

May - 2018

Qss

Part - A

1. Infer the meaning of gender from the Functionalist Perspective. Analyse the reasons for the existence of gender inequality in India. Suggest means to overcome gender based issues through education.

Gender - meaning

* Gender is a term which is popularly addressed to the classification of human beings. According to Oxford Advanced Learners dictionary gender means classification of noun or pronoun as masculine or feminine or neuter.

Synopsis

Gender - meaning
- functionalist perspective
reasons for gender inequality
Suggestion for equality

- * Gender pinpoints refers to the socially constructed roles, activities, attributes that a given society considers appropriate for men and women — WHO
- * Gender equality means that women and men, girls and boys enjoy the same rights, resources, opportunities and perceptions. It does not require that women, men and girls, boys be treated exactly alike — ~~the~~ UNICEF

Functionalist Perspectives

⇒ The Functionalist perspective sees society as a complex system whose parts work together to promote solidarity and stability. This approach looks at society through a macro level orientation, which is a broad focus on the social structure that shape society as a whole and looks at both social structure and social functions.

⇒ Functionalism also known as 'structural functionalism' is a macro sociological perspective based on the premise that society is made up of interdependent parts each of ~~basic elements~~ which contributes to the functioning of the whole society.

⇒ Functionalist seek to identify the basic elements of the society determine the functions these parts play in meeting basic social needs in predictable ~~and~~ ways.

⇒ Functionalist emphasis on ~~value~~ Value Consensus is a major ingredient in virtually all their interpretations related to social change. Values surrounding gender roles, marriage, and the family are central to functionalist assertions regarding social equilibrium.

Pre-industrial society

⇒ Functionalist suggest that men were frequently away from home for long periods ~~from home~~ and centered their lives around the responsibility of bringing ~~food~~ food to the family.

⇒ women more limited by ~~pregnancy~~ pregnancy, childbirth and nursing caretakers of children and households.

⇒ women may have been farmers and food gatherers in their own rights but they were dependent on men for food and protection. Male activities and roles came to be more valued than female activities and roles.

Contemporary society

⇒ ~~the~~ ^{male} husband / Father takes the instrumental role, he is expected to maintain the physical integrity of the family by providing food and shelter ~~and~~ ~~bringing to the family~~.

⇒ ~~the~~ Female / wife / mother takes the expressive role - relationship and provide emotional support and nurturing activities that ensure the household run smoothly.

Finally

⇒ Functionalism has been used as a justification for male dominance and gender stratification.

Inequality in India

- Gender inequality refers to unequal treatment of individual based on their gender.
- Inequality refers to health, education, economic and political inequalities between men and women.

Reasons for inequality

- Majority of people in India are not literate. It becomes causes for gender inequality. They are not much aware about the latest advancement in Science, Technology and other areas of development.
- Majority of the people in India are religious by nature. They confined to old traditions and superstitions. They remain ignorant about their own freedom and rights to be exercised.
- In general females are treated as weaker section. It makes their positions still weak.
- In India due to lack of resources and facilities people fail to make use of modern techniques for their development in different walks of life.
- In rural areas females lack awareness about their rights regard to health, hygiene, nutrition and education.
- Due to unfavourable environment women are restricted to home thus they are deprived for their education, earning and initiatives from other sources.
- ~~People~~ Generally people attached with male child. Girl is considered as burden of the family.

Remedies for gender inequality through education.

- ⇒ Removing illiteracy among the girls and women especially in rural areas, backward communities, tribal ~~and~~ regions.
- ⇒ Removing superstitions and bias against the birth of girl child in the family since all life in existence is equal and free to come to life.
- ⇒ Remove narrow outlook of society with regards to girls and boys women and men and even the other genders.
- ⇒ In Indian society aware people about new policies of the government and rights of the people through their education.
- ⇒ implementing strong laws and strict discipline in society through regulatory and law and order agencies.

and law and order agencies.

2.

Elucidate the significant aspects of curricular and co-curricular activities to achieve gender parity. Discuss how teacher can act as an agent of change in achieving gender parity.

Synopsis

- Gender disparity
- Importance of gender parity
- Curricular and co-curricular activities promote gender bias
- Teacher as an agent of social change
- Role of Teacher in achieving gender parity.

Gender disparity

- means not having equality in term of Gender. we can find disparity in different aspects it is most commonly found in classroom interaction.

- Gender disparity in India refers to health, education, economic and political inequalities between men and women.

Importance of Gender disparity Parity

- Education is a human right for women and men
- Education is a Cornerstone of economic development and has benefits for national health, social, and political stability etc.
- Education is crucial for achievement of the millennium development goals

Gender parity achieve through Curricular & Co-curricular activities:-

- The core aim of education is to foster all round development of a child.
- All round development can be achieved only through education.
- Education plays a fundamental role in making of man and his development as a culturally well developed social animal.
- Co-curricular activities refers to activities programmes and learning experiences that complement.
- Co-curricular activities are those which are undertaken side by side with the curricular activities.
- It gives the students an opportunities to develop particular skills and exhibit their non-academic activities
- Aesthetic development like character building, spiritual and moral values, physical growth, creativity and many more are packed up by Co-curricular activities only.

Co-curricular activities render a number of values like

- * Educational value
- * psychological value
- * Social value
- * Civic value
- * physical development value
- * Recreational value
- * Cultural value.

Remove gender bias.

- In order to promote gender equality in education equal opportunities given to girl students in all curricular activities.
- in order to solve academic or personal problems given equal opportunities to girls to express their views.
- ⇒ Equal participation is given to girl child in games and sports activities.

Teacher as an agent of social change

- The teacher was regarded as the spiritual and intellectual father of students.
- The function of the teacher is to lead the students from the darkness of ignorance to the light of knowledge.
- The lamp of learning was concealed under a cover and the teachers removed it and let out the light.
- The teachers were not only embodiment of knowledge but also ideals of all that is good and great in man.
- "Teachers as a maker of man" — John Adams.
- Teacher is a nation builder.
- He is the key man and who depends the future of the child.

Social change

- Social change involves alteration in the structure and functions of society.
- A change is significant sets a trend, fairly lasting such change should be revealed in social relations, behaviour, values or action of a good no. of people in any society.

Factors Causing Social change:

- Environmental factor: - natural calamities - earthquake, flood, fire etc.
- Technology: Joint family to nuclear family - Science
- Cultural diffusion - Culture of one society spreads to other society.
- Ideas and ideologies: - Rousseau - French revolution, Communism - liberty, equality etc.
- Life and deeds of individuals: - Gandhiji's philosophy of non-violence, Lenin, ideology
- Secularization: - Various issues and events in personal and social life are elevated not from religious point of view but Utilitarian.

- ⇒ Teachers are the real makers of history - H. G. Wells.
- ⇒ Teachers are enlightened person, mobile personality, an urge for social works behind the screen. bring revolution and reforms, Educational philosophers,
- ⇒ Teachers has the powerful instruments in his hand that in education. Education shakes levels of society, breaks new grounds, and takes nation towards new horizon.
- ⇒ Today's childrens are tomorrow's citizens, leaders and decision makers.
- ⇒ Future of the nation is in the hands of the teachers.
- ⇒ Her moulds and shapes. India's ~~destiny~~ destiny is being shaped in in her classroom - Kothari Commission.
- ⇒ Teachers must be conscious of his job and students to change the society. Teacher should have ~~his~~ faith in change.
- ⇒ Teacher has great respect from traditional society to industrial society.

⇒ Teacher is a leader in the community. ~~He~~ He transmits intellectual and technical skills from generation to generation.

- Schools is a place where the learners come from various social backgrounds carrying their own social identities.
- School children come to understand their social identity relative to each other and relative to the institution.
- Schools are not only responsible for teaching their gender differentiated social roles. They often reinforce the subordinate ~~for~~ role of girls and human through curricular choices or classroom organizations.
- Thus we can say that the source of gender disparity ~~lies in~~ lies in the curriculum and it further comes as a reading material which help learners especially girls or females to stereotype them.

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Part - B

3. Give an account of the various problems faced by women in the society.
Opine on how these problems may be addressed with education. -

Problems faced by women in the society :-

Women in the contemporary society face various problems. All the problems do not exist as such in all the parts of India.

1. Gender discrimination :- Women are considered weaker & less strong than men. Women are given less importance. Gender discrimination affects the women in the areas of nutrition, education, health, care, decline of female population, job, public life etc.
2. Violence :- Women facing violence ~~in the~~ within the family and outside the family (sexual abuse, rape, kidnapping, murder etc.)

3. Unemployment: women face difficulties in searching their job. They are exploited and ~~harass~~ harassed in the workplaces.
4. Unequal educational opportunities: - Denying education to girl child. The disparity is even higher in rural areas.
5. Selective abortion and female infanticide: - It was practice for years in especially rural parts in which abortion of female fetus is.
6. Sexual harassment: - This happens within the family and outside the family. Most of the time happen by family members, neighbours, friends, relatives, higher officials and even by unknown person etc.
7. Dowry system: - It prevails mostly in women of low or middle class family. Women are ill-treated, man-handled, disrespected, tortured and suffer due to less dowry. ~~that they become~~.

Addressed by Education

Education is the most important tool for addressing ^{facing the} women's. The literacy of women not only affects ~~to~~ her but also the entire family, the society and ~~the~~ the nation.

Educated women will be successful mother, a better human being and a worthy citizen. She can promote self respect and thus the status will be improved.

Educated women will be aware of her rights. She will be conscious, skilled and productive. A well educated women developed socio economic.

4. Deduce the reasons of how Religion, Caste, culture and media impose an indirect authority over women.

Gender inequality refers to an imbalance of power between men and women. This is reflected in the fact that women have less political ~~power~~ power than men, economic clout, they have less say within the community and are subjected to gender based violence both inside and outside the home.

Religion and culture as powerful institutions within society play a major role in shaping gender roles and perpetuating gender inequality and are powerful institutions within society.

Gender relations within the religious and cultural communities are reflection of gender relations within broader society. However media practitioners often find it difficult to make the link between women's position in religion and culture; and women's position in society.

The media has a critical role to play in challenging inequality and highlighting areas of best practice. Religion has an extremely powerful influence over people's lives. In particular its impacts on gender relations and consequently on how women are treated in society and the home.

Religion is often used to deny women their fundamental rights. Some religions do not allow women to occupy to deny women their fundamental human rights.

5. State the few prominent Constitutional provisions that address women's safety and rights.

Constitutional Rights to women:

- The state shall not discriminate against any citizen of India on the ground of sex - Article - 15(1)
- The state empowered to make any special provision for women - Article 15(3)
- no citizen shall be discriminated against or be ineligible for any employment or office under the state on the ground of sex - Article 16(2)
- Traffic in human beings and forced labour are prohibited - Art - 23⁽¹⁾
- The state to secure for men and women equally the right to an adequate means of livelihood - Article 39(a)
- The state to secure equal pay for equal work for both men and women - Art 39(d)
- The state is required to ensure that the health and strength of women workers are not abused - Article 39(e)
- The state shall make provision for securing just and human conditions of work and ~~and~~ maternity relief - Article 42
- It shall be the duty of every citizen of India to renounce practices derogatory to the dignity of women - Article 51-A(e)
- One third of the total number of seats to be filled by direct election in every panchayat shall be reserved for women - Article - 243-D(3)
- One third of total no. of offices of chairperson in panchayat - Article 243-D(f)
- $\frac{1}{3}$ of total no. of seats to be filled by direct election - municipality - Art - 243-T(3)
- chair persons in municipalities reserved for women - Art - 243-T(f)

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6. Elucidate the role of family, school and community in addressing gender issues in the society.

Family

- As a parent are the most important adult in your child's life and to whom ~~to~~ your child looks up.
- The most important factor for your children's protection is a strong ^{self-}esteem.
- Be available when they need to talk. Be honest and open with them when they ask difficult questions.
- ~~Red~~ Encourage kids to talk about their day
- Become educated on sexual abuse
- Look for Red Flags
- Know where your children are and who they are with at all time
- Teach children that the danger may come from someone they trust.

School :-

- Ensure teachers, volunteers and anyone else with access to children is properly screened and trained.
- Implement and Enforce a policy for reporting child abuse
- Establish protocols and screening for school Computers use.
- Assess your environmental structure and take every possible step to make safer
- make certain campus security, all visitors are screened through the office.
- Develop Child safety programmes appropriate for the child's age and levels
- Safety planning and design for women and girls is important.

Community :-

- Know about child rights and child sexual abuse can help safety of children
- Talk your friends, colleagues, relatives and family about the problem
- observe the behavioural and physical indicators of sexual abuse in children
- Help a child of being abused and assist the child.
- Implement a school child protection policy
- involve to organizations working against child sexual abuse.

8. Analyse the implication of co-education at the high school, Higher secondary and higher education level in developing gender parity equality and empowerment.

- Co-education refers to the integrated education system where the ~~children~~ education of both boys and girls are arranged in the same environment mainly at schools, colleges and universities.

Advantages .

- Broadness outlook and personality. - ~~it instils~~ modesty and grace are indeed two most important qualities in an ideal girl.
 - Bold and Smart :- Co-education removes shyness. It creates in the hearts of both boys as well as girls inspiring urge to work together for the advancement of the nation.
 - ! psychological point of view Co-education is a blessing for girls especially of an under developed ~~and poor~~ country.
 - Co-education is the appropriate solution to minimise the high cost of maintaining separate staff and infrastructure.
 - During the Co-education they are able to understand and develop respect for each other, results develop a social environment and treated equally.
- ⇒ The gradual development of women's education shows that the need for co-education is highly imperative if we have to promote literacy among women and have to provide them equality of opportunity in the real sense.
- ⇒ ~~Dr~~ Smt. Hans mehta Committee on co-education (1962) recommended that adoption of co-education as the general pattern.

women empowerment :- refers to ~~increasing~~ ^{increasing} and improving the social, economic, political and legal strength of the women to ensure equal right to women and to make them confident.

- get equal ~~rights~~ opportunities for education
- determine the financial and economic choices
- get safe and comfortable working environment
- equal social status in the society
- have equal rights for social and economic justice
- to make their own choices and decisions

10. Explain how print and electronic media perpetuate violence in family, school, workplace and society in large

Media violence

- So much violence on TV makes its children more violent. Children who watched violent cartoon were more likely to hit other children and break toys.
- violent Television and films, video games and music reveals that ~~media~~ media violence increases the likelihood of aggressive and violent behaviour.
- Internet, blogging, e-mail and cellphone text messaging have grown to play significant role in the erosion of school society.
- Cell phone text messages and email provide additional platform that support a new form of violence - cyber bullying occurs when young people use electronic media to ~~tear~~ taunt, insult or even threaten their peers.

Part - C

11. How does evaluation of textbooks and media from gender perspectives help in gender identity construction?

- Text book and media plays an important role in challenging gender inequalities.

- Gender studies can be included in the ~~syllabus~~ syllabus so as to enhance awareness, values on gender and gender equality.

- Textbooks can involve followup activities on issues and consequences of gender inequality for the growth of our nation.

13. State the importance of addressing Sexual harassment in educational institutions and work places

- Schools are at the frontline of child protection since they have the potential to both teach protective behaviours effectively and to greater no. of children than any other system.
- Large time & hours are spent at school. Besides educators have a special role in combating child sexual abuse, as they possess the knowledge, training to addressing sexual harassment.
- Teachers access to the children is properly screened and trained.
- most of the work places done in Sexual harassment. So addressing the harassment in ~~work~~ work places also important.

14. Highlight the key features of women Reservation bill

- Women reservation bill was first introduced in Parliament in 1996.
- 108th Amendment seeks to reserve 33% of all seats in governing bodies at the center, state and local level.
- It was reintroduced in 12th Lok Sabha as 84th Constitutional Amendment bill by Vajpayee Government on 26th June 1998.
- It was once again introduced in 13th Lok Sabha ~~on~~ on 22 Nov 1999.
- It was brought to the house once in 2002 and twice in 2003 but despite its having a majority in the Lok Sabha the NDA Government made no effort to have Bill passed.

15

Write briefly ~~on~~^{on} the life skill courses to deal with gender issues

- Life skills are usually associated with managing and living a better quality of life. They help us accomplish our ambitions and live to our full potential.
- These skills can be important during adolescence, which is filled with new feelings, physical and emotional changes, excitement, questions and difficult decisions.
- It is also a time when the difference between young men and women become more pronounced and gender norms take a stronger hold in governing young people's aspirations and behaviours.
- Life skills are important both young men and women.
- Life skill programmes move beyond providing information. Although it is important to deliver information and to reinforce such knowledge periodically,
- Life skill programmes aim to develop young people's abilities and motivations to make use of all types of information. The approach should be interactive, using role plays, games, puzzles, group discussions.

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