field.
- Equity is means to achieve equality.
- Equity has the goal of providing everyone with the full range of opportunities and benefits so that all reach the same finish line.
- Gender equity emphasis that all policies and interventions should be examined for their impact on gender.
- Gender equity is a form of substantive equality.

Need for gender equity

- Gender equity helps to maximize one's potential.
- Gender equity is needed to empower the marginal.
- Gender equity gives a fair and level playing ground irrespective of the sex they are born as.
- Gender equity is necessary for a sound and healthy society.
- Gender equity bridges the gender gap and form just and equitable society.

Gender Equity and Education

- Gender equity offers a framework for educational reform.

- Gender equity helps to formulate policies that will help overcome issues in education.
- Planning Commission (2002 – 2007) set up a working Group on Adolescents and, made recommendations regarding education.
- Gender equity is promoted through initiatives like Kasturba Gandhi Shiksha Vidyalaya which are residential upper primary schools for girls.
- Stage Education Committees must have 30 to 50% women supervise and support those seeking education.

Promoting gender equity in different fields

- <u>School</u> – Gender pattern in faculty, avoid references to stereotypes that link subjects or interest with gender, counsel students based on stereotyped notions, etc.
- <u>Interpersonal Relationships</u> – use gender neutral language, avoid gender biased remarks, observe students and encourage them to take part in activities, etc.
- <u>Organization</u> – Reserve certain seats for women while making committees and for choosing school leader some seats can be reserved for sex which is under-represented.

Conclusion

- It is not the responsibility of anyone to make efforts towards equity, all of us have to take united efforts to reach goal through equity.

The given measures how equity should be provided and should be implemented properly

GENDER EQUALITY

Gender is an important area of study of many disciplines such as Sociology, Psychology, etc. Gender studies is an interdisciplinary study dealing with Gender Identity and other related topics, examines the way in which historical, cultural and social events shape role of gender in diverse society.

In this study, it is vital to understand the term 'Gender Equality' and its significance.

Gender Equality

- All men and women have rights and these help in overall development.
- Gender Equality refers to equal valuing by society of the similarities and differences between men and women and role they play.
- UNESCO Gender Mainstreaming Implementation Framework – Gender Equality means all human being are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles or prejudices.
- An examination of society reveals that often women and girls are discriminated against the health, education and labor market.
- The UN Gender Equality Index (UN GII) measures gender equalities in three aspects in which India is placed with GII of 0.563 at 127th place out of 152 countries in 2013.

Gender Equality & Education

- Gender Equality can be promoted by promoting equality education.
- Curriculum needs to be gender sensitive and in no way could either girls or boys be made to feel superior to other.
- School ethos plays an important role in ensuring gender equality.
- Dakar Framework has three gender specific goals.
- Out of 8 UN Millennium Development Goals emphasis gender equality in education.
- 1995 Beijing Declaration remove all obstacles and encouraged active participation of women in public & private life.
- General Assembly adopted CEDAW, in that Art.10 is specifically for rights to education.

Present scenario of gender equality in India

- Indian Constitution ensures gender equality as a fundamental right to all citizens.
- Provisions like Pre-Natal Diagnostic Techniques Act,1994 and National Policy for Women Empowerment 2001 are there but still India has not achieved gender equality.
- Issues of sex ratio, maternal mortality and dropouts indicate lack of gender equality.

Conclusion

- Gender Equality has many challenges and these needs to be addressed by education and empowerment.
- Provisions present in paper work is vain, proper steps should be taken to improve gender equality..

SEXUALITY

- In human beings, sexuality plays an integral part.
- It mainly refers to one's sexual orientation.
- In Gender study, it is vital to comprehend the meaning of sexuality.

Sexuality
- Sexuality is an integral part of human beings.
- It mainly refers to one's sexual orientation which means being heterosexual, homosexual or bisexual.
- It includes our gender identity which is the core sense of us being male or female.
- A definition offered by World Health Organization is 'Sexuality', a central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.
- Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships.
- WHO affirms that sexual orientation is one part of sexuality.
- The term sexual orientation differs from the term 'biological sex' which is mainly biological.
- Sexual orientation differs from gender identity because gender identity refers to psychological sense of being male or female.

- Sexual orientation is different from social gender role which are the cultural norms that define masculine and feminine behavior.
- Under Indian Government Ministry of Health compile data and submitted to the Supreme Court in March 2012 estimated that 2.5 million homosexual men in India, 7% of these being HIV positive.
- The American Academy of Pediatrics (AAP) and the Psychological Association (APA) view sexual orientation as part of someone's nature.

Implication

- A teacher needs to know and understand about sexual orientation as students in high school and colleges are being influenced by their sexual orientation.
- Research has shown that feeling positive about one's sexual orientation and integrating it into one's life fosters greater well-being and mental health.
- The way a person handles his or her own sexual orientation can impact the psychology of a person.
- Hence, proper counselling facilities should exist in educational institutions so that students can understand their own behavior and orientation.

Conclusion

- It must be remembered that sexuality goes beyond sexual orientation.
- Adolescents and young adults have many queries and doubts regarding their own sexuality – teachers, parents and counsellors should provide answers.
- Provisions for proper sex education and life skill education help to think critically and make healthy decisions.

UNIT 1 C) Emergence of gender specific roles: Sociological and psychological perspectives:

SOCIOLOGICAL PERSPECTIVES:

Introduction :

Sociological theories help to understand the connection between society and class, society and caste and such other identities. Sociological perspective state that biology alone does not determine gender identity. Society contributes greatly to gender identity. Sociological theories can be used to interpret how gender roles have emerged.

Four theories that impact gender roles are given below

1. Functionalist perspective of gender

Functionalism has its origin in the work Emile Durkheim who studied how society remains stable

- ➢ The functionalist perspective of gender role suggest that gender role maximize social efficiency and helps to make society stable
- ➢ Society is a complex interplay of person and relationships
- ➢ For any society to function smoothly each individual and group need to perform their functions
- ➢ This synchronization is with socially accepted norms
- ➢ In pre-Industrial society gender roles involves division of labor to maintain social equilibrium
- ➢ In hunting society man had to be away from home for long time. Women's role child bearing bringing up child and looking after domestic chores. Male was assigned role of earning livelihood to support the family.

Conclusion

1. Contemporary families do not fit in to functionalist model
2. Supporters of feminist movement opine that functionalism is suppression of women

2.Conflict theory

- ➢ Supporters of conflict theory assert that social order is maintained through exercising power by one social class over another social class
- ➢ This theory originated from writings of Karl Marx. He stated that society is a stage on which struggle of power and dominance are acted out
- ➢ Friedrich Engels, the collaborator of Karl Marx extended these assumptions to the family and to gender roles by suggesting that exploiter and exploited relationship are also seen at household level

- The household becomes autocracy and supremacy of husband is unquestioned but rather it is expected in the society
- Women's domestic labour is considered as insignificant and therefore power shifts towards male
- The emancipation of women will only be possible when women can take part in production on a large social scale and domestic work is no longer considered as insignificant
- Women gain economic strength by becoming wage earners their power inside home is strengthened
- Household labour is unpaid and therefore is associated with less power
- Powerful spouse performs lesser amount of household works

Conclusion

- This theory over emphasis on economic basis of inequality.
- This theory does not take in to account the consensus that might exist between husband and wife over task allocation

3.Symbolic interaction theory

- Symbolic interaction theory notes that social interaction is dynamic process in which people continually modify their behavior as a result of interaction.
- Sociologist Max Weber introduced the basis of theory by saying that individual act according to interpretation of meaning of their world.
- Blumer coined the term symbolic interaction. By this he meant that people do not respond directly to the world but they respond to the meaning they bring to it.
- Blumer outlined three tenets of this theory
  (a) We act towards people and things based on the meaning we interpret from them
  (b) The meanings are product of social interaction between people.
  (c)Meaning making and understanding is an ongoing interpretive process during which meaning many remain same, change slightly or change radically.
- Society and its institutions exist due to human interaction. People interact according to how they pursue situation gender do not exist objectively
- Man and women label each other as opposite to who they are and then behave according to that label.

4.Feminist Sociological Theory

The feminist theory is concerned about giving voice to women in society and highlighting the contribution of women
Four types of feminist theory

    1. Gender difference perspective

> It examines how woman's experience of social situation is different from man's experience of same situation.

   2. Liberal feminist

> It states that marriage is a site of gender inequality and married women do not benefit as much as man do.

3. Gender oppression theory

> This theory states that not only women are considered different and unequal but they are actively oppressed and subordinated by men

> One sees manifestation of this theory in the fact that violence against women is higher than violence against men.

4. Structural oppression theory

> Structural oppression theory states that women oppression and inequality are result of capitalism patriarchy and racism.

> Karl Marx opined that capitalist exploit working class. This is not just with respective class but also extends to gender

Conclusion

Thus, through the theories and sociological perspectives we understood what affects the emergence of the gender role. How society moulds the gender role, how the patriarchic society thinks etc were well understood based on this exercise.

PSYCHOLOGICAL PERSPECTIVES:

Psychology is the study of the human mind and all human behavior . An Individual's psychology is influence by his/her biology (nature) as well as his/ her environmental influences (nurture). Since biological and social influences manifest differently for men and women, one finds individual psychology strongly affected by gender.

For example: Research shows that depression , stress and anxiety are more profound in women than in men Alcohol dependence and antisocial tendencies are more in men than in women.

Some theories regarding Psychological perspectives of gender

PERSPECTIVES OF GENDER		
Sociological Perspectives	Psychological Perspectives	Cultural construction of Gender
Functionalist (Gender roles are Functional in Nature)	Evolutionary theory (Genes hold the key to our behavior)	Cultural takes up the framework provided by Nature and adds meaning and value to Gender.
Conflict theory (Struggle power & dominance for)	Biosocial theory (Nature and nurture etermines Gender roles)	
Symbolic Interaction (Gender determined by interaction with other)	Social learning theory(Gender roles are determine by observation &modeling)	
Feminist Sociological theory(women / me social perception)	Gender schema theory is gender related beliefs that determine gender	

I. The Evolutionary theory.

1. It suggest that since are genes are adaptive; they hold the key to our behavior.

2. This approach argues that over 10,000 years ago our ancestors were hunters and collectors of food, depending upon nature for their food.

3. As a solution to changes faced, Gender roles division emerged. This was mind's instincts to

survive and reproduce.

4. Hence the male went to hunt and procure food and the female stayed at home to rear and nurture children.

5. This was nothing but division of labor. The male had to be agile to hunt and hence he developed his physical powers.

6. For years together man was in hunting therefore his physical power was developed and later he became aggressive and competitive (traits necessary for survival and in similar way women was more into household work nurturing and gradually she become loving and caring nature. (traits necessary to reproduce and bring up the family) Gender difference manifested.

II. The Bio- Social Theory of Gender Role Development:

1. This theory proposed by John Money & Anke Ehrhardt in 1972, is an approach where nature (Genes) and nurture (Environmental Factors) both play avital role in Gender development.

2. This theory is based on case studies where it was seen that children by genetically as female but rose up as males thought of themselves.

3. According to this theory, children are gender neutral at birth. Gender identity and adherence to one's gender role start after the age of 3

4. Social labeling and treatment given by society, interacts with biological factor to direct the child's development.

5. Society and its expectation influence the child's gender identity. As the child grows up, the child herself begins to follow certain expectations. This is reflected in the choice of games, toys and friends.

III. Social learning theory:

BANDURA'S SOCIAL LEARNING THEORY

1. This theory explains that gender roles are learned through observations and modeling. The child observes how others of the same sex behaves and imitates that behavior becomes part of the personality of the Individual.

For Example: Girls watch their mothers cooking and imitate this behavior.

A boy may be impressed by the way his father or male relative rides a motorbike and he imitated this behavior. It is interesting to note how adults contribute to development of gender perceptions in children

Smith & Lloyd conducted an experiment in which infants were randomly dressed in baby suits of pink color or blue color. Thus the groups had (1) both girls& boys dressed in pink and (2) both Girls and boys dressed in blue colour suits. Adults were asked to play with the infants. It was seen that adults treated those dressed in pink in one way and those dressed in blue in another way.

Experiment 2 Groups

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  ┌─────────────┐
  │ Blue Group  │──┐
  └─────────────┘  │      ┌──────────────────┐        ┌──────────────┐
                   ├──────│  Mix both G&B    │────────│  Blue+ Pink  │
  ┌─────────────┐  │      │  infants with both│        └──────────────┘
  │ Pink Group  │──┘      └──────────────────┘
  └─────────────┘
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Observation found: Blue= Blue is Pink

　　　　　　　　Pink= Pink is Blue

The adults played with them according to what they believed the Gender of the child was. Such behavior of an adult can influence the child's own perception of gender and become an important factor in determining the gender identity of the person. Even children seem to have some norms regarding gender roles.

A 1993 study by Stroufe & others conducted on children between age 5-10 and 10-11 indicated that children who did not behave in gender stereotyped ways were the least popular in the group . Peer socialization is an important factor in gender role development.

Thus Bandura's theory seems to indicate that notions regarding gender are more or less passively acquired by children.

Conclusion: Thus theory ,however fails to explain the variation in the degree to which individual boys and girls conform to gender roles.
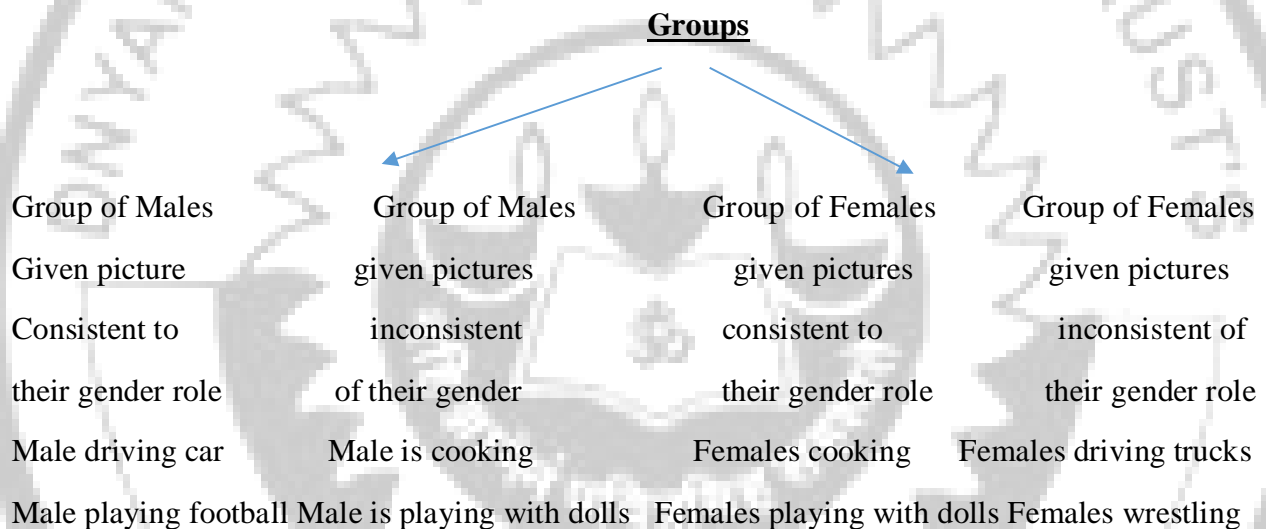]

IV.GENDER SCHEMA THEORY:

1. This theory suggests that children learn what it means to be a male or a female from their interaction with the society.
2. Sandra Bern in 1981 introduced this theory and Carol Martin and Charles Halverson further expanded this theory.
3. According to this theory, children first form a gender identity and then form gender schemas.
4. Gender schema is an organized set of gender related beliefs that influence one`s behaviour. These schemas organize and regulate our behaviour.

5. They depend upon the child's observations of what society expects from a male and a female. The child makes meaning of social information based on the schemas formed.
   For Example: The child observes how male and female dress differently. When the child is given clothes of opposite sex they refuse to wear.
6. Gender schemas thus organize knowledge and information processing.
7. This theory recognizes the importance of cognition in development of gender identity and gender roles
8. Gender schemas influence our interaction in life. Self-esteem is also influenced by gender schema.
   Example: Martin and Halverson experiment, where target group consisted of children between 5 & 6 years of age. They were shown pictures of children involved in activities consistent with their gender schema such as girls playing with dolls as well as pictures where the actions were inconsistent with their gender schema. It was easier to recall those pictures consistent with their gender schema.

Groups

Group of Males	Group of Males	Group of Females	Group of Females
Given picture	given pictures	given pictures	given pictures
Consistent to	inconsistent	consistent to	inconsistent of
their gender role	of their gender	their gender role	their gender role
Male driving car	Male is cooking	Females cooking	Females driving trucks
Male playing football	Male is playing with dolls	Females playing with dolls	Females wrestling

In case of pictures not consistent with their gender schema, children reported distorted memories. For Example: they remembered the picture of girl playing with the truck as boy playing with the truck. They remembered the picture of male driving a car more easily than a male cooking.

Thus Martin and Halverson found that children actively construct gender identity based on their own experiences. The tendency to categorize on the basis of gender leads them to perceive boys and girls as different.

Gender schema serves as an internal and self-regulatory standard for our behaviour; established schema do not change after childhood also.

This theory emphasizes a role of modelling in gender identity. Children are actively involved in structuring their own experiences regarding gender identity.

Children focus on in-groups schema, meaning girls focus on feminine schemas and boys focus on masculine schemas and avoid behaviour which is not according to the in-groups schema.

Children ignored any information that is inconsistent with the schema that they have formed.

Limitations of Gender Schema Theory:-

1. It does not explain individual differences in schema formation.
2. Children with similar environment respond differently to gender appropriate behaviour.
3. These differences may be due to effect of genes or hormones something which the Gender Schema Theory ignores.

    For example:
    Two girls in the same family and environment may respond differently to toys.
    One may like dolls another may be more attracted to fast moving cars or toys more associated with boys.
    Two girls in the same family & environment may respond differently to toys.

    One may like dolls another may be more attracted to fast moving cars or toys more associated with boys.
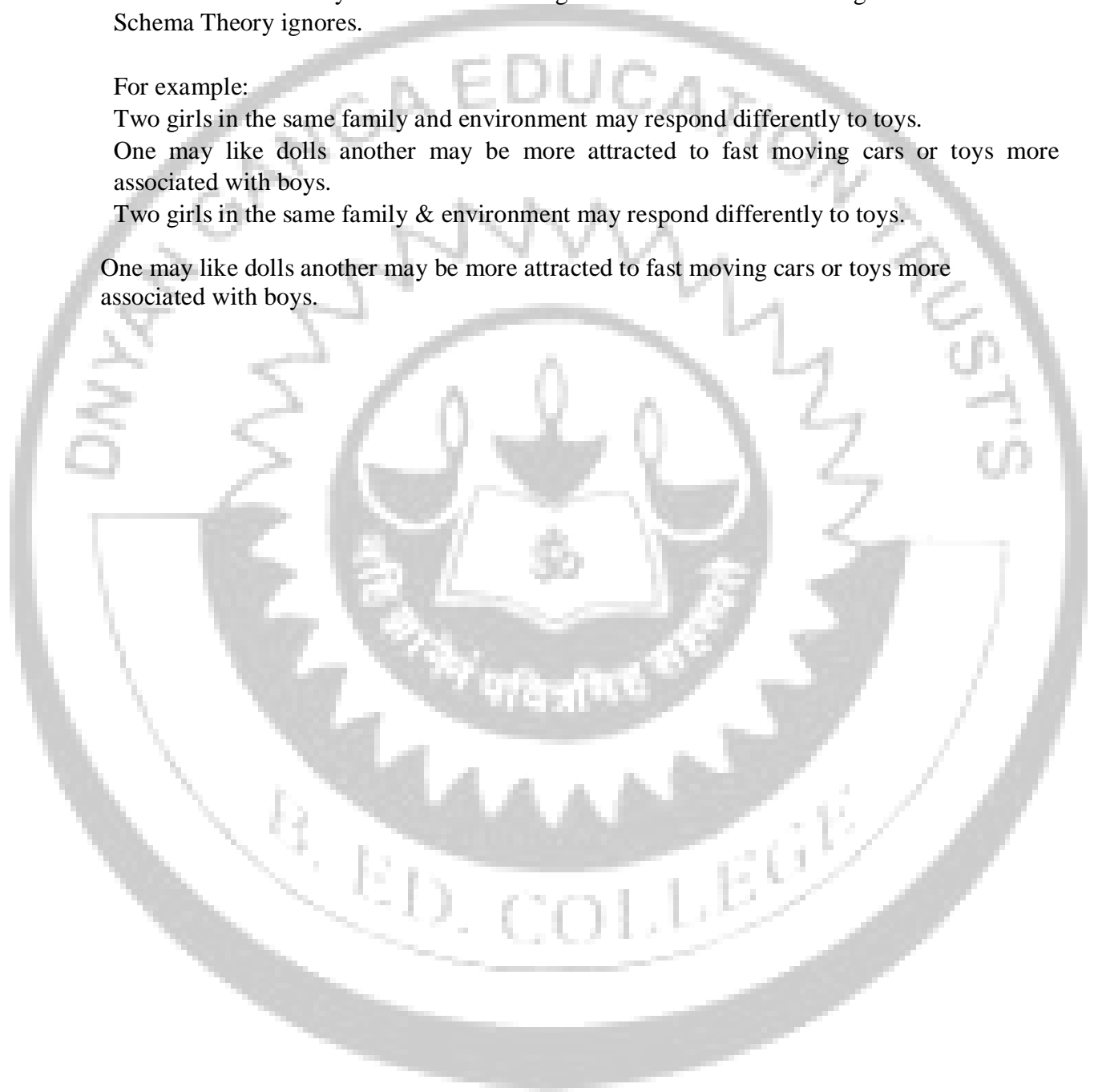
Unit 2 (A) Influence of Family, Caste, Religion,culture,region, thr media and popular culture (Films, advertisements,songs) on gender identity

Introduction

Gender identity is defined as a personal conception of oneself as male or female. It is the person's inner self-identified due to inherent and environmental factor.

1. **Influence of family on gender identity:**

a) Family is the primary agent of socialization.
b) Family has a direct influence on the child's gender identity as it is a very dominant agent in the life of a child.
c) There are 4 ways in which children are socialized into their gender roles.
   - MANIPULATION: where family members encourage that behavior of the child which is according to accepted gender norms and discourage any behavior not accordance with the gender norms. For e.g. A boy who is crying may be told to be quiet and behave like a man. A girl who is crying may be cajoled into keeping quiet.
   - CANALISATION: where the child's interests are channeled into activities synchronous with gender norms. For e.g. Girls may be encouraged to join a dance class and a boy may be sent to play football.
   - VERBAL APPELLATIONS: it is the use of nicknames appropriate to the child's gender. For e.g. Girls are called 'dolly', 'gudiya', or ' rani' and boy are called as 'raja beta', 'champ' or 'hero'.
   - SOCIALISATION: here the children are socialized into gender roles through activities. For e.g. Girls are expected to help mothers at home, clean the house, look after a younger sibling and the boys are expected to lift heavy articles, clean the bike or the car.
d) The differential treatment given to boys and girls in terms of selection of toys clothes and activities is also a parental influence on gender.
e) Families contribute to the process of gender socialization in the following ways:
   - SETTING THE NAMES: most families have norms for the behavior of the children and most likely these norms are gender specific.
   - ASSIGNMENT OF TASKS: in most families, children re invited to help in little domestic tasks. These tasks are often gender specific with girls helping in domestic work or looking after a younger sibling and boys are asked to help their father in tasks like cleaning the car.
   - MODELLING OF BEHAVIOUR: children tend to model the behavior of the same sex parent. Hence a girl is likely to imitate her mother and a boy is likely to follow his father or other male relatives.
   - REWARDS AND PUNISHMENTS: adults tend to reinforce children's behavior through use of rewards and punishments. This contributes to the child's gender identity. So indirectly it forms a concept of what is expected from a male and a female.

2. **Influence of caste on gender identity:**
    a) In order to understand how caste contributes to gender socialization, it is necessary to look at the historical background of caste in religion to gender.
    b) The purushasukta hymns of the tenth mandala in the Rigveda exemplify patriarchy.
    c) The niyoga practice permitted a man to marry his brother's widow.
    d) The manusmriti codifies rules for men and women of different ranks and is based on patriarchal values.
    e) One cannot make general statements while discussing caste and gender, because women belonging to different castes have different experience.
    f) Women from upper caste were forbidden to marry men from lower castes and thus women sexuality was controlled by patriarchal values.
    g) The lower caste women served as slaves for the upper cate men and children born to them did not get their legitimate place in society.
    h) Women from lower cate were considered as mere objects for sexual gratification.
    i) For e.g. in Maharashtra, Tamasha artists came from the non-Brahmin castes. The practices of offering young girls to the goddess and then confirming the as temple prostitutes was also seen in the form of devadasis and jogtins.
    j) In the division f labor too, lower castes women were given menial tasks and the upper caste women were a propagate one's family name.
    k) The law has banned the devadasis system in 1988.
    l) Girls are married to the temple daily even before they attain puberty. Such girls get exploited by men and very often land up as sex workers in cities.
    m) The system of devadasis is only seen among Dalit women. Thus, caste system seems to create different roles for women depending upon the caste they are born into.
    n) In modern India, one find evidence of caste based patriarchy in the form of Khap panchayats that have monitored the sexuality of women through violence and force. These panchayats are often male dominated and hence the justice melted out by them is often biased.
    o) Men lure the members of the panchayat with money or alcohol and they get the judgement in their favour. Women have no voice in such a panchayat.
    p) The strong presence of such panchayats even today shows that these sections of society have still not been integrated into the social system and hence they rely on their own judicial systems.
    q) Education of such groups is slowly changing the scenario and more women are now protesting derogatory customs.
    r) With the advent of a more liberal society due to urbanization and industrialization, both caste system and patriarchy are gradually losing their grip.

3. **Influence of religion on gender identity:**

    a) Religion is an important aspect of most people.
    b) A person's thoughts, views and actions are often shaped by the religion that he/she follows.
    c) Different religion has different influence on gender identity.
    d) Following are some religions:

A) HINDUISM:
- Books like Dharmashastras laid down the roles prescribed for women.
- The manusmriti chapter 9 verse states that,'her father protects her in youth and her sons protect her in her old age, a woman is never fit for independence.
- Hindu tradition recommends 4 types of roles for the married woman, i.e., a person who,
  ➢ Serves the household
  ➢ An advisor to the husband
  ➢ A other to her children
  ➢ A partner to her husband
- Practices like tonsure of widows prevailed and the general conditions of widows are deplorable.
- Children observe their parents performing rituals and thus gender socialization could be influenced due to modelling.
- For eg. Renuka sees her mother observing fast n days like karwa chauth, she learns that this fast is for the Safety and longevity of the husband and she imitates it.

B) ISLAM:
i.   The studies pertaining to Islam and gender socialization report views of both conservative and reformist scholars.
ii. Conservative scholars emphasize the role of women in the domestic sphere and men in the public sphere and explain that this division is because of natural God-given differences in abilities between men and women.
iii. God has given men qualities necessary to work and to be the financial providers, protectors and leaders of the households.
iv. In contrast, women have been granted qualities necessary to take care of the home and children by creating a gentle, soothing and nurturing home.
v.   Men's leadership should not be confused with dictatorship because the Quran emphasizes kindness and mutual decision making in a marriage.

The Quran establishes that mother and father have the same parental rights, but does not provide details regarding the roles of mothers and fathers.
Conservative scholars argue that women are better equipped to take care of children and their obligations are to prioritize their roles as wife and mother.
Reformists argue that women are not confined to the role of motherhood.
Both conservative and reformist scholars argue that Islam emphasis the pursuit of knowledge for both men and women and that both have a right to an education.
Despite this customs like polygamy and purdah have restricted the female and been part of the gender socialization process.

C) CHRISTIANITY:
i)   While examining the influence of Christianity on goods roles, in the necessary to note that the book of genesis in the bible affirms the equality of male and female.
ii) However, Christianity is linked to patriarchal gender role orientations as were prescribed by the Jewish tradition.
iii) Korpi reports that within Christianity, protestant churches in Europe have become more progressive than the Catholic Church in terms of women's role.
iv) Women are freely permitted to worship in churches.

v)   However as in most other religious, positions of official leadership in the Christian Church are often reserved for men.

vi)   In the Roman Catholic Church women's do not became priests but in churches of Protestants origin, women priests are permitted.

D)   SIKHISM:

i)   Sikhism embraces a gender free ideology where unequivocal equality of men and women recognized.

ii)   Among equality of all human beings, fundamental aspects of Sikh theology include implicit gender equality and independence for women.

iii)   The spiritual belief of Sikhism propose social reforms of women's roles in society.

iv)   Sikhism advocates active and equal participation in academics, health care, military and other aspects of society.

v)   Female subordination, the practice of taking fathers or husbands last name, practicing rituals that imply dependence or subordination are all alien to te sikh principles.

vi)   Among Sikhs even names are gender neutral and hence names like Surjit, Harpreet, Sukhwinder, etc. are names of boys as well as girl.

vii)   The Guru Granth Sahibji, "Man is born from woman, within women a man is conceived, to a woman he is engaged and married. Man is friends with woman, through woman, the future generations exist. When his woman passes away, he seeks another woman, to a woman a man is bound. From her Kings are born. From a woman, woman is born, without her there would be no one at all.

viii)   This underscores how a woman is held in great esteem by Sikhism.

A) **Influence of Culture**:-
          Every culture has different guidelines for male and female.

- Chinese culture :-
1)   Old Chinese songs showed that when a male child is born, make him sleep on bed, cloth him with good clothes, let him play with diamonds.
2)   When a girl child is born let her sleep on floor, wrap her with old waste piece of clothes and give her broken tile to play.
- Hindu culture:-
1) Maternal home is showed as temporary.
2)   Girls or females are "Paraya Dhan".
3)   Norms for girls and boys in Indian societies are different.
          How should female dress up? How is her interaction with male? Not to perform religious activities during menses.

Zeneinaga tribe in north east India:-

     If women hunt an animal, male will not even touch that animal.

     Wisdom of women does not extent beyond bank of river.

Mizo-tribe:-

     An old fence and women can be replaced any time.

     Females were forbidden to watch wrestling.

IMPLICATIONS:-

1) To avoid being ostracised by the society we imbibe the culture of the society.
2) It is necessary to examine the relevance and validity of culture of the society.
3) Achievements of brave of the past and recent times could be emphasized.
4) Demeaning customs and traditions of the past threatening equality of sexes should be weeded out.

Influence of region:-

1) The concept of region here encompasses rural and urban regions.
2) Difference in gender socialisation in rural and urban setup is explore
3) Urban areas are characterised by exposure to counter-gender stereotyped.
4) Rural areas people are likely to follow more gender stereotyped behaviours.
5) While a man may attend to household chores like cooking or cleaning the house in urban homes, he is not likely to do so in rural areas.
6) Women employed in villages are usually employed in unorganised sectors.
7) Ownership of property is with the men in villages whereas in cities women also own property.
8) Children in rural areas adopt different gender norms depending upon what they experience with respect to gender roles and gender behaviour.
9) It is interesting to see how rural to urban or urban to rural migration alters gender roles and relationships.
10) Women from rural areas who migrates to urban areas experiences greater opportunities for empowerment in urban areas.
11) In absence or relaxation of patriarchal norms common women may experiences more freedom in urban areas.
12) Adopting different strategies for different scenarios are also part of the gender socialisation process.
13) In some instances, migration has acknowledged earning power of women.
14) Migration often changes traditional role they become decision makers and bread winners for family.
15) In case of men, migration can make them less powerful and this can reduce their self-esteem.

Conclusion:-

1) Changes in social structure, media, culture, region influence gender role and gender behaviour.
2) The influence of globalisation is primitive and altering gender influenced domain.

B) **Influence of media**:-

Mass media refers to all means of communications that can reach to the masses.

This could be print media like magazines and newspapers, electronics media, social networking sites, etc.

1) Print media = magazine, newspaper.
2) Electronic media = film, advertisement, social networking sites, etc

3) Media is bombarding how man and women have to be.
4) Media is focusing more on physical beauty.

     Males – Abs, body building.

     Females – fair, beautiful, slim.

5) Men's magazine = career, business, car, electronic gadgets.
Female magazine = recipes, beauty.

6) In television men is showed as dominant, aggressive, adventurous, muscular whereas female are depicted younger in age, thin-slim, passive, dependent on males.
7) Women are shown too much into relationships, family values, emotions.
8) Mostly women are shown doing household works.
9) Women are shown concerned for sons than daughter.
10) Male are benefactor, rescuer.
11) Male child imitates superman, Chhota Bheem, Spider man, Harry Potter, etc.
12) Girl child imitates snow white little mermaid.
13) Social media: - females are more active on social media than men.
14) Facebook, twitter, Instagram, WhatsApp are used more by women than men. Linkedin very less by females and more by males.
15) Traditional media like magazines, newspaper, radio, T.V. are male dominated.

IMPLICATIONS:-

1) Children needed to be guided rightly about how media needs to be filter and handled cautiously.
2) Children should be encouraged to identity stereotypes.
3) The views and feedback of media users must to be taken into account and if any objectionable content in found, appropriate steps should be taken to address these issues.

Unit 2 b- Gender bias - Health and Nutrition, education and employment

Health and Nutrition

It is well known that India treats its women bodly. World Economic Forum (WEF) measuring gender equality around the world has placed India shockingly at the bottom, at the 113 th position out of 130 countries .

In rural India, very commonly we can see, the mother justifies her saying that she has no money to give both her children the same amount of food. The girl has to be content with half a glass of milk, the boy received a full glass of milk topped with cream. When it comes to providing health care, the boy is taken to the town hospital but for the same ailment the girl is treated with some traditional medicine. The parents justify this by saying that the boy is the one who will carry on the name of the family.

Health and nutrition play on important role in the well being of an individual. Health refers to physical as well as mental health. A study conduct by smith and Haddad in 2000 shows that improvement in the status of woman account for 11.61 % of global reduction in proportion of underweight children being born with improvement in women's education, 43.017 reduction was seen in birth of underweight children. This means that the status of women has direct bearing upon the quality of the family.

A study by Suresh Sharma entitled 'child health and Nutritional status of children '. The Role of Sex Differential states that nutritionally girls have lower ratings than boys.

Haryana concluded that the preferential treatment of boys is very strong in the case of nutrition. Boys were more likely to be immunized as compared to girls but this difference was not statistically significant. Parents consider their daughters to be less valuable and provide inferior care in terms of food allocation.

Gender bids among children in case of health and nutrition will have an adverse effect on the future of the country as these children are the future citizens. Malnutrition in girls will mean that the mothers of the future will have poor health. A malnourished mother may also mean that her children are susceptible to infections and diseases girls, who get poor nutrition and health care, are likely to find it difficult to pursue their studies properly. All Programs and provisions for education of the girl, child is going to be adversely affected if the health of the girl child is neglected.

When an adult female suffers from lack of adequate nutrition and health care it means that as a mother. She will find it difficult to nurture her family. Awareness regarding nutrition in child can be spread through use of the media. It is necessary that women learn the significance of providing a balanced diet.

If a women has greater power in household bargaining and decision making, she is like to make a positive difference to eliminating the gender bias one finds in case of nutrition and health.

Gender bias - Education

"Gender bias refers to unfair treatment given to either men or woman on account of their sex. "

One may encounter such bias at one's work place, in society, in religious practices or even in one's family.Gender bias is also seen in education in class room teachers are likely to ask a male rather than a female student to answer.

When boys answered out of turn they were listened to, while when girls answered out of turn they were told to raise their hands to answer boys are more likely to be called forward for a demonstration of an experiment. If boys and girls are caught for the same misbehavior boys rather than girls are more likely to be reprimanded.

Textbooks too contain instances of gender bias. Textbooks portray fewer women than men as developers of history or initiators of events. Women are barely mentioned in connection with technological developments. Gender equity in the classroom in balance in attention accorded to girl and boys in the classroom, coupled with the quality and quantity of interaction, resulted in lowering the girl's self-esteem and levels of achievement.

Safety of girls in schools remains a neglected area despite the fact that there are more girl dropouts. It is common to find that in our school, different behaviors are tolerated for boys and girls. 'Boys, will be boy' is repeated explanation.

If the school has to be represented in an interschool competition where the participants have to travel far it is likely that boys are preferred in the team.

To avoiding gender bias in Education.

Use inclusive language when addressing students. It is better to say students pay attention rather than saying 'Guys pay attention'.

Use examples that depict gender balance.

For example: - Neeta is cooking, Ravi is playing may reinforce that gender – specific actions sentence like 'Asha is playing Football',

'Mohan is helping his mother' will help to

include gender. Avoid any gender biased

remarks like 'Boys lack discipline'. Encourage

girls and boys to work co-operatively.

If someone has damaged something in the class, do not conclude that it was done by the boys. First find out details and then decide who is responsible.

Parents and teachers play a vital role in ensuring gender equality by practicing actions that through respect both sexes.

Gender bias - Employment

Gender bias in employment affects both males and females In case of females, such bias may be experienced while seeking employment. If the nature of job is such that it requires the employee to go out of town or work for long hours, it is quite possible that employers prefer a male.

Months were rated as significantly less competent, less committed, less promotable and less likely to be recommended for management than non – mothers.

Males also may face this kind of bias for example, a male candidate seeking employment as a primary school teacher may be sidelined if the employers assume that he is likely to be aggressive since he is a male. Prescriphoe bias occurs when one possess traits not generally associated with one's gender.

Man – blunt and voice his opinion aloud it may

be accepted. Women – outspoken or assertive.

She may be criticized for the same research by Carli (2001) reports that women that attempt dominance or assertiveness when expressing their own views often have a hard time achieving success. Thus, one is criticized based on the qualities societal norms dictate one should have , not on what it takes to the job or how well one accomplishes goals.

In addition to the forms of gender bias described above, small acts of sexism in the form of micro- aggression may also be noticed. Micro –aggressions are small, subtle, often unconscious actions that marginalize people in oppressed groups. They are a result of internalized stereotypes, norms, and assumptions and one may not even realize that one is indulging in such behavior.

For example –

While organizing an office party, the ladies were asked to look after the menu to be served and the men decided they would look after the music , photography and other arrangement, impaling that both women & men are expected to take on tasks 'suitable to their gender'.

At this stage, it is necessary to also consider gender discrimination. Gender discrimination differently based upon their gender. Generally a biased attitude results in discrimination one serious effect of gender discrimination in employment is with respect to remuneration accorded to male and female employees. Laws prohibit discrimination between men and women in matters relating to payment of wages.

Unit 2: (c) Gender Stereotyping

➢ **Gender Stereotyping:**

Gender Stereotypes are generalized views or preconceptions about the characteristics, differences and attributes of an entire group based on gender.

Gender Stereotypes can be identified with respect to four areas

Physical appearance	Behavior	Personal Traits	Occupations
Men are expected to be the taller than women of same age, muscular, broad shoulder.	Men = repairing work, taking important decisions in house Another stereotype is men discuss.	Men = aggressive, tough, dominant, confident.	Men = Plumber, mechanic, construction worker, engineer, driver.
Women = expected to be with Smaller frames	Women = Cooking, nurturing child Another stereotype is women gossip"	Women = sensitive, docile, shy, obedient	Women = Teaching, nursing, secretary

One of the way in which gender stereotypes get maintained are through general repetitions. Stereotypes are often repeated and we accept them as the truth and rarely question the beliefs. The general reparation of gender behaviors convey the impression that this is the way things are and should be. Gender stereotypes become such an integral part of our thinking that even society organizes its structures and services to accommodate these beliefs.

➢ **Impact of Gender Stereotypes:**
1. They can limit the capacity of an individual to develop their individual potential. Eg: Boxing is often considered for males due to which champion Mary Kom had to face many hurdles. Such Gender Stereotypes may become obstacle for talented people and they may not be able to develop their potential.
2. Some time career choices are also affected. Eg: A man may be interested in becoming a kinder garten teacher but Stereotype may prove to be an obstacle.
3. Due to stereotype certain responsibilities are left to certain sex. Men are considered strong so all strenuous labor is left for them where as women are considered more patient and nurturing hence responsibilities of looking after kids is left to them.

4. Stereotype offer us simplistic ways of looking at complex situations. This results in making quick decisions in confusing situation. But such decisions may not be always be right and hence stereotype need to be handled with care.
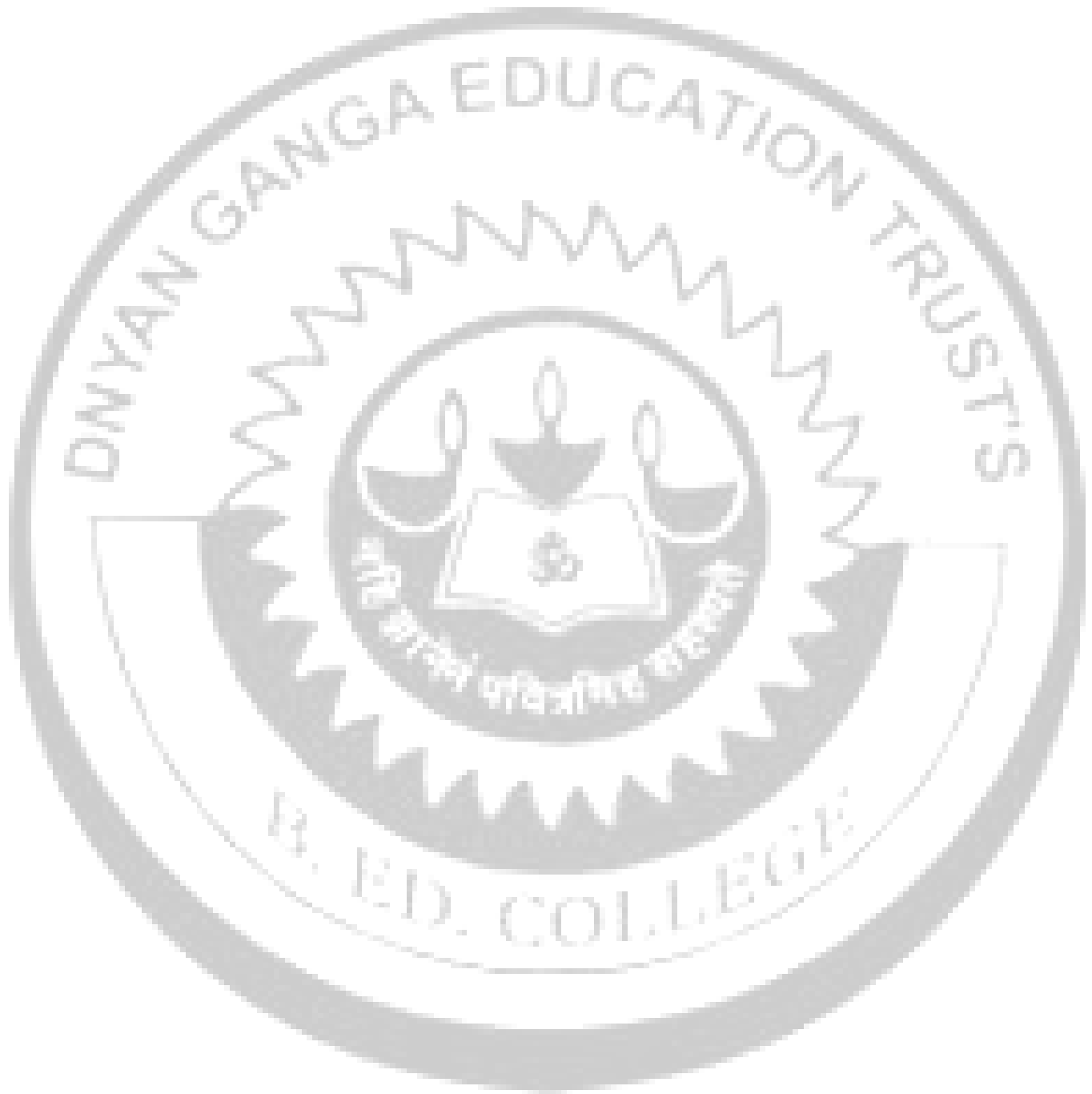
UNIT 3: (A)

Dowry System, Work place discrimination

> **Dowry System:**
1. Dowry refers to any payment in cash or kind made by the bride's family to the groom's family.
2. While this is generally done just prior to or at the time of marriage, demands for dowry could extend to even after the marriage.
3. Humiliating conditions are imposed on the parents of the bride if they are unable to give a good dowry.
4. If one delves into the reasons why dowry is given, one will see that initially the practice was to ensure that the married girls had financial security.
5. However, greed and self – centeredness have overtaken this reason and today one finds that many grooms make demand for dowry.
6. Sometime parents give dowry to ensure that their daughter has a married life free from taunts and trouble of the in-laws.
7. Causes: Social customs, patriarchy, low status of women and a false notion of prestige.
8. Roots of female foeticide and female infanticide can be traced to the dowry system where parents kill girls to avoid huge dowry.
9. Education is one way to tackle the evils of dowry.
10. Education of girls will ensure that girls attain financial independence.
11. The National Crime Records Bureau of India reported 8233 dowry deaths in 2012 and there could be just the tip of iceberg as many cases go unreported.
12. The Dowry Act, 1961 declares those giving and taking dowries are both crimes.
13. The law breakers can get upto 5 years imprisonment and may be fined upto Rs. 15000.
14. Faulty social norms and beliefs need to be examined.
15. Stringent laws and fast tracking of dowry cases will help to eliminate this menace.
16. Education and empowerment, supported by strong legal action, will help to eradicate the dowry system.

> **Gender discrimination at work place:**
1. Gender discrimination at the work place is seen in the form of disparate treatment given to certain employees because they are from a particular gender.
2. Another form of it is disparate impact gender discrimination when the company policy excludes people from jobs or promotion due to their gender.
3. Gender discrimination may be in the form of unequal pay given to men and women for same type of work done.
4. According to the Organization for Economic Cooperation and Development (OECD), the difference between male earning and female earning expressed as a percentage of the male earnings is called as gender pay gap.

5. Gender pay difference exists due to the fact that most women work in unorganized sectors where the pay is less.
6. Illiteracy of women, lack of awareness of the law and the nature of unorganized sectors could be reasons why the Gender Pay Gap is wider in the rural areas than in urban areas.
7. Article 15 of the constitution guarantees that there will be no discrimination on basis of sex
8. According to International Labour Organization, India's female labour participation is just 29% and in China it is 62%.
9. Experts opine that gender inequality in employment has resulted in 4% annual reduction in our economic growth.
10. Women in employment sometime face discrimination due to pregnancies.
11. In this case, discrimination can be refusal to grant a job to a woman who is pregnant or dismissed of the woman from the organization when she discloses her pregnancy.
12. Maternity Benefit Act of 1961 safeguards women in this case.
13. If woman has worked for 80 days in 12 months before delivery then the Act grants mandatory paid leave for any female worker.
14. Women seem to face greater challenges as compared to men when it comes to getting top places in the professional fields.
15. This unseen, unbreakable barrier that comes in a way of achievement and progress of capable women is often referred to as 'the glass ceiling of the corporate world'.
16. Thus, gender discrimination at the workplaces is a major problem all over the world

Unit 3 b - Sexual abuse

According to the World health organization, child sex abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is enable to give informed consent to or that which violates the laws or is social taboo of society.

❖ It means molestation, undesirable sexual behavior, by one person upon others
❖ It is done forcefully, immediate and infrequently.
❖ Some molesters are pedophiles or people with sexual interest in children.
❖ At times, the abuser may be a classmate.

Who all can be victim pf sexual abuse:

Spouse- martial rape
Children in slums can be vulnerable to sexual abuse because of lack of proper security.
By direct Sexual Contact
Pressuring child to engage in sexual activity
Display pornographic films and videos

Use of child vulnerably.
Elderly People
Sexually abused in nursing home
Person with developmental disability.

Effects on victim:

- ❖ Victim may display anxiety or fear when he or she sees someone who resembles their aggressor.
- ❖ Disturbed sleep, lack of confidence, poor self-esteem, and withdrawal from social life are some effects.
- ❖ Self-destructive behaviour such as alcoholism, drug abuse, insomnia and anxiety disorders.
- ❖ Some may experience problems with sexual functioning.
- ❖ Sometimes the abuse child may feel stigmatised and this may lead to self-hatred.
- ❖ Post-traumatic stress, depression, eating disorders, drug abuse and increased tendency to commit crimes.

Treatment:

Emergency contraceptive, preventive medicine from STD, tetanus,
Psychological treatment and care must be taken.

Preventing and dealing with child sexual abuse:

- ❖ The institution can prevent sexual abuse by ensuring the safety and protection of child.
- ❖ All staff members have to be sensitised to the rights of the child. All school must have a child protection policy.
- ❖ Self-defence classes can be introduced to train students to protect themselves.
- ❖ Sex Education class will help to understand various physiological changes and help to deal with the same in a positive manner.

Conclusion: Teach children that no one should approach them or touch them in a way that sense is wrong.
Teacher can infuse like skills such as communication, decision making. Parents should be aware, children must be encourage to what happen to them in playgroup, in school and while traveling.
Both boys and girls are made aware of the dignity of their body,
Physical changes as they approach adolescences.

Cyber Bullying

Introduction: Technology plays a vital role in our lives. Sometime children develop online friendship with people they never seen or met. These can victims of online abuse.

❖ Cyber bullying could include sending email messages on social networking sites, posting vulgar material on someone else website or social networking page.
❖ It is the use of the internet, cell phones, or other technology to spread hurtful or embarrassing pictures and messages about another person
❖ 50% of the online users among youth in India have had some experience with cyber bullying been cyber bulled online or witnessed others.
❖ When several exploitation occur online, children may be forced to send or post sexually exploit pictures or videos.
❖ Victims of cyber bullying own suffer emotionally, socially, behaviourally and academically.
❖ Victims of cyber bullying can become depress, develop eating disorders, stop hanging out with friends and lost, lose interest in school.

   Precaution to be taken with Respect to online harassment

   ❖ It is necessary that the school and parents jointly work towards teaching the child how to use media wisely.
   ❖ Nothing posted on internet is private. Anyone who accesses your profile on a social networking site can copy or screen capture information and photos.
   ❖ Safeguard your password and frequently change the password.
   ❖ This will present your mail and social networking pages from being hacked.
   ❖ Never post inappropriate comments or pictures.
   ❖ Never respond to friend request from unknown people. People often make fake profiles to correspond with others
   ❖ If you feel harassed by a stranger, tell an adult you trust immediately.

   Conclusion: Indian penal code sections 354A, 354D,509 provide a remedy for cases of online sexual harassment.
   It is duty of every adult to ensure the children have access to the right. This will help the holistic development of children in an appropriate ambience.

c) National policy for women empowerment

   • It was adopted on 20th March 2001.

Objectives

   • Advancement, development and empowerment of women.
   • Eliminate discrimination against women.

- Special focus on women development.
- Inclusive growth of women.

Objective of policy

- Create positive economy and social policy, environment to develop women and realize their complete potential.
- Equal right and freedom in political, social, economic culture and civil sphere.
- Strengthening legal system to eliminate all discrimination against women.
- Change in social attitude, community, practice by active participant of male and female.
- Main steaming in gender perspective in development process.
- This policy benefits women directly and society indirectly.
- To ensure that policy is effective, national and state level council have to be active.
- Women self-help group play crucial role (Amul, Lijat papad are some organization)
- Gender sensitization and resource management.
- Training and skill is provided to stand independently.
- Protection of women through domestic violence Act 2005.
- Sabalaa scheme for empowerment of adolescent girl.
- Free education and vocational education is giver.
- India stands to boost its GDP by 2025 if more women are added to the non-farm labour force.
- Closing gender gaps in secondary and tertiary education.
- Strengthening legal provision and reshaping attitude about the role of women is society and work will go a long way in promoting gender equality.

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, behaviours 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 behaviour 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

➢ Teachers 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.

➢ Childrens 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 emphasises 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, these issues need to be addressed seriously through curriculum.

3. The curriculum must foster gender empowerment:

A good curriculum focuses on gender empowerment by emphasising self actualisation 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 femanle 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.

Gender and Textbooks

 ➢ 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 9th 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 Banglore on 28th 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 7th 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) NAUROTI DEVI

- 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 & if 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 spinefidia , 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:
    Come   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 1st 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, 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 ass adult and repe, 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 happen 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 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 an   other 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 safe-guarding 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 al 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.
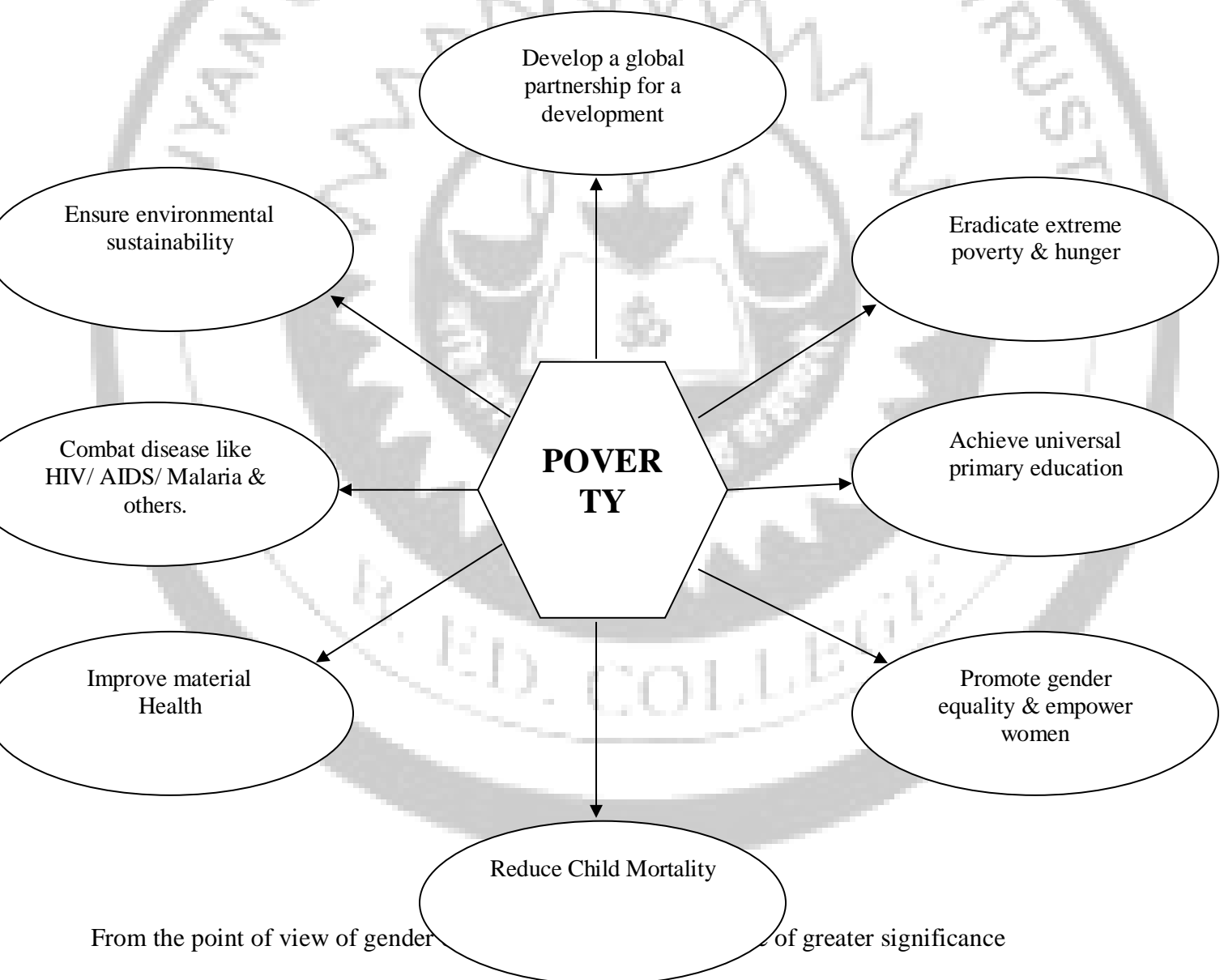
MILLENIUM DEVELOPMENT GOAL : Promoting gender equality and empowerment

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)

Develop a global partnership for a development

Ensure environmental sustainability

Eradicate extreme poverty & hunger

POVER TY

Combat disease like HIV/ AIDS/ Malaria & others.

Achieve universal primary education

Improve material Health

Promote gender equality & empower women

Reduce Child Mortality

From the point of view of gender   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 nut 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. Inspite 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 goals 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