

B.Ed., I YEAR

GENDER, SCHOOL AND SOCIETY

(Course – 4)

STUDY MATERIAL FOR

PONDICHERRY UNIVERSITY

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Unit 1

Gender identity construction

Syllabus : Gender: meaning, definition – in various perspectives: biological, functionalist, integrationist, conflict – current status – inequality in India – gender studies—education of the girl child – agencies for women education and development – Research project and studies – evaluation of text books and media from the gender perspectives – global perspective on gender.

Introduction

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Increasing attention has been given to the importance of achieving gender equality in education. To date, however, most efforts have focused on addressing gender parity - an equal number or proportion of girls and boys accessing educational opportunities.

Although simple gender parity may be easier to measure, gender equality encompasses a wider concept, of which gender parity is only a part. Gender equality moves beyond access and requires that girls and boys also experience the same levels of quality and outcomes of education. One of the key impediments to achieving gender equality in education is that it cannot be addressed in a vacuum; rather, educational institutions are products of the inequalities that exist in larger society.

Educational institutions are shaped by the societal forces that perpetuate gender based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. Behaviours and beliefs formed in schools and educational institutions can have a lasting impact on gender relations in society. Education systems are both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world.

Meaning & Definition

The concept of gender was first used by Iill Matthews in 1984 in her study of the construction of femininity. According to Mathews, the concept of gender gives recognition to the fact that every known society differentiates between women and men. Gender is a socially constructed term which has specified nature and meaning. It is manifestation towards responsibilities and various social roles.

It is used as an equipment to analyze the situation, taboos, and realities of social roles posed by various social institutions (i.e. family, marriage, religion etc.). Gender identity has moved from dualism to multiplicity, it is both fluid and embodied, not unified.

A working definition in use by the World Health Organization for its work is that "Gender' refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women" and that "'masculine' and 'feminine' are gender categories

Gender is the range of characteristics pertaining to, and differentiating between and from masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e. the state of being male, female or intersex), sex-based social structures (including gender roles and other social roles), or gender identity.

The term gender refers to the economics, social, political and cultural attributes and opportunities, associated with being male and female. In most societies, men and women differ in the activities they undertake, in access to and control of resources, and in participation in decision-making. Add in most societies, women as a group have less access than men to resources, opportunities and decision-making.

Gender is a concept that humans create socially, through their interactions with one another and their environments, yet it relies heavily upon biological differences between males and females. Because humans create the concept of gender socially, gender is referred as a social construction. The social construction of gender is demonstrated by the fact that individuals, groups and societies ascribe particular traits, statuses, or values to individuals purely because of their sex, yet these ascriptions differ across societies and cultures, and over time within the same society.

Gender assigns different and unequal roles and attributes of “masculine” and “feminine” to men and women. In practice, it categorises these “masculine” and “feminine” roles and attributes as “natural” differences; this makes unequal relations seem normal.

Gender is revealed to be a construction rather than a given if we shift the perspective from gender as difference to gender as concretely experienced dominance: then gender changes from what seems natural to what calls for questioning. Gender relations are not static, they vary across cultures and time. They are dynamic and recreate new ways in which masculinity and femininity are

constructed and communicated in a particular context or period. Since gender is an evolving concept it is open to re-examination and change. Gender relations are not sacred; in fact existing gender relations need to be questioned.

Definition of Gender

Gender is defined by FAO as ‘the relations between men and women, both perceptual and material. Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution’ (FAO, 1997).

Gender has been defined as: "The commonly shared expectations and norms within a society about appropriate male and female behavior, characteristics and roles. Gender can be considered a social and cultural construct that differentiates females from males and thus defines the ways in which females and males interact with each other. These roles and expectations are learned and they can change over time as well as vary within and between cultures."

Difference between Gender and Sex

The terms ‘sex’ and ‘gender’ are closely linked, yet they are not synonyms. Robert Stoller, in the 1960s, has drawn the distinction between them. He suggested that the word ‘sex’ be used to refer to the physical differences between men and women, while the term ‘gender’ be used in connection to the behaviour and cultural practices of men and women.

Sex:

‘Sex’ refers to the biological characteristics or natural biological differences between men and women, for example, the differences in the organs related to reproduction. A person’s sex is biologically determined as female or male according to certain identifiable physical features which are fixed. Women’s marginalisation has often been seen as ‘natural’ and a fact of their biology.

Gender:

Gender refers to the cultural, socially constructed differences between the two sexes. It refers to the way society encourages and teaches the two sexes to behave in different through socialization. ‘Gender’ and the hierarchical power relations between women and men based on this are socially constructed, and not derived directly from biology. Gender identities and associated

expectations of roles and responsibilities are therefore changeable between and within cultures. Gendered power relations permeate social institutions so that gender is never absent. The following are difference between sex and gender with respects to some attributes.

Difference between Sex and Gender

Attributes	Sex (Biological Difference)	Gender (Social Difference)
Definition	Biological or cosmological difference	Social not natural difference
Meaning	Refers to physiological characteristics	Refers social, cultural
Aspect of Change	Difficult to change the sex when born as male or female	Can be changed since gender
Aspect of role	Throughout history and across cultures, sex differences exist.	At different times in history and
Aspect of policy	Policies respond to sex differences in areas to do with the physical body.	Policies can respond to gender stereotype and traditional gender roles.

Biological perspectives

- Hormones play a huge role in gender differences and it is our DNA that dictates our behavior as men and women.
- Men and women have different brain structures
- Women have evolved to be the caregivers of children which men have evolved to be the providers for their families.
- Women have predetermined characteristics like being, more caring, protective and loyal than men
- Men have pre-determined characteristics like being more aggressive, competitive and dominant than women
- The fundamental cause of our gender differences is our genetic makeup, more specifically, the DNA found in our two 23rd chromosomes the chromosomes that dictate which sex we are.

Chromosomes

Humans typically have 23 pairs of chromosomes and on the 23rd pair of chromosomes the DNA that decides whether a newly fertilized ovum becomes a male or female is found.

- If the sperm that fertilized the ovum is carrying Y chromosome then the zygote will contain both an X and Y chromosome and the baby will be a boy
- If the sperm carried an X chromosome then the zygote will have two X chromosomes (XX) and become a girl
- The above statements are empirical facts and so we know that at its very core the cause of physical differences in men and women is due to biological differences in DNA

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 structures that shape society as a whole, and looks at both social structure and social functions.
- Functionalism addresses society as a whole in terms of the function of its constituent elements, namely: norms, customs, traditions, and institutions. A common analogy, popularized by Herbert Spencer, presents these parts of society as “organs” that work toward the proper functioning of the “body” as a whole.
- The functionalist perspective of gender inequality was most robustly articulated in the 1940s and 1950s, and largely developed by Talcott Parsons’ model of the nuclear family. This theory suggests that gender inequalities exist as an efficient way to create a division of labor, or as a social system in which particular segments are clearly responsible for certain, respective acts of labor. The division of labor works to maximize resources and efficiency.
- A structural functionalist view of gender inequality applies the division of labor to view predefined gender roles as complementary: women take care of the home while men provide for the family. Thus gender, like other social institutions, contributes to the stability of society as a whole.
- In sociological research, functional prerequisites are the basic needs (food, shelter, clothing,

and money) that an individual requires to live above the poverty line. Functional prerequisites may also refer to the factors that allow a society to maintain social order. According to structural functionalists, gender serves to maintain social order by providing and ensuring the stability of such functional prerequisites.

- This view has been criticized for reifying, rather than reflecting, gender roles. While gender roles, according to the functionalist perspective, are beneficial in that they contribute to stable social relations, many argue that gender roles are discriminatory and should not be upheld. The feminist movement, which was on the rise at the same time that functionalism began to decline, takes the position that functionalism neglects the suppression of women within the family structure.

The Conflict Perspective

Conflict theory suggests that men, as the dominant gender, subordinate women in order to maintain power and privilege in society.

- Conflict theory asserts that social problems occur when dominant groups mistreat subordinate ones, and thus advocates for a balance of power between genders.
- According to conflict theory, society is defined by a struggle for dominance among social groups that compete for scarce resources. In the context of gender, conflict theory argues that gender is best understood as men attempting to maintain power and privilege to the detriment of women.
- Therefore, men can be seen as the dominant group and women as the subordinate group. While certain gender roles may have been appropriate in a hunter-gatherer society, conflict theorists argue that the only reason these roles persist is because the dominant group naturally works to maintain their power and status.
- According to conflict theory, social problems are created when dominant groups exploit or oppress subordinate groups. Therefore, their approach is normative in that it prescribes changes to the power structure, advocating a balance of power between genders.
- In most cultures, men have historically held most of the world's resources. Until relatively recently, women in Western cultures could not vote or hold property, making them entirely

dependent on men.

- Men, like any other group with a power or wealth advantage, fought to maintain their control over resources (in this case, political and economic power). Conflict between the two groups caused things like the Women's Suffrage Movement and was responsible for social change.
- Friedrich Engels, a German sociologist, studied family structure and gender roles from a Marxist perspective. Engels suggested that the same owner-worker relationship seen in the labor force could also be seen in the household, with women assuming the role of the proletariat. This was due to women's dependence on men for the attainment of wages.
- Contemporary conflict theorists suggest that when women become wage earners, they gain power in the family structure and create more democratic arrangements in the home, although they may still carry the majority of the domestic burden.

GENDER EQUALITY

Gender equality, also known as sex equality, gender egalitarianism, sexual equality, or equality of the genders, is the view that everyone should receive equal treatment and not be discriminated against based on their gender. Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision making, and when the different behaviours, aspirations and needs of women and men are equally valued and favoured. The following sections deal about the roles of various stakeholders in reinforcing gender equality in the school environment.

The status of women in the Indian society has been a complicated one. It passed through fluctuations through the ages. While it was high during the Vedic period, it slumped in the Post - Vedic period. Again, in the modern period, it rose.

During the Vedic period, the women enjoyed a high position and equal status with men. But in the Post- Vedic period their status deteriorated and their position improved so as to be equal to that of men in the society. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.

Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. Women Education is the only way to remove the gender discrimination in the society. This unit deals the history and current scenario of Indian Women.

REASONS FOR GENDER INEQUALITIES

Lorber states that gender inequality has been a historic worldwide phenomenon, a human invention and based on gender assumptions. It is linked to kinship rules rooted in cultures and gender norms that organizes human social life, human relations, as well as promotes subordination of women in a form of social strata. Amartya Sen highlighted the need to consider the socio-cultural influences that promote gender inequalities

The root cause of gender inequality in Indian society lies in its patriarchy system. . According to the famous sociologists Sylvia Walby, patriarchy is “a system of social structure and practices in which men dominate, oppress and exploit women”. Women’s exploitation is an age old cultural phenomenon of Indian society. The system of patriarchy finds its validity and sanction in our religious beliefs, whether it is Hindu, Muslim or any other religion.

In India, cultural influences favour the preference for sons for reasons related to kinship, lineage, inheritance, identity, status, and economic security. This preference cuts across class and caste lines, and it discriminates against girls. In extreme cases, the discrimination takes the form of honour killings where families kill daughters or daughter in laws who fail to conform to gender expectations about marriage and sexuality.

When a woman does not conform to expected gender norms she is shamed and humiliated because it impacts both her and her family’s honour, and perhaps her ability to marry. The causes of gender inequalities are complex, but a number of cultural factors in India can explain how son preference, a key driver of daughter neglect, is so prevalent. Extreme poverty and lack of education are also some of the reasons for women’s low status in society.

Gender studies

A gender study is a field for interdisciplinary study devoted to gender identity and gendered representation as central categories of analysis. This field includes women’s studies, men studies and queer studies. Sometimes a gender study is offered together with study of sexuality.

These disciplines study gender and sexuality in the fields of literature, language, geography, history, political science, sociology, anthropology, media studies, human development, law and medicine. It also analysis how race, ethnicity, location, class, nationalist, and disability intersect with the categories of gender and sexuality.

Regarding gender Simone de Beauvoir said “ one is not born a woman, one becomes one” this view proposes that in gender studies the term gender should be used to refer to the social and cultural constructions of masculinities and feminities and not to the state of being male or female in its entirety. However this view is not held by all gender theorists. Beauvor’s is a view that many sociologists support, though there are many other contributors to the field of gender studies with different backgrounds and opposing views, such as psychoanalyst Jacques Lacan and feminists such as Judith Butler.

Gender is pertinent to many disciplines, such as literary theory, drama studies, film theory, performance theory, contemporary art history, anthropology, sociology, sociolinguistics and psychology. However these disciplines sometimes differ in their approaches to how and why gender is studied.

For instance in anthropology, sociology and psychology, gender is often studied as a practice, whereas in cultural studies representations of gender are more often examined. In politics, gender can be viewed as a foundational discourse that political actors employ in order to position themselves on a variety of issues. Gender studies are also a discipline in itself, incorporating methods and approaches from a wide range of disciplines.

Educational of the girl child

When you educate a man, you educate an individual and when you educate a women, you educate an entire family. This declaration is multi-faceted an educated woman has the self-confidence, skills as well as intelligence to understand the need to be a better daughter, sister, wife and mother and make a progressive family. Education is the only tool with which a girl or a woman can empower herself and eventually her family.

India holds a strong determination in educating all children, especially girl child, by declaring education as a fundamental right, India ensures constitutional provisions for providing free and compulsory education to all the children between 6 to 14 years of age. This provision is widely known as the Sarva Siksha Abhiyan.

Even after declaring education is fundamental right there are numerous hurdles that prohibit a girl child from actually getting education, the biggest hurdle is the prejudices that families have about girls-like girls are slow learner, they are not rational; they are to be confined inside the domestic household, and why bother about educating them.

Only a handful of people have actually realized the importance of educating a girl. Though not a direct cause, the infamous dowry system is also another barrier in girl child education. Families often think of a girl as a burden and often want to save the money for their dowry rather than spending it on her education.

A girl is no less than a boy; if anything they are all the more diligent, hardworking and consistent in their effort towards anything. A girl should be educated in order to ensure a better life for herself if she is empowered she would be in a condition of add on the income of the family and raising the living condition of her family.

From the Rig Veda, the home has verily; its foundation in the wife, at educated mother can give better care to her children. Since she is the first teacher of the child. She is ought to be well versed to inculcate better value system in the child. An ignorant mother would not understand the idea of proper hygiene and sanitation leading to lack of proper care of the child malnourishment is a living example of this problem,

The government of India has initiated various programs and policies to ensure that a girl does not miss out any opportunity of getting education. After independence, the government had set up National committee on women's education in 1958 and it recommends that female education should be at par with male education.

In the year 1964 the education commission set up which largely talked about focusing on educating the girl child. The government came up with New Education Policy in the year 1968, which focused on the overall education at both rural and urban areas.

Mahila Samakhyas Program: is a program that comes under the new education policy and was formed in the year 1988. This particular program focuses on the empowerment of the women who belong to the marginalized group.

National program for education of girls at elementary level: was started in 2003 to ensure access to education to girls who could not benefit from the Sarva Shiksha Abhiyan. Under this scheme model schools have been set up and it covers 24 states.

Kasturba Gandhi Balika Vidyalaya scheme: was launched in 2004 in order to provide primary level education to girls. The scheme was especially designed for the underprivileged girls in the rural areas.

Even after so many programmes and policies of the government we are still lagging behind in providing education to the girl child. The problem here is not in implementation but in the level of commitment of people in general.

Until we create awareness amongst people about the benefits of women education, all these programs would not bring about the desired result.

We fail to understand that men and women are two sides of the same coin- a girl is as much a part of the society as is a boy. They are both the future of tomorrow.

They both need to be given equal opportunities for the wholesome growth of the nation. Let us give the girl child a chance to show her capabilities.

Women education and development

Women constitute almost half of the population of the world. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation economy, in this context it can be argued that lack of woman education can be an impediment to the countrys economic development. In India women achieve far less education than of man.

As per the census 2001, the literacy rate of women is 54.16 percent and that of men is 65.38 percent. There has been a sincere effort to improve the education attainment of women by both government and voluntary organizations.

The changes in the policies and infrastructural supports on primary, secondary and higher education reflect the initiative of the government of India towards women education. It was also observed that the gaps between rural and urban female literacy rates are narrowing down. It was observed that the rural poverty acts as a push factors for women's education rather than as an obstacle to women's education in India.

At the same time the dropout rate had a negative effect on women education, it revealed that the reduction of girl's dropout rates is necessary for achieving women's education, the initiatives of the government through investment and infrastructure and developing education in India were examined. With regard to facilities in schools, it has improved significantly but, a lot more need to be done.

A woman of present is much liberated than the past. The status of woman has undergone a great change today. They are making sincere efforts to rise in all spheres of life. Women have proved to be more responsible and work with great dedication. No country can achieve development without educating her women. The education of women is as important as that of men. It can even be said that educating women is of greater importance. If we educate a woman, we educate a family. An educated woman can perform her duties with great efficiency. She can run her family in a better manner and can help her children in their studies also. Moreover, if a woman is educated she is treated with respect.

She has not to lead a life of dependence on men, since she can earn her own living (bread and butter). Education fills her with confidence and she is able to win her due place in society.

Today, government has become aware that female education is as important as that of men. A Sanskrit shaloka says that "a woman is under the guardianship of her father before marriage dependent on her husband after her marriage and on her son after the death of her husband." But this attitude of treating a woman as a ward or a dependent has been in existence for centuries. But now all these have changed. With the spread of education women have now begun to claim equality with men.

Women education has given a number of opportunities. Today, more and more woman is taking up jobs. The time has come when they are working for their enlistment. They are now

making sincere efforts to rise themselves in all spheres of life. The Indian constitution has also granted full equality to women with men. A women of present is much liberated than a women of past. Many male bastions have been broken by women who are now pilots, scientists, engineers, astronauts and so on. Besides holding various vital posts in offices, women are even today known for their gentleness, pleasing manners and docility.

The statue of woman has undergone a great change today. Earlier women were confined to the houses only, but now they do work shoulder to shoulder with men in every sphere of human activity.

Today, women have proved to be more responsible and work with great dedication. They do more work than men though they have a physical weakness which is god given. Today, they are raising their voice for reservation of seats not only in colleges and offices, but also in the parliament.

Government schemes to encourage women education

1. Sakshar bharat mission for female literacy

This scheme was launched in 2008 for promoting adult education especially among women under which Lok Shiksha Kendra were set up.

2. Sabla –Rajiv Gandhi scheme for empowerment of adolescent girls

It aims to provide nutrition for growing adolescent girls by provision of food grain

3. Right to education

RTE considers education as a fundamental right which will provide free and compulsory education to every child aged between 6 to14

4. Kasturba Balika Vidyalaya

Establishment of residential upper schools for girl.

5. National programme for education of girls at elementary level

It is for reduction in school dropouts by speical alteration to weak girls. In villages,women's group are formed. These groups follow up on girls enrolement , attendance

6. Mahila sangha

Under this scheme women's forums were created. It provides space for rural women to meet, discuss issues, ask questions make informed choices. It is implemented in ten states.

7. Rakshtriya Madhyamik Shiksha Abiyan

This scheme recommends infrastructure for girls hostel for secondary education.

8. Dhaanalakshmi schemes

At birth and registration of birth, Progress of immunization and completion of immunization. Enrollment and retention in school.

Evaluation of textbook and media from the gender perspectives

In the Indian context textbooks are one of the important repositories of knowledge. They promote creativity imagination and critical thinking among children. It is an important teaching and learning material that teachers and students rely upon across the country. Textbooks define boundaries of disciplines at different stages of education. They link children with their lived realities and weave national and human concerns. Implicit and explicit knowledge woven in textual materials pertains to the domain of social science, science, mathematics, languages and other emerging and applied fields. The content of each disciplines are determined by experts, who delimit it as per age, ability and level of understanding of children.

Since textual materials are one of the pivotal sources of knowledge it is important that they include issues of equity and equality, as children both boys and girls from all segments of society access them. Therefore, portrayal of gender relations and their contributions are important in the thematic and content selection pertaining to all disciplines and in the illustration and visual depiction.

Bias also surfaces in everyday curricula; students' textbooks generally perpetuate male dominance. In literature, girls are not in the lead roles, and they are shown as less capable than main male characters. When girls do not see themselves in the pages of history textbooks, and when teachers do not point out or confront the omissions, young women learn that to be female is to be an absent partner in the development of our nation. And when teachers add their stereotypes to the curriculum bias in books, the message becomes even more damaging.

Despite progress in the last decade, there is still much to be done to “eliminate gender disparities” and, even more, to achieve equality, especially in education. The crucial problem is girls’ underachievement, measured by access to schools, academic performance and “survival” within the education system. Many factors hold back girls’ education: the patriarchal structures and operational failures in the education system (shortages of schools, teaching materials and teachers, sexual abuse of girls, and so on).

There is also a link between girls’ underachievement and textbooks, to the degree that gender inequality and discrimination are reinforced by textbooks, whose power of legitimating is all the greater because they are a rare commodity: For these reasons, girls must have equal access to textbooks and gender representations must be changed. Teachers must also be trained to avoid contributing to the transmission of representations that convey inequality, whatever textbook is used.

Textual materials world over and in the Indian context have been analyzed from different perspectives including gender. A gender audit of textual materials would help in knowing:

- Whether textual materials related to all disciplines address contributions and achievement of men and women in an adequate manner.
- Whether textbooks bridge all segments of society related to gender, caste, class and religion and location.
- Whether textbooks promote values related to masculinity and femininity or negate it.
- Whether they help in addressing different forms of conflicts.
- Whether they sensitize on promoting critical thinking among children for questioning stereotypes, myths and misconceptions and customary practices derogatory to the status of women.

POSITIVES IN TEXTBOOKS

Imaginative ways of showing the girl child in lead role by making a mention of her navigating through the solar system in an aircraft.

- Sharing of lived experiences of the girl child and women through letter writing to peers and

family members.

- Narratives have been drawn from real life incidences of girls and women.
- Women and girls are shown as role models in content, visuals and passages mentioned in the exercises.
- Issues and concerns of children with special needs especially girls have been mentioned in the content, visuals and illustrations.
- Human values have been woven across themes.
- Positive messages on education and empowerment of girls and women.
- Teachers and students pages refer to inclusive classroom environment and participatory pedagogical methods.

The State textbooks analyzed have been diagrammatically given in the subsequent pages. The books examined from a gender perspective were published between 2003-2016 and they have been reprinted in different years.

GENDER IN MEDIA

Media plays a large role in influencing the younger generation. When exposed to multiple gender messages, children are more likely to endorse the stereotype than if presented with a counter-stereotype. Such stereotypes can negatively impact and restrict opportunities, especially for women, by lowering self-dignity and body satisfaction, as well as career and self-development. It is possible that media only reinforces gendered-attitudes regarding male and female behaviours; thus deepening society's embedded cultural values and interpretations of gender.

Shrum (1999) studied the relation between television viewing and attitude strength, concluding that television can certainly reinforce viewers' attitudes. Consistent messages not only reinforce existing beliefs, but may generate new attitudes and a resistance to counter information. Thus, more exposure leads to higher likelihood of TV-cultivated attitudes and judgments. McClure (1999) suggests viewers see the world through a cultural lens, believing that behaviors, characteristics, and attitudes are constructed by society.

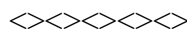
Lafky & Duffy (1996) use the term “gendered lenses” as a means of cognitively processing and interpreting messages. Stereotypical gender roles can guide and shape behaviour by affecting the audience’s perception of social reality. Kolbert (1995) also observes the broad consensus among social scientists that there is indeed a connection between popular culture and connection via imitated behaviour and language from their children.

It is no mystery that advertising uses gender roles as a means of promoting products; however, it is arguable whether it is advertising that impacts societal expectations of gender or if societal norms themselves shape how gender is portrayed. Previous literature notes that advertising may be moving away from stereotypical portrayals of men and women while other studies suggest role portrayals as getting worse. Even though it is possible that advertisements mirror societal ideals, gender role portrayals can still have consequential notions of reinforcement of social and gender stereotypes on society.

Advertising provides a model for young women, indicating that if they do certain things or act certain ways, they will be sexually attractive; however, by advertising thinness and perfection so frequently, viewers believe that with enough effort and self-sacrifice, they can achieve this unattainable goal. Today’s music, television, movies, and advertising limits girls’ development, leaving them traumatized.

Global perspectives on gender

- ❖ Women are found economically very poor (except few women) in global level
- ❖ Status wise western countries given equal rights to women but some of the countries till women are suppressed
- ❖ Encouraging all to take up the mantle of global equity in educational opportunity, economic freedom and human dignity



Unit 2

Gender in society and groups

Syllabus: Gender in society – definition, elements of society – agencies of education in society (formal, informal and non-formal) –social system – social structure – social groups –social stratification – social institution(family, caste, religion, culture, media, law and state) and their influence on gender roles.

Gender in Society

In general terms, "sex" refers to the biological differences between males and females, such as the genetic differences.

"Gender" is more difficult to define, but it can refer to the role of a male or female in society, known as a gender role, or an individual's concept of themselves, or gender identity.

Sometimes, a person's genetically assigned sex does not line up with their gender identity. These individuals might refer to themselves as transgender, non-binary, or gender-nonconforming.

"Gender refers to the socially constructed characteristics of women and men, such as norms, roles, and relationships of and between groups of women and men. It varies from society to society and can be changed." -----WHO

Society

A society is a group of individuals involved in persistent social interaction, or a large social group sharing the same geographical or social territory, typically subject to the same political authority and dominant cultural expectations.

Elements of Society:

Society possesses a number of elements. Following are the important elements or characteristics of society.

A System of social relationship

According to Maclver Society is “a web of social relationship”. Social relationship is the basis of Society. The family alone is said to have as many as fifteen relationships based on age, sex and generation. Outside the family there is no limit to the number of possible relationships.

The meaning of social relationship shall be clearer if we draw a distinction between physical and social relation. The relationship between pen and ink, earth and sun, a book and bookshelf, fire and wood is physical relationship because these physical objects do not have any reciprocal awareness what so ever.

On the other hand, the social relations exist between the mother and the child, the teacher and the thought are determined by reciprocal awareness. Without this awareness, there can be no social relationship, and therefore no society.

Agencies of Education:

Formal Agencies:

Formal agencies are those institutions and organizations which are set up by the society deliberately with the exclusive aim imparting definite and ready-made tidbits of knowledge in a specified time under a structured environment.

There are well-defined aims and objectives, specific curriculum, definite teachers and students, definite and fixed time and place in such agencies. In short, everything or every aspects of education are pre-planned or planned in advance. Such agencies include school, college, university, library, religious institution, the recreation club, the museum, picture and art galleries, zoo, etc.

The functions of formal education systems are:

- The transmission of knowledge and skills;
- The provision of a mechanism for easing the transition from family life to the wider society;
- The transmission of attitudes and values via processes of socialisation and social control operating through the hidden curriculum;
- The allocation of individuals to appropriate roles within society;
- The contribution to processes of social reform.

Characteristics of formal education

- Formal education is structured hierarchically.
- It is planned and deliberate.
- Scheduled fees are paid regularly.
- It has a chronological grading system.
- It has a syllabus and subject-oriented. The syllabus has to be covered within a specific time period.
- The child is taught by the teachers

Advantages of Formal education:

- An organized educational model and up to date course contents.
- Students acquire knowledge from trained and professional teachers.
- Structured and systematic learning process.
- Intermediate and final assessments are ensured to advance students to the next learning phase.
- Institutions are managerially and physically organized.
- Leads to a formally recognized certificate.
- Easy access to jobs.

Informal Education

Informal agencies are those institutions which exercise a great educative influence upon the individuals indirectly and ceaselessly throughout their life. They are called indirect agencies influencing the behaviour of the individuals. Education is provided to the individuals informally and unconsciously. These agencies lack all formalities, rules, systematization, pre-planning, premeditation or training.

There are not particular places or location for imparting education. Individuals learn incidentally and naturally by their own initiatives and efforts. Among the agencies of informal education are family, community, state, social gathering, play-ground, associations, religious ceremonies, crowds, market places, cinema house, news-paper, fairs, exhibitions, radio, television,

public meeting, field trip etc.

Characteristics of Informal Education

- It is independent of boundary walls.
- It has no definite syllabus.
- It is not pre-planned and has no timetable.
- No fees are required as we get informal education through daily experience and by learning new things.
- It is a lifelong process in a natural way.
- The certificates/degrees are not involved and one has no stress for learning the new things.
- You can get from any source such as media, life experiences, friends, family etc.

Advantages of Informal Education

- More naturally learning process as you can learn at anywhere and at any time from your daily experience.
- It involves activities like individual and personal research on a topic of interest for themselves by utilizing books, libraries, social media, internet or getting assistance from informal trainers.
- Utilizes a variety of techniques.
- No specific time span.
- Less costly and time-efficient learning process.
- No need to hire experts as most of the professionals may be willing to share their precious knowledge with students/public through social media and the internet.
- Learners can be picked up the requisite information from books, TV, radio or conversations with their friends/family members.

Disadvantages of Informal Education

- Information acquired from the internet, social media, TV, radio or conversations with friends/family members may lead to the disinformation.

- Utilized techniques may not be appropriate.
- No proper schedule/time span.
- Unpredictable results which simply the wastage of time.
- Lack of confidence in the learner.
- Absence of discipline, attitude and good habits.

Non-formal Education

Non-formal education includes adult basic education, adult literacy education or school equivalency preparation. In non-formal education, someone (who is not in school) can learn literacy, other basic skills or job skills. Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities.

Non-formal education is imparted consciously and deliberately and systematically implemented. It should be organized for a homogeneous group. Non-formal, education should be programmed to serve the needs of the identified group. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

Characteristics of Non-formal Education

- The non-formal education is planned and takes place apart from the school system.
- The timetable and syllabus can be adjustable.
- Unlike theoretical formal education, it is practical and vocational education.
- Non-formal education has no age limit.
- Fees or certificates may or may not be necessary.
- It may be full time or part-time learning and one can earn and learn together.
- It involves learning of professional skills.

Advantages of Non-formal Education

- Practiced and vocational training.
- Naturally growing minds that do not wait for the system to amend.

- Literacy with skillfulness growth in which self-learning is appreciated.
- Flexibility in age, curriculum and time.
- Open-ended educational system in which both the public and private sector are involved in the process.
- No need to conduct regular exams.
- Diploma, certificates, and award are not essential to be awarded.

Disadvantages of Non-formal Education

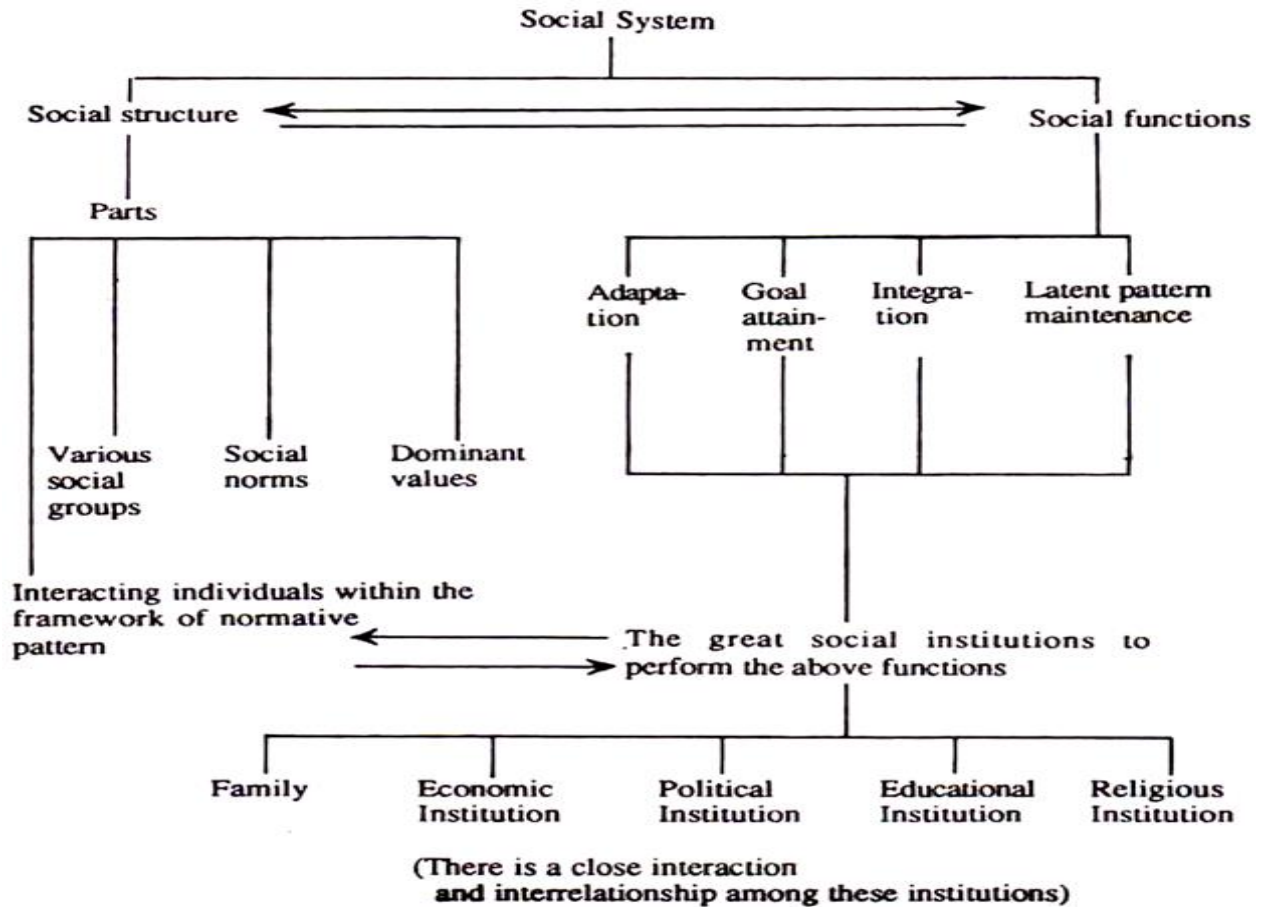
- Attendance of participants is unsteady.
- Sometimes, it's just wastage of time as there is no need to conduct the exam on regular basis and no degree/diploma is awarded at the end of the training session.
- Basic reading and writing skills are crucial to learn.
- No professional and trained teachers.
- Students may not enjoy full confidence as the regular students enjoy.
- Some institutes provide fake certification through online courses just for the sake of earning.

Social system

In sociology, the groups and institutions that work together to make a complete whole are known as social systems. As a concept and academic theory, social systems are used to identify relationships that connect people and organizations, which ultimately contribute to a larger institution.

For example, public education is a kind of social system because it attempts to unify people by providing standard education, which will allow them to participate in and contribute to the economy, thus strengthening the overall society.

While it may seem like a fairly straightforward concept, social systems can be difficult to understand depending on the context in which they are being applied. In the broadest sense, you can think of social systems as a way of breaking down a larger group, such as an entire society, and categorizing them to understand how their interactions combine to create a functional whole.



Patriarchy

Patriarchy is a social system in which males hold primary power and predominate in roles of political leadership, moral authority, social privilege, and control of property. In the domain of the family, fathers hold authority over the women and children.

A patriarchal system is a social system in which the father is the head of the household. This, however, is not confined to the household alone. It can be extended to the entire society where males dominate in all social, political, economical, legal and cultural roles. For instance, in most patriarchal societies women were very much confined to the domestic sphere, where they were completely cut off from the realities of the society.

Let us take some examples to clarify the way in which patriarchy is evident in our daily life.

- ❖ When a man raises his voice in the course of an argument and insists on his point of view, without letting others especially women get to utter a single word, his actions are likely to be

described as “aggressively patriarchal”.

- ❖ If a women complains of sexual harassment at her work place, and all the men in her office deny that this could ever happen. The reasoning of men can be described as being “typically patriarchal”.

Matriarchy

Matriarchy is a social system in which females hold primary power, predominate in roles of political leadership, moral authority, social privilege and control of property at the specific exclusion of men, at least to a large degree.

A matriarchal system is a social system in which the mother is the head of the household. In a matriarchal society, the governance of the society is also in the hands of women. When examining the human history, there is very little evidence of matriarchal societies, because most confuse an egalitarian society or matrilineal society to a matriarchal society.

Social Structure

Social structure refers to the pattern of social relationships in a society. Such structure regulates the interactions among members of the society, providing guidelines within the cultural norms for achieving the goals defined by cultural values. Generally, social structure maintains societal stability.

However, when the social structure and the societal values become incompatible, the structure must embrace social change to allow the society to survive and continue healthy development. While a variety of sociological approaches have sought to describe the development and maintenance of social structure, understanding the relationship between structure and change is necessary for the development of a peaceful world society.

Social Structure Definition

The concept of social structure has been defined in different ways by different thinkers and sociologists. **Herbert Spencer** was the first thinker who wrote about structure of a society. He came up with biological analogies (organic structure and evolution) to define the social structure.

According to **Radcliff-Brown** social structure is a part of the social structure of all social relations of person to person. In the study of social structure the concrete reality with which we are

concerned is the set of actually existing relations at a given moment of time that link together certain human beings.

According to **Raymond Firth** it makes no distinction between the ephemeral and the most enduring elements in social activity and it makes it almost impossible to distinguish the idea of the structure of society from that of the totality of the society itself.

According to **S. F Nadal** structure refers to a definable articulation and ordered arrangement of parts. It is related to the outer aspect or the framework of society and is totally unconcerned with the functional aspect of society.

So he has emphasized that the social structure refers to the network of social relationship that is created among the human beings when they interact with each other according to their statuses in accordance with the patterns of society.

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According to **Ginsberg** the study of social structure is concerned with the principal form of social organization that is types of groups, associations and institutions and the complex of these that constitute societies.

Social structure is the distinctive, stable system of social relations that exists in any human society. It is not concerned with people as individuals, in groups, or in the organizations forming the society, nor the ultimate goal of their relationships.

Rather, social structure deals with the organization of their relationships: how they are arranged into patterns. Thus, the concept of social structure assumes that human social relationships are not arbitrary or coincidental, but rather they follow certain patterns that can be identified.

Both "micro-structure" and "macro-structure" can be found within social structure. **Micro-structure** is the pattern of relations among the basic elements of social life that cannot be further divided and have no social structure of their own (i.e. pattern of relations between individuals in a group composed of individuals, where individuals have no social structure).

Macro-structure is thus a kind of “second level” structure, a pattern of relations among objects that have their own structure (e.g. the relationship among political parties, as political parties have their own social structure).

Social group

A social group is a collection of people who interact with each other and share similar characteristics and a sense of unity. A social category is a collection of people who do not interact but who share similar characteristics. For example, women, men, the elderly, and high school students all constitute social categories. A social category can become a social group when the members in the category interact with each other and identify themselves as members of the group. In contrast, a social aggregate is a collection of people who are in the same place, but who do not interact or share characteristics.

Primary and secondary groups

Groups play a basic role in the development of the social nature and ideals of people. **Primary groups** are those in which individuals intimately interact and cooperate over a long period of time.

Examples of primary groups are families, friends, peers, neighbors, classmates, sororities, fraternities, and church members. These groups are marked by **primary relationships** in which communication is informal. Members of primary groups have strong emotional ties. They also relate to one another as whole and unique individuals.

In contrast, **secondary groups** are those in which individuals do not interact much. Members of secondary groups are less personal or emotional than those of primary groups. They have the opposite characteristics of primary groups.

These groups are marked by **secondary relationships** in which communication is formal. Members of secondary groups may not know each other or have much face-to-face interaction. They tend to relate to others only in particular roles and for practical reasons.

An example of a secondary group is a committee organized to plan a holiday party at work. Members of the committee meet infrequently and for only a short period of time. Although group

members may have some similar interests, the purpose of the group is about the task instead of the relationships.

Sometimes, secondary groups become pretty informal, and the members get to know each other fairly well. Even so, their friendships exist in a limited context; they won't necessarily remain close beyond the holiday party.

Primary relationships are most common in small and traditional societies, while secondary relationships are the norm in large and industrial societies. Because secondary relationships often result in loneliness and isolation, some members of society may attempt to create primary relationships through singles' groups, dating services, church groups, and communes, to name a few. This does not mean, however, that secondary relationships are bad.

Social stratification

In all societies people differ from each other on the basis of their age, sex and personal characteristics. Human society is not homogeneous but heterogeneous. Apart from the natural differences, human beings are also differentiated according to socially approved criteria.

So socially differentiated men are treated as socially unequal from the point of view of enjoyment of social rewards like status, power, income etc. that may be called social inequality. The term social inequality simply refers to the existence of socially created inequalities.

Social stratification is a process in which social inequalities exist in the form of structural hierarchical strata, placed one above the other. According to Sutherland and Maxwell social stratification is defined as a process of differentiation that places some people higher than the others. Stratification is viewed as a social process as well as a method devised by sociologists to understand inequality in the society. It has four sub processes.

Meanings:

Social stratification is a particular form of social inequality. All societies arrange their members in terms of superiority, inferiority and equality. Stratification is a process of interaction or differentiation whereby some people come to rank higher than others.

In one word, when individuals and groups are ranked, according to some commonly accepted basis of valuation in a hierarchy of status levels based upon the inequality of social positions, social stratification occurs.

Social stratification means division of society into different strata or layers. It involves a hierarchy of social groups. Members of a particular layer have a common identity. They have a similar life style.

The Caste System

Caste systems are closed stratification systems in which people can do little or nothing to change their social standing. A **caste system** is one in which people are born into their social standing and will remain in it their whole lives. People are assigned occupations regardless of their talents, interests, or potential.

There are virtually no opportunities to improve a person's social position. Caste is a heredity endogamous social group in which a person's rank and its accompanying rights and obligations are ascribed on the basis of his birth into a particular group. For ex. Brahmins, Shyatriyas, Vaishyas, and Sudras

In the Hindu caste tradition, people were expected to work in the occupation of their caste and to enter into marriage according to their caste. Accepting this social standing was considered a moral duty. Cultural values reinforced the system. Caste systems promote beliefs in fate, destiny, and the will of a higher power, rather than promoting individual freedom as a value. A person who lived in a caste society was socialized to accept his or her social standing.

Although the caste system in India has been officially dismantled, its residual presence in Indian society is deeply embedded. In rural areas, aspects of the tradition are more likely to remain, while urban centers show less evidence of this past. In India's larger cities, people now have more opportunities to choose their own career paths and marriage partners. As a global center of employment, corporations have introduced merit-based hiring and employment to the nation.

The Class System

A class system is based on both social factors and individual achievement. A class consists of a set of people who share similar status with regard to factors like wealth, income, education, and occupation. Unlike caste systems, class systems are open. People are free to gain a different level of education or employment than their parents.

They can also socialize with and marry members of other classes, which allows people to move from one class to another. Class stratification on the basis of class is dominant in modern society. In this a person's position depends to a very great extent upon achievement and his ability to use to advantage the inborn characteristics and wealth that he may possess.

In a class system, occupation is not fixed at birth. Though family and other societal models help guide a person toward a career, personal choice plays a role. In class systems, people have the option to form exogamous marriages, unions of spouses from different social categories.

Marriage in these circumstances is based on values such as love and compatibility rather than on social standing or economics. Though social conformities still exist that encourage people to choose partners within their own class, people are not as pressured to choose marriage partners based solely on those elements. Marriage to a partner from the same social background is an endogamous union.

Gender:

Like caste and class gender is another kind of social stratification system. Gender, perhaps is the oldest and permanent source of social differentiation. But within the broad hierarchy of caste and class, gender cuts across caste and class.

In present day Indian society caste, class and gender are dynamic phenomena which vary between groups, communities and regions. Recent years have witnessed a thorough and widespread discussion on gender. It has claimed critical address within gender as a concept and as a set of practices has occurred during the last three decades.

It is a matter of social ascription, a socio-cultural construction and provided a deeper analysis of inequalities existing between male and female. It refers to the social institutionalization

of sexual difference. In feminist literature gender is not a value free concept rather a value loaded term and has acquired new dimensions.

It is a conceptual tool for analysis and is used to highlight different structural relationships of inequality between men and women. As a socially constructed differences and relations between males and females it very from time to time and from place to place.

Thus, gender involves power structure and economic relationships. It is used to analyze the role, responsibilities, constraints, needs of men and women in all areas. It encompasses the social division and cultural distinctions between women and men. It plays an important role in shaping institutions and practices in every society.

Social Stratification based on Economy

Economic strata have existed in almost every society .In his materialistic philosophy Karl Marx has given enormous importance in the economic analysis of strata but in the place of strata he refers the term class. These economic classes according to Marx are the actual representatives of social stratification. Class thus is one of the most important base for social stratification but according to Karl Mannheim stratification is not only based on economic condition but it is also related with non-economic factors.

Gender roles in society through variety of institutions

The behaviors of men and women that are considered socially appropriate are called gender roles. A gender role is a set of societal norms dictating the types of behaviors which are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality. Gender roles are usually centered on conceptions of femininity and masculinity, although there are exceptions and variations. The specifics regarding these gendered expectations may vary substantially among cultures, while other characteristics may be common throughout a range of cultures.

In the early and mid-20th century, men were considered responsible for taking care of the family financially. They took their jobs as sole providers very seriously. They also had the responsibility for guiding the family. While they may listen to what their wives had to say, they made the final decisions. Men did not do household duties or childcare. They felt the need to be

strong and refrained from showing too much emotion or sharing too many personal feelings, especially with those outside of the family.

Women were expected to be in charge of running the household. Mothers did the laundry, cooked the meals, and cleaned the rooms. They also took care of the children, giving them the care and attention that was required. The wealthier families might hire a nanny, and childcare became more widely used in the later 20th century. But the women were often in charge of directing the nannies and dropping off or picking up from daycare.

Women were seen as more emotional than men, more likely and more encouraged to open up about their feelings. While there are many differences today, these patterns of behavior have left an indelible impact on society and our thoughts about men and women.

Family

The child's first influence in regards to gender roles is the family. From birth to five years of age, most children are almost constantly surrounded by family. A child's first exposure to gender differences is learned through interaction with his or her parents.

Gender roles are defined by the socio-cultural norms of any society. In most of the societies the family systems are based on the gender roles and it is the predesigned gender roles that help members of the family to run the family with bound responsibilities. Even when parents set gender equality as a goal, there may be underlying indications of inequality. For example, when dividing up household chores, boys may be asked to take out the garbage or perform other tasks that require strength or toughness,

While girls may be asked to fold laundry or perform duties that require neatness and care. It has been found that fathers are firmer in their expectations for gender conformity than are mothers, and their expectations are stronger for sons than they are for daughters. This is true in many types of activities, including preference of toys, play styles, discipline, chores, and personal achievements. As a result, boys tend to be particularly attuned to their father's disapproval when engaging in an activity that might be considered feminine, like dancing or singing.

Caste

Caste refers to a traditional Hindu model of social stratification, which defines people by descent and occupation. A suffocating patriarchal shadow hangs over the lives of women throughout India. From all sections, castes and classes of society, women are victim of its repressive, controlling effects. Those subjected to the heaviest burden of discrimination are from the Dalit or “Scheduled Castes”, known in less liberal democratic times as the “Untouchables”.

The name may have been banned but pervasive negative attitudes of mind remain, as do the extreme levels of abuse and servitude experienced by women. They experience multiple levels of discrimination and exploitation, much of which is barbaric, degrading, appallingly violent and totally inhumane.

Religion

The main religions of the world all contain certain ideas about the appropriate roles for men and women in society, and traditionally, this has placed women in the home and men in the ‘outside’ world. This holds true even nowadays, where much change is occurring in societies with increasing female labour market participation and changes in attitudes accompanying this.

Religions differ to some extent in this regard, but similar normative claims about men’s and women’s roles are present across all denominations. The cultural and religious activities that negatively impacted against the education of the girl child were most found.

Based on the normative role of religion and the predominantly gender-conservative teachings of most of the main religions, it can be expected that individuals who belong to a religion will be less democratic than people indicating that they have no religious affiliation. Higher religiosity, both in terms of level of religiosity indicated by the respondent and frequent attendance at religious services, should equally be associated with more traditional gender role attitudes.

Religious attendance is linked to greater exposure to religious doctrine, but also shows that a person is more committed to their particular faith. Although more women than men attend church, religion can reinforce gender stereotypes since many religions have a patriarchal basis.

Culture

Expectations about attributes and behaviours appropriate to women or men and about the relations between women and men – in other words, gender – are shaped by culture. Gender (like race or ethnicity) functions as an organizing principle for society because of the cultural meanings given to being male or female.

Culturally determined gender ideologies define rights and responsibilities and what is ‘appropriate’ behaviour for women and men. They also influence access to and control over resources, and participation in decision-making. These gender ideologies often reinforce male power and the idea of women’s inferiority.

Culture is sometimes interpreted narrowly as ‘custom’ or ‘tradition’, and assumed to be natural and unchangeable. Despite these assumptions, culture is fluid and enduring. Dominant cultures reinforce the position of those with economic, political and social power, and therefore tend to reinforce male power. Globalisation also has implications for the diffusion of culture, particularly of western culture.

Societies and cultures are not static. They are living entities that are continually being renewed and reshaped. Cultural change occurs as communities and house hold respond to social and economic shifts associated with globalization, new technologies, environmental pressures, armed conflict, development projects etc. change also results from deliberate efforts to influence values through changes in the law or government policy, often due to pressure from civil society.

Media

The main aim of mass media is to be universal and suitable for everyone, in order to gather the largest possible audience. Thus television, responsible for providing the central social discourse, is supposed to be “a mirror of the society”.

However, because of stereotypical way of explaining the reality, some groups are underrepresented or ignored, and therefore the society image is incomplete. For instance, the way in which male and female roles are presented in commercials reflects the traditional notions of gender, where women are dominated by men. The attempts to break down the stereotypes are emancipation of women, growing role of individualism, globalization and revaluation of patterns and social roles.

Mass media not only gives people information and entertainment, but it also affects people's lives by shaping their opinions, attitudes and beliefs.

Print and electronic media in most countries do not provide a balanced picture of women's diverse lives and contributions to society in a changing world. In addition, violent and degrading or pornographic media products are also negatively affecting women and their participation in society

Nowadays the differences between male and female roles are smaller; however mass media still perpetuates traditional gender stereotypes. Moreover, due to their great influence on people's attitudes, they can depict certain social groups in negative and unrealistic manner.

They can be a very useful tool for those remaining power. By manipulating the message, media can create a certain image of reality, which is consistent with the policy of the dominant group.

As a result, the reflection of a real world is incomplete and distorted. Although people are aware of the unequal representation of certain social groups in mass media, it is hard to remain objective and insensitive to its influence.

Advertisement

Women are more often presented in commercials, because they are seen as responsible for making everyday purchases. Men generally advertise cars, cigarettes, business products or investments, whereas women are shown rather in the commercials with cosmetics and domestic products. They are also more likely portrayed in the home environment, unlike men, who are shown outdoors. Another important distinction is the face-ism phenomenon in the commercials, which consists in showing the entire figure in case of women and close-up shots in case of men.

In advertisements, man plays as athletic, successful, professional, seducer with a beautiful woman by his side. He also has a branded car and a Smartphone. The other type is less popular and presents men devoted to their families who can save enough time for them. Men are very rarely presented during housecleaning. And if they are, it is rather a satirical imager they appear as the experts and they advise women, for instance, how to do laundry properly.

Advertising specialists also use the stereotype of male friendship, which can be called "buddy narratives"; men are presented as acting together, for instance by going to a football match or to the pub.

Films

Most people would be surprised to learn that gender segregation plays out at different levels of the film industry, where behind-the-scenes and onscreen inequality runs rampant. The bollywood films have well portrayed the changes happening in the society the film has always been criticized for its almost ignoring the issues of gender.

In most of the films, women are given a second tier status; they are characterized as inferior and weaker parts of the society always seeking help from their male counterpart. The only importance they are given is as an item girl or a one-dimensional catalyst for the hero's journey. The heroines are harassed and embarrassed in the name of courtship and issues like sexual assault and rape have been shown regularly in films.

The treatment of women in films are either as domestic dolls pandering to the whims and fancies of the dominating husband and in-laws is another cliché that we come across. Women are generally shown as mere adornments to the house. Most mainstream movies portray the man-woman relationship in the mould of one social activity, namely, falling in love and either getting married or jilted for money or family prestige bestowed by birth.

Law and State

“The state sets the framework within which couples live in a legal relationship called marriage, it determines the age of consent to sexual intercourse, it makes certain kinds of intercourse criminal acts, it forbids or regulates the grounds on which abortions can be undertaken legally.

The courts set precedents and rules which determine what happens when a marriage breaks up. All of these functions profoundly affect the quality of people's lives and are part of social policy”. Law is pervasive and affects many aspects of people's lives, women and men alike. Inequalities in endowments, access to resources and rights, social (and household) status, voice and agency are perpetuated, codified, contested and redressed through norms and the institutions established or resulting from such norms, be they social or legal. Although these inequalities can affect both women and men, women are lagging behind men in many fields.

Article 15 of the Constitution provides for prohibition of discrimination on grounds of sex also apart from other grounds such as religion, race, caste or place of birth. Article 15(3) authorizes the State to make any special provision for women and children. Moreover, the Directive Principles of State Policy also provides various provisions which are for the benefit of women and provides safeguards against discrimination.

Other than these Constitutional safeguards, various protective Legislations have also been passed by the Parliament to eliminate exploitation of women and to give them equal status in society.

For instance, the Sati (Prevention) Act, 1987 was enacted to abolish and make punishable the inhuman custom of Sati; the Dowry Prohibition Act, 1961 to eliminate the practice of dowry; the Special Marriage Act, 1954 to give rightful status to married couples who marry inter-caste or inter-religion; Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Bill (introduced in Parliament in 1991, passed in 1994 to stop female infanticide and many more such Acts.

Furthermore, the Parliament time to time brings out amendments to existing laws in order to give protection to women according to the changing needs of the society, for instance, Section 304-B was added to the Indian Penal Code, 1860 to make dowry-death or bride-burning a specific offence punishable with maximum punishment of life imprisonment.

So there are varied legislative safeguards and protection mechanisms for women but the ground reality is very different. Despite all these provisions women are still being treated as second rate citizens in our country; men are treating them as an object to fulfill their carnal desires; crimes against women are at alarming stage; the practice of dowry is still widely prevalent; female infanticide is a norm in our homes

REASONS FOR GENDER INEQUALITIES

Lorber states that gender inequality has been a historic worldwide phenomena, a human invention and based on gender assumptions. It is linked to kinship rules rooted in cultures and gender norms that organises human social life, human relations, as well as promotes subordination of women in a form of social strata. AmartyaSen highlighted the need to consider the socio-cultural

influences that promote gender inequalities

The root cause of gender inequality in Indian society lies in its patriarchy system. . According to the famous sociologists Sylvia Walby, patriarchy is “a system of social structure and practices in which men dominate, oppress and exploit women”. Women’s exploitation is an age old cultural phenomenon of Indian society. The system of patriarchy finds its validity and sanction in our religious beliefs, whether it is Hindu, Muslim or any other religion.

In India, cultural influences favour the preference for sons for reasons related to kinship, lineage, inheritance, identity, status, and economic security. This preference cuts across class and caste lines, and it discriminates against girls. In extreme cases, the discrimination takes the form of honour killings where families kill daughters or daughter in laws who fail to conform to gender expectations about marriage and sexuality.

When a woman does not conform to expected gender norms she is shamed and humiliated because it impacts both her and her family’s honour, and perhaps her ability to marry. The causes of gender inequalities are complex, but a number of cultural factors in India can explain how son preference, a key driver of daughter neglect, is so prevalent. Extreme poverty and lack of education are also some of the reasons for women’s low status in society.

GENDER – EDUCATION OUTSIDE SCHOOL SETTINGS

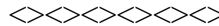
Children in this society learn at a very young age that there are differences between boys and girls. This idea permeates daily life and is encouraged by parents, peers, school, and the media. Little girls learn that they are supposed to like dolls and pink, while little boys learn that they are supposed to like trucks and the colour blue.

Through various s forms of guidance and direction from external influences, children experience gender role socialization (Albert, 1988). They quickly learn what behaviours are encouraged by their parents and peers, and which ones are not. These ideas are further reinforced by the media's portrayal of traditional gender roles. As a result, children internalize these beliefs pertaining to gender roles and their behaviour is modified accordingly.

During the second half of the twentieth century there was a dramatic shift in society's perception of gender roles. This was due to many variables but the most prominent influence was

the increase of women in the workplace. The public began to see men and women from a more equalitarian viewpoint. Researchers hypothesized that this would result in a decrease of gender role stereotypes throughout society. However, there has not been a significant change in adults' perceptions of gender roles as they relate to children.

The stereotypes that adults hold pertaining to gender roles has a significant influence on children. Adults may inadvertently reward or punish children on the basis of these stereotypes. Children may also form their own stereotypes based on the stereotypes they observe in the adults within their environment. Adults, whether intentionally or not, influence children in regard to gender role socialization through the family, media and school system.



Unit 3

Gender, sexuality, sexual harassment and abuse

Syllabus : Gender roles and male/ female interaction –men and women in the public world – sex segregation in occupations – linkages and differences between reproductive rights and sexual rights – development of sexuality including primary influences in the lives of children (gender, body image, role models) –sites of conflict: social and emotional understanding – importance of addressing sexual harassment in family, neighborhood, other formal and informal institutions – agencies perpetuating violence: family, school, work place and media (print and electronic) – Institutions redressing sexual harassment and abuse.

GENDER ROLES

The term gender role was first coined by John Money in 1955, during the course of his study of intersex individuals, to describe the manners in which these individuals expressed their status as a male or female in a situation where no clear biological assignment existed. The term gender role refers to society's concept of how men and women are expected to act and how they should behave. These roles are based on norms, or standards, created by society.

A gender role is a set of societal norms dictating the types of behaviors which are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality. Gender roles are usually centered on conceptions of femininity and masculinity, although there are exceptions and variations. The specifics regarding these gendered expectations may vary substantially among cultures, while other characteristics may be common throughout a range of cultures.

The term gender role was first coined by John Money in 1955, during the course of his study of intersex individuals, to describe the manners in which these individuals expressed their status as a male or female in a situation where no clear biological assignment existed. The term gender role refers to society's concept of how men and women are expected to act and how they should behave. These roles are based on norms, or standards, created by society.

In socio-cultural context the phenomenon related to male and female is entirely different as per their roles, responsibilities, duties, retorts and manifestations in different society's entire the globe. In India, gradually the societal process alters this gender (i.e. male/female) into man and women on the basis of their masculinity and femininity which determined through patriarchy, this

only differentiate it entirely in behavior patterns, identities which are historically, socially and culturally imbibed the structure of social system.

Finally, gender roles are often discussed in terms of an individual's gender role orientation, which is typically described as either traditional or non-traditional. A traditional gender role orientation emphasizes differences between men and women and assumes that each sex has a natural affinity to particular behaviours. Those who maintain a traditional gender role orientation are likely to be influenced by the rules and rituals of the generations that came before them, by their parents and grandparents.

Individuals with non-traditional gender role orientations are more likely to believe that an individual's behaviour is not or should not be determined solely by her sex. Individuals with non-traditional gender role orientations are more likely to believe in the value of egalitarian relationships between men and women and in the power of individual human beings to determine what roles they wish to occupy and the extent to which those roles are or should be associated with their sex.

Male / Female interaction

Masculine and feminine cultures and individuals generally differ in how they communicate with others. For example feminine people tend to self-disclose more often masculine people, and in more intimate details. Likewise feminine people tend to communicate more affection, and with greater intimacy and confidence than masculine people. Generally speaking, feminine people communicate more and prioritize communication more than masculine people.

Traditionally, masculine people and feminine people communicate with people of their own gender in different ways. Masculine people form friendship with other masculine people based on common interests, while feminine people build friendships with other feminine people based on mutual support. However both genders initiate opposite gender friendships based on the same factors. These factors include proximity, acceptance, effort, communication, common interests, affection and novelty.

In contrast, feminine people are more likely to communicate weakness and vulnerability. In fact, they may seek out friendship more in these times. For this reason, feminine people often feel closer to their friends than masculine people do. Feminine people tend to value their friends for listening and communicating non-critically, communicating support, communicating feelings of

enhanced self-esteem, communicating validation, offering comfort and contributing to personal growth. Feminine people tend to communicate with each other face to face.

Men and women in the public world

Men and women grew up in different worlds. American assumed that men and women naturally belonged in what they called separate “spheres”. Women inhabited a sphere comprising the home, church, and social visits they exchanged with each other. Men’s sphere was outside the home in the world of industry, commerce, and politics. These separate spheres were especially well defined among the middle class in the cities and small towns. On farms and plantations men’s and women’s worlds were not so rigidly separate although different roles were assigned to each sex. Even though most men and women married and raised families together, they tended to identify strongly with these separate social worlds thought their lives.

Occupational segregation

Occupational segregation is the distribution of people across and within occupations and jobs, based upon demographic characteristics, most often gender. Occupational segregation levels differ on a basis of perfect segregation and integration. Perfect segregation occurs where any given occupation employs only one group perfect integration, on the other hand, occurs where each group holds the same proportion of positions in an occupation as it holds in the labor force.

Occupational gender segregation has been at the heart of debates about gender inequality. High levels of segregation have been considered to be a significant factor in the discrepancy between the wages of women and men, to impose constraints on careers and generally to be at the root of gender inequality.

Reproductive rights

Reproductive rights are legal rights and freedoms relating to reproduction and reproductive health. Reproductive rights rest on the recognition of the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproduction healthy.

They also include the right of all to make decisions concerning reproduction free of discrimination, coercion and violence. Reproductive rights are the rights of individuals to decide whether to reproduce or not and also to have reproductive health.

It includes

- Individuals' right to plan a family (number of children, gap between children, timing for giving birth to children etc,)
- Individuals' right to terminate a pregnancy
- Individuals' rights to use contraceptives
- Individuals' right to learn about sex education in public schools
- Individuals' rights to gain access to reproductive health

Women's reproductive rights may include the following

- The right to legal and safe abortion
- The right to birth control
- Freedom from forced sterilization and contraception
- The right to access good quality reproductive healthcare
- The right to education and access in order to make free and informed reproductive choices
- The right to receive education about sexually transmitted infections and other aspects of sexuality and protection from practices such as female genital mutilation

Sexual rights

Sexual rights embrace certain human rights. They rest on the recognition that all individuals have the right and free of coercion, violence and discrimination of any kind to the highest attainable standard of sexual health including

- ❖ To pursue a satisfying, safe and pleasurable sexual life
- ❖ To have control over and decide freely
- ❖ To give due regard for the rights of others on matters related to sexuality
- ❖ To decide matters regarding reproduction, sexual orientation, bodily integrity
- ❖ Choice of partner, and gender identity
- ❖ To have access to the services, education and information including comprehensive sexuality education etc.

Generally sexual rights includes the following rights

- The right to sexual freedom
- The right to sexual autonomy, sexual integrity and safety of the sexual body
- The right to sexual privacy
- The right to sexual equity
- The right to sexual pleasure
- The right to emotional sexual expression
- The right to sexually associate freely
- The right to make free and responsible reproductive choices
- The right to sexual information based upon scientific inquiry
- The right to sexual health care
- The right to comprehensive sexuality education

Development of sexuality and its influences in the lives of children

To parents of infants and toddlers, their children's sexual development may seem a long way off. But actually sexual development begins in a child's very first years. Infants, toddlers, preschoolers and young school aged kids develop an emotional and physical foundation for sexuality in many subtle ways as they grow.

Just as reach important physical and emotional milestones, like learning to walk or recognize mom or dad, young kids hit important milestones in how they recognize, experience and feel about their bodies, and how they form attachments to others. The attachments established in these early years help set the stage for bonding and intimacy down the line.

Babies earliest emotional attachments are formed with their parents through physical contact that expresses their love. Being held and touched, kissed and hugged, snuggled and tickled allows babies to experience conforming. Positive physical sensations associated with being loved. The unique type of physical intimacy and emotional attachment between parent and infant can be the early foundation of more mature forms of physical intimacy and love that develop later as part of mature sexuality.

Gender awareness

By age of two or three, a child starts to develop a sense of being a male or female. Kids are this age start to understand the difference between boys and girls, and can identify themselves as one or the other. Some people think gender identity is biologically determined and some say it is a product of a child's environment. Most likely, it is a combination of both.

Body image

There are many different factors that affect body image, "including sex, media, parental relationship, and puberty as well as weight and popularity". The intersectional of these factors causes unique experiences for adolescents during this period within their lives. As their body changes, so does the environment in which they live in. Body image is closely linked to psychological during adolescence and can cause harmful effects when a child has body dissatisfaction.

Kids touch their genitals during diaper changes or their baby boys have frequent erections. These behaviours are perfectly normal and that even the youngest children naturally explore their bodies. And many kids, especially toddlers, enjoy being naked.

How the adult react- the voice, the words they use, the facial expressions – are the child's first lessons in sexuality. By not responding with anger, surprise, or disapproving words, the adult teach the child that this curiosity about his or her body is a normal part of life.

Role models

Kids begin to associate certain behaviours with being male or female. Gender roles are culturally derived. What is masculine? What is feminine?. How do boys and men behave? How do girls and women behave? The messages they get both in and out of the home gives a platform for the children to develop gender role models. Nowadays media also play a vital role in developing gender role model among the children.

Common sexual behaviours in childhood

- ❖ Exploring and touching private parts in public and in private
- ❖ Rubbing private parts (with hands or against objects)
- ❖ Showing private parts to other

- ❖ Trying to touch mother's or other women's breasts
- ❖ Removing cloths and wandering to be naked
- ❖ Attempt to see other people when they are naked or undressing (such as in the bathroom)
- ❖ Asking questions about their own and other's bodies and bodily function
- ❖ Talking to children their own age about bodily functions such as poop and pee
- ❖ Mimicking dating behavior (such as kissing or holding hands)
- ❖ Talking about private parts and using naughty words even when they don't understand the meaning
- ❖ Exploring private parts with children their own age (such as playing doctor, I'll show you mine if you show me yours etc.)
- ❖ Playing games with children their own age that involves sexual behavior (such as truth or dare, playing family or boyfriend / girlfriend)
- ❖ Looking at picture of naked or partially naked people
- ❖ Viewing/listening to sexual content in media (television, movies, games, the internet, music etc.
- ❖ Wanting more privacy (for example, not wanting to undress in front of other people) and being reluctant to talk to adults about sexual issues.
- ❖ Beginnings of sexual attraction to/ interest in peers

Sites of conflict

Sexual violence continued to be employed as a tactic of war, with widespread and strategic rapes, including mass rapes, allegedly committed by sexual parties to armed conflict, mostly in conjunction with other crimes such as killing, looting, pillage, forced displacement and arbitrary detention.

Social and emotional understanding

Social and emotional understanding tempting to generalize when considering the differences between men and women and the various ways in which they express their emotions, men and women from various cultures have been shown to accept stereotype that women are more emotional than man.

Many researchers have concluded that the observed emotional differences between men and women primarily stem from socialized gender roles, rather than biology. Thus the range of

emotional expressions that certain populations experience is based in large part, on their culture's expectation for femininity and masculinity.

Sexual Harassment

Sexual harassment (against children as well as against women) is an alarming outburst of gender oppression. Sexual harassment can be simply stated as any action (Verbal or non-verbal) against the other gender with sexual motive.

Harassment is conduct, gestures or comments which are insulting, intimidating, humiliating, hurtful, malicious, degrading or otherwise offensive to an individual or group of individuals, and which create a hostile or intimidating environment for work or sports activities, or which negatively affect performance or work conditions.

Sexual harassment is a form of prohibited harassment. It is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: Submission to such conduct is made either implicitly or explicitly a term or condition of employment. Submission to or rejection of such conduct is used as a basis for employment decisions. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. This definition also encompasses unwelcome display or communication of sexually offensive materials.

Examples of Sexual Harassment

- Verbal comments
- Obscene or sexually explicit media contact
- Non-verbal actions
- Physical touching
- Unwanted requests to perform sexual acts or sexual favors

Sexual harassment may occur in a variety of circumstances in workplaces as varied as factories, school and academia. Often, but not always, the perpetrator is in a position of power or authority over the victim (due to differences in age, or social, political, educational or employment relationships) or expecting to receive such power or authority in form of promotion.

Sexual harassment in family

Child sexual abuse/harassment has been reported frequently, but the number of unreported instances is far greater, because the children are afraid to tell anyone what has happened, and the legal procedure for validating an episode is difficult. The problem should be identified, the abuse stopped, and the child should receive professional help. The long term emotional and psychological damage of sexual abuse can be devastating to the child.

Child sexual abuse/harassment can take place within the family by a parent, step-partner, sibling or other relatives and in outside the home for example by a friend, neighbor, child care person, teacher or stranger.

When sexual harassment/abuse has occurred, a child can develop a variety of distressing feeling, thoughts and behaviours. No child is psychologically prepared to cope with repeated sexual simulation. Even a two or three year old, who cannot know the sexual activity is wrong, will develop problems resulting from the inability to cope with the overstimulation.

The child of five or older who knows and cares for the abuser becomes trapped between affection of loyalty for the person, and the sense that the sexual activities are terribly wrong. If the child tries to break away from the sexual relationship, the abuser may threaten the child with violence or loss of love.

When sexual abuse/harassment occurs within the family, the child may fear the anger, jealousy of shame of other family members, or be afraid the family will break up if the secret is told. A child who is the victim of prolonged sexual abuse usually develops low self-esteem, a feeling of worthlessness and an abnormal or distorted view of sex.

The child may become withdrawn and mistrustful of adults, and can become suicidal. Some children who have been sexually abused have difficulty relating to others except on sexual terms. Some children who have been sexually abused have difficulty relating to others except on sexual terms. Some sexually abused children become child abusers or prostitutes, or have other serious problems when they reach adulthood. Often there are no obvious external signs of child sexual abuse. Some sign can only be detected on physical exam by a physician.

Sexually abused children may also develop the following

- Unusual interest in or avoidance of all things of a sexual nature
- Sleep problems or nightmares
- Depression or withdrawal from friends of family
- Seductiveness
- Statements that their bodies are dirty or damaged, or fear that there is something wrong with them in the genital area.
- Secretiveness
- Aspects of sexual molestation in drawings, games, fantasies
- Unusual aggressiveness
- Suicidal behavior

Child sexual abuse will make the child extremely fearful of telling, and only when a special effort has helped the child to feel safe, can the child talk freely. If a child says that he or she has been molested, parents should try to remain calm and reassure the child that what happened was not their fault. Parents should seek a medical examination and psychiatric consultation.

Parents can prevent or lessen the chance of sexual abuse/harassment by

- ❖ Telling children that if someone tries to touch your body and do things that make you feel funny, say NO to that person and tell me right away.
- ❖ Teaching children that respect does not mean blind obedience to adults and to authority, for example don't tell children to always do everything the teacher or baby –baby sister tells you to do.
- ❖ Encouraging professional prevention programs in the local school systems sexually abused children and their families need immediate professional evaluation and treatment

Sexual harassment in other formal institutions

We have witnessed sexual harassment cases reporting from schools. The school children irrespective of their gender are harassed sexually by their own teachers/administrators/sometimes by students

At school

By teacher:

- Male teacher asked female students, if you want “A” grade, you need to come to my home for private tuition.
- Male HOD forced the female subordinate that if she wants her contacts extended she needs to spend time with him after office hours.
- Male HOD deliberately touching or hitting the body of female employee by file or pen/pencil
- Male teacher’s referring to female bodies and reproductive cycles to embrace female students during class lectures.
- Needy female students were given financial support by faculty members in exchange for sexual favours
- Teacher telling vulgar jocks during classes which have sexual innuendos
- Male supervisor /teacher spending long hours locked away in office with a young female colleague or student.
- Being made to feel that rejecting inappropriate behavior could adversely affect the success within the institution
- Being made to feel intimidated or offended within a hostile environment that interferes with your work.

By student

- Female student dressing or behaving provocatively while in a meeting or in the presence of the male faculty in a one to one situation.
- Female student asked the teacher to provide the final grade list of all students
- Female student visiting male teacher in his office unnecessarily, and spending long hours, initiating intimacy for benefits
- Students sending in written notes, letters, emails with requests for intimacy in exchange for grades
- Character assassination of female to gain to political, academic or financial gains
- Dressing culturally in appropriate to emphasize body parts

At work place

The essential ingredients in sexual harassment at work place are the conduct must be under welcome sexual in nature and disadvantages to the complainant in the recruitment, promotion or work. In short the concept of sexual harassment is given an all-encompassing definition which includes non-verbal harassment as well.

Few situations of sexual harassment at the work place

- Using vulgar language to address female
- To touch their intimate parts in the presence of women
- Younger faculty member was blocked by senior faculty to get higher education.
- Junior faculty was transferred to other department against their will by the authorities as punitive measure for not complying with undue request for favours
- Giving extra favours to young female faculty/staff in nominating their name for outstation trips for their attention.
- Threatening the female students by using forge/fake documents and pictures to black mail them into complaints
- Anonymous letters/pamphlets /emails defaming or character assassinating of employee
- Providing material to newspaper/magazine to tarnish the reputation of employee.
- Making sexually suggestive remarks or innuendos
- Serious or repeated offensive remarks, such as teasing related to a person's body or appearance
- Offensive comments or jokes
- Inappropriate questions, suggestions or remarks about a person's sex life.
- Displaying sexist or other offensive pictures, posters, mms, sms, whatsapp or e mails
- Intimation threats blackmail around sexual favours
- Physical contact as touching or pinching
- Caressing, kissing or fondling someone against her will
- Invasion of personal space
- Stalking an individual

Agencies to perpetuating violence

Women is woven into the fabric of society to such an extent that many of us who are victimized feel that we are at fault. Every day we see images of male violence against women in the news, on TV shows, in the movies, in advertising, and in our homes and workplaces. It is a fact of life for women of all ages, races, and classes. In the broadest sense, violence against women is any violation of a woman's personhood, mental or physical integrity, or freedom of movement through individual acts and societal oppression. It includes all the ways our society objectifies and oppresses women.

Violence against Girls

Records Bureau reported in 1998 that by 2010 growth in the rate of crimes against women would exceed the population growth rate. Official statistics show a dramatic increase in the number of reported crimes against women. The rate of occurrence varies considerably based upon one's country, socio-economic class, culture, religion, family history and other factors.

In family

Domestic violence: The domestic violence is a pattern of abusive behaviors by one or both partners in an intimate relationship, such as marriage, dating, family, or cohabitation. It is also known as domestic abuse, spousal abuse, battering, family violence, and intimate partner violence (IPV). Domestic violence occurs across the world, in various cultures, and affects people across society, irrespective of economic status or gender.

Dowry: In 1961, the Government of India passed the Dowry Prohibition Act, making dowry demands in wedding arrangements illegal. However, many cases of dowry-related domestic violence, suicides and murders have been reported. In 1985, the Dowry Prohibition (maintenance of lists of presents to the bride and bridegroom) Rules were framed. According to these rules, a signed list should be maintained of presents given at the time of the marriage to the bride and the bridegroom.

Safety of Girls and Women at School, Home and Work place

The school-based approaches to violence prevention fall into three main categories: control strategies, such as discipline policies and monitoring equipment; programs that focus on altering the school environment (e.g. smaller class sizes, family involvement, after-school programs); and educational and instructional programs designed to produce changes in individuals' attitudes, knowledge, or skills. The latter strategies, which concentrate on primary prevention, have been touted as both more cost-efficient and successful than those designed to punish and legislate behavior.

Thus, it is not surprising that schools often utilize these type of education programs in an attempt to prevent one of the most pervasive forms of violence facing their students: sexual abuse¹. Yet while many local education agencies have taken action to prevent sexual abuse by educating their high school students, little is known about the effectiveness about these programs, particularly about their impact on students in urban districts.

1. Awareness: Your first line of defence. Most people think of kicks to the groin and blocking punches when they hear the term “self-defence.” However, true self-defence begins long before any actual physical contact. The first, and probably most important, component in self-defence is awareness: awareness of yourself, your surroundings, and your potential attacker’s likely strategies.

The criminal’s primary strategy is to use the advantage of surprise. Studies have shown that criminals are adept at choosing targets who appear to be unaware of what is going on around them. By being aware of your surroundings and by projecting a “force presence,” many altercations which are commonplace on the street can be avoided.

2. Use your sixth sense: “Sixth sense.” “Gut instinct.” Whatever you call it, your intuition is a powerful subconscious insight into situations and people. All of us, especially women, have this gift, but very few of us pay attention to it. Learn to trust this power and use it to your full advantage. Avoid a person or a situation which does not “feel” safe—you’re probably right.

3. Self-defense training: It is important to evaluate the goals and practical usefulness of a women's self-defense program before signing up. Here are two tips:

a) Avoid martial arts studios unless you specifically wish to train in the traditional martial arts techniques and are prepared for a long-term commitment. Many women's self-defense programs teach watered-down martial arts techniques that are complex and unrealistic under the stress of an actual attack;

b) The self-defense program should include simulated assaults, with a fully padded instructor in realistic rape and attack scenarios, to allow you to practice what you've learned.

4. Escape: Always your best option. What if the unthinkable happens? You are suddenly confronted by a predator who demands that you go with him—be it in a car, or into an alley, or a building. It would seem prudent to obey, but you must never leave the primary crime scene. You are far more likely to be killed or seriously injured if you go with the predator than if you run away (even if he promises not to hurt you). Run away, yell for help, and throw a rock through a store or car window—do whatever you can to attract attention. And if the criminal is after your purse or other material items, throw them one way while you run the other.

5. Your right to fight: Unfortunately, no matter how diligently we practice awareness and avoidance techniques, we may find ourselves in a physical confrontation. Whether or not you have self-defence training, and no matter what your age or physical condition, it is important to understand that you CAN and SHOULD defend yourself physically. You have both the moral and legal right to do so, even if the attacker is only threatening you and hasn't struck first.

Many women worry that they will anger the attacker and get hurt worse if they defend themselves, but statistics clearly show that your odds of survival are far greater if you do fight back. Aim for the eyes first and the groin second. Remember, though, to use the element of surprise to your advantage—strike quickly, and mean business. You may only get one chance.

6. Pepper spray: Pros and cons. Pepper spray, like other self-defence aids, can be a useful tool. However, it is important to understand that there can be significant drawbacks to its use. For example, did you know that it doesn't work on everyone? Surprisingly, 15-20% of people will not

be incapacitated even by a full-face spray. Also, if you're carrying it in your purse, you will only waste time and alert the attacker to your intentions while you fumble for it. Never depend on any self-defence tool or weapon to stop an attacker. Trust your body and your wits, which you can always depend on in the event of an attack.

7. Home invasions: A crime on the rise. The primary way to prevent a home invasion is simply to never, ever open your door unless you either are certain you know who's on the other side or can verify that they have a legitimate reason for being there (dressing up as a repair person or even police officer is one trick criminals use). In the event that an intruder breaks in while you're home, you should have a safe room in your house to which you can retreat. Such a room should be equipped with a strong door, deadbolt lock, phone (preferably cell phone), and a can of pepper spray or fire extinguisher.

8. Avoiding a car-jacking: Lock all doors and keep windows up when driving. Most carjackings take place when vehicles are stopped at intersections. The criminals approach at a 45-degree angle (in the blind spot), and either pull you out of the driver's seat or jump in the passenger's seat.

9. A travel tip: Violent crimes against women happen in the best and worst hotels around the world. Predators may play the part of a hotel employee, push their way through an open or unlocked door, or obtain a pass key to the room. As with home safety, never open your door unless you are certain the person on the other side is legitimate, and always carry a door wedge with you when you travel. A wedge is often stronger than the door it secures.

10. Safety in cyberspace: Although the Internet is educational and entertaining, it can also be full of danger if one isn't careful. When communicating on-line, use a nickname and always keep personal information such as home address and phone number confidential. Instruct family members to do the same. Keep current on security issues, frauds, viruses, etc. by periodically referring to "The Police Notebook" Internet Safety Page

Safety and Security of Women at Workplace

Under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012. Every employer shall compulsorily—

- (a) Provide a safe working environment at the workplace which shall include safety from the persons coming into contact at the workplace.
- (b) Display at any conspicuous place in the workplace, the penal consequences of sexual harassments; and the order constituting, the Internal Committee under sub section (1) of section.
- (c) Organize workshops and awareness programmes at regular intervals for sensitizing the employees with the provisions of the Page 31 of 62 Act and orientation programmes for the members of the Internal Committee in the manner as may be prescribed;
- (d) Provide necessary facilities to the Internal Committee or the Local Committee, as the case may be, for dealing with the complaint and conducting an inquiry;
- (e) Assist in securing the attendance of respondent and witnesses before the Internal Committee or the Local Committee, as the case may be;
- (f) Make available such information to the Internal Committee or the Local Committee, as the case may be, as it may require having regard to the complaint made under sub-section (1) of Section 9;
- (g) Provide assistance to the woman if she so chooses to file a complaint in relation to the offence under the Indian Penal Code or any other law for the time being in force;
- (h) Cause to initiate action, under the Indian Penal Code or any other law for the time being in force, against the perpetrator, or if the aggrieved woman so desires, where the perpetrator is not an employee, in the workplace at which the incident of sexual harassment took place;
- (i) Treat sexual harassment as a misconduct under the service rules and initiate action for such misconduct;

(j) Monitor the timely submission of reports by the Internal Committee.

Despite of formation of various effective rules and regulations by the Indian government to handle and control the crimes against women, the number and frequency of crimes against women are increasing day by day. Women status in the country has been more offensive and dreadful in the last few years. It has decreased the confidence level of women for safety in their own country. Women are in doubtful condition for their safety and have fear while going anywhere else outside their home (office, market, etc). We should not blame the government because women safety is not only the responsibility of government only, it is the responsibility of each and every Indian citizen especially men who need to change their mind set for women.

SEXUAL ABUSE AND VIOLENCE

For many women and girls, sexual oppression and abuse are defining features of their lives. Forced sexual contact can take place at any time in a woman's life and includes a range of behaviours, from forcible rape to nonphysical forms of pressure that compel girls and women to engage in sex against their will. The touchstone of oppression is that a woman lacks choice and faces severe physical, social, or economic consequences if she resists sexual advances.

Studies indicate that the majority of non-consensual sex takes place among individuals who know each other—spouses, family members, dating partners, or acquaintances. In fact, much non-consensual sex takes place within consensual unions and includes a woman being compelled to have sex when she does not want it, or to engage in types of sexual activity that she finds degrading or humiliating. Much sexual coercion also takes place against children and adolescents in both industrial and developing countries.

Between one-third and two-thirds of known sexual assault victims are age 15 or younger, according to justice system statistics and information from rape crisis centres. Sexual exploitation of children is widespread in virtually all societies. Child sexual abuse refers to any sexual act that occurs between an adult or older adolescent and a child, and any non-consensual sexual contact between a child and a peer. Laws generally consider the issue of consent to be irrelevant in cases of sexual contact by an adult with a child, defined variously as someone under 13, 14, 15, or 16 years

of age.

Rape in India has been described as one of India's most common crimes against women and by the UN's human-rights chief as a "national problem". In the 1980s, women's rights groups lobbied for marital rape to be declared unlawful, as until 1983, the criminal law (amendment) act stated that "sexual intercourse by a man with his own wife, the wife not being under fifteen years of age is not rape". Marital rape is still not a criminal offence. While per-capita reported incidents are quite low compared to other countries, even developed countries, a new case is reported every 20 minutes. New Delhi has the highest rate of rapereports among Indian cities.

Eve teasing is a euphemism used for sexual harassment or molestation of women by men. Many activists blame the rising incidents of sexual harassment against women on the influence of "Western culture". In 1987, The Indecent Representation of Women (Prohibition) Act was passed to prohibit indecent representation of women through advertisements or in publications, writings, paintings or in any other manner. Of the total number of crimes against women reported in 1990, half related to molestation and harassment in the workplace.

Every form of violence threatens all women and limits our ability to make choices about our lives. Sexual violence is particularly insidious because sexual acts are ordinarily and rightly a source of pleasure and communication. It is often unclear to a woman who has been victimized and to society as a whole whether a sexual violation was done out of sexual desire or violent intent or whether these motivations are even distinguishable, because violence itself has come to be seen as sexual or erotic.

Media

It has been well researched that media has unbelievable power to change a culture. With such potential to transform a rape prone culture, the mainstream media chosen instead to convey the message that sexual violence is here to stay. Media is one of the most effective ways of communicating and reflecting social norms. Unfortunately, when it comes to sexual violence, mainstream media is guilty of promoting ideas and behaviours that sustain a rape prone culture.

Whether it is confusing violence with passion, seeing women purely as sex objects, or suggesting that sex drive is an out of control animal force, TV shows and movies consistently excuse and justify sexual violence. Furthermore sexual violence is often treated with humor in the media. Imagine how isolating it is for survivors to see traumatic experiences similar to their own as a punch line for a joke. By approaching sexual violence with such light attitude, media implies that the issue is not one that deserves respect or attention.

The rise of social media and the increasing capabilities of smart phones have led to new methods of sexual harassment.

Gender roles are prevalent in media, often portraying women as nurturing, gentle, cooperative, concerned with appearance, and sensitive to others; while men are viewed as logical, competitive, independent, assertive, financial providers, skilled in business, and dominant over women. Women in media tend to be represented more negatively than men. While men are perceived as hard workers, amusing, directive, and physically aggressive, women are displayed as likeable, warm, submissive, passive, and weak.

Women are also more likely than men to display empathic behaviours such as affection, sharing, giving, and concern for others. Women are likely to be portrayed as sex objects in media and unnecessary displays of the female body and unrealistic images of women. Occupational status among men and women in media is clearly unequal. Not only are males portrayed in higher paying and more prestigious jobs than women, but they are also depicted in higher social status situations.

GENDER ROLES IN MASS MEDIA

The development of gender identity begins as early as two or three years of age. Parents, teachers, peers, and media are social influences on a growing individual. Adult treatment of infants plays a role in gender development when clothing is selected, when toys are purchased, and when television shows are viewed. As children grow, they gain a sense of being a male or female and associate various activities and objects with their gender.

Toddlers may refuse to participate in an activity or play with a toy associated with the opposite gender, and adolescent boys continue to be harassed for partaking in activities and interests considered feminine.

Through games, boys are taught to gain attention, status and power, while girls are taught to be cooperative, loyal, and intimate. According to Taylor (2003), society directs behaviour and helps shape individual's lives. While some choose to believe they have chosen their behaviours based on individual characteristics, Taylor would beg to differ, arguing that behaviour is socialized rather than by natural occurrence. He also suggests that individuals should recognize their group identity and understand the male and female role expectations maintained by society.

Occupational status among men and women in media is clearly unequal. Not only are males portrayed in higher paying and more prestigious jobs than women, but they are also depicted in higher social status situations. It was also found that men were twice as likely as women to be portrayed in a career setting in popular interest magazines worldwide; women were portrayed in more ambiguous, domestic, and decorative scenes. Similarly, women in prime-time TV shows were more likely to be portrayed in marital roles while men were portrayed in occupational roles.

Contradictory to this research is single women, who are more likely to have professional careers than married women. It is possible that these changes are due to more women pursuing advanced degrees and entering the workforce than before. It is also important to note that the marital status of women is more widely known than men and women are more likely to have parental responsibilities. As main characters, women are likely to be involved in a romance or family, or are shown as young, single, independent, and free of work and family issues.

Media plays a large role in influencing the younger generation. When exposed to multiple gender messages, children are more likely to endorse the stereotype than if presented with a counter-stereotype. Such stereotypes can negatively impact and restrict opportunities, especially for women, by lowering self-dignity and body satisfaction, as well as career and self-development. It is possible that media only reinforces gendered-attitudes regarding male and female behaviours; thus deepening society's embedded cultural values and interpretations of gender.

Shrum (1999) studied the relation between television viewing and attitude strength, concluding that television can certainly reinforce viewers' attitudes. Consistent messages not only reinforce existing beliefs, but may generate new attitudes and a resistance to counter information. Thus, more exposure leads to higher likelihood of TV-cultivated attitudes and judgments. McClure (1999) suggests viewers see the world through a cultural lens, believing that behaviors, characteristics, and attitudes are constructed by society.

Lafky & Duffy (1996) use the term "gendered lenses" as a means of cognitively processing and interpreting messages. Stereotypical gender roles can guide and shape behaviour by affecting the audience's perception of social reality. Kolbert (1995) also observes the broad consensus among social scientists that there is indeed a connection between popular culture and behaviour, noting that among parents surveyed, they noticed direct evidence of the connection via imitated behaviour and language from their children.

It is no mystery that advertising uses gender roles as a means of promoting products; however, it is arguable whether it is advertising that impacts societal expectations of gender or if societal norms themselves shape how gender is portrayed. Previous literature notes that advertising may be moving away from stereotypical portrayals of men and women while other studies suggest role portrayals as getting worse. Even though it is possible that advertisements mirror societal ideals, gender role portrayals can still have consequential notions of reinforcement of social and gender stereotypes on society.

Advertising provides a model for young women, indicating that if they do certain things or act certain ways, they will be sexually attractive; however, by advertising thinness and perfection so frequently, viewers believe that with enough effort and self-sacrifice, they can achieve this unattainable goal. Today's music, television, movies, and advertising limits girls' development, leaving them traumatized.

GENDER STEREOTYPES IN MASS MEDIA

Gender roles are prevalent in media, often portraying women as nurturing, gentle, cooperative, concerned with appearance, and sensitive to others; while men are viewed as logical,

competitive, independent, assertive, financial providers, skilled in business, and dominant over women. Women in media tend to be represented more negatively than men. While men are perceived as hard workers, amusing, directive, and physically aggressive, women are displayed as likeable, warm, submissive, passive, and weak. Women are also more likely than men to display empathic behaviours such as affection, sharing, giving, and concern for others.

Women are likely to be portrayed as sex objects in media. By having adolescents evaluate advertisements based on gender, Rouner et al. (2003) found unnecessary displays of the female body and unrealistic images of women. Video games highly sexualize women by featuring large-breasted, attractive, females who are rarely main characters. Other research revealed pressure on women not only to have beautiful bodies, but to also be attractive, young, and single.

Compared to men, women are often dressed provocatively and high emphasis is placed on appearance. Teenage girls portrayed on television displayed passiveness, an obsession with superficial topics such as shopping, appearance, and relationships, and the idea of out casting those who choose more serious topics such as academics and careers.

Many societies strive for equal life opportunities for each gender, and conclude that gender roles are mainly determined by social environment because biological factors have not changed. While women are allowed more leniency than men when displaying emotion, permitting men the same leniency may prove beneficial to equalizing gender role perceptions and toning down masculinity on television.

However, Tragos (2009) believes that with any change in gender perceptions (for example: women being powerful and men being sensitive) the media backlashes with gender specific television channels such as WEtv (Women's Entertainment Television) and Spike (a network for men); thus creating further resistance to changing stereotypes.

One study, looking at the content in girls' magazines, discovered the main topics to be fashion, beauty, food and decorating, and relationships with the opposite sex. He later concluded that the magazines promoted looking good, having a significant other, and taking care of the house. When a heroine was mentioned, it was generally a male, indicating that women are dependent and

need a man to help solve problems. It is important to note that not all females read these magazines, but avid readers are consistently overwhelmed by these stereotypical images and texts.

Boys are confused by society's mixed messages and expectations for being male. Kimmel (2008) states that males feel the need to suppress their ability to express compassion and empathy in order to achieve society-appropriate masculinity and to not appear vulnerable or weak. By suppressing feelings that already exist, boys are more prone to depression, suicidal behaviors, and fighting than girls are. Kimmel (2008) also argues that boys are more likely than girls to drop out of school, are four times more likely to be diagnosed as emotionally disturbed, and are six times more likely to be diagnosed with Attention Deficit Hyperactivity Disorder (ADHD).

Adolescents may adhere to traditional gender roles, via pressure from peers, in an effort to attract the opposite sex. By viewing sexy ads, females are urged to express themselves through their bodies. Research shows that females who view media as a means of raised in loving homes by supportive parents grow up in a toxic cultural environment, at risk for self-mutilation, eating disorders, and addictions". According to Kilbourne (1999), "at least one-third of twelve to thirteen-year-old girls are actively trying to lose weight by dieting, vomiting, using laxatives, or taking diet pills". Essentially, girls know something is wrong, but rather than looking for the problem within a culture, they search within themselves and their families.

Perception of safety at School, Home and Community

Schools: Schools are at the frontline of child protection since they have the potential to both teach protective behaviors effectively and to a greater number of children than another system, including parental instructions. This is because a large part of the truly "awake" time of a child's waking hours is spent at school.

Besides educators have a special role in combating child sexual abuse, as they possess the knowledge, training and opportunity to observe and respond to children's behaviour and physical conditions over a period of time. Additionally, because of the close daily contact they are in a unique position to identify these children who need help and protection. The following way schools should prevent the child abuse in their circumstances.

- Ensure teachers, volunteers and anyone else with access to children is properly screened and

trained

- Implement and enforce a policy for reporting child sexual abuse and handling disclosures from children
- Establish protocols and screening for school computer use. Provide training to students and teachers on acceptable use of computers
- Assess your environmental structure and take every possible step to make it safer for children
- Make certain campus security is in place so that all visitors are screened through the office and the unusual incidents/visitors are handled.
- Provide programmes and roles for parents to make them a part of their children's safety and security at school and while going to and from school
- Choose or develop child-safety programs for the school that are based on accepted educational theories, are appropriate for the child's age and levels of education and development, and are designed to offer concepts that will help children build self-confidence in order to better handle and protect themselves in all types of situations. Use multiple program components that are repeated several years and use qualified presenters who include role-playing, behavioral rehearsal, feedback and active participation in presentations
- Safety planning and design for women and girls is important because it creates public spaces where women and all users have equal opportunity to be healthy secure and happy. This kind of planning is based on the fact that the physical design of urban spaces affects women's use and enjoyment of the public realm.
- Safety planning and design for girls around the world, exercising their right to education can be full of risk.

They are at risk from violence on the journey to and from school and in the classroom itself. This violence may take the form of aggressive sexual behaviour, intimidation and physical assault by boys, sexual advances by male students and teachers, corporal punishment and verbal abuse.

Home: As a parent, you are the most important adult in your child's life and to whom your child looks up. We understand that you care for your children and while concerned about their safety, unfortunately cannot always ensure it. But you can equip them with information and skills to build self-protective behavior. The most important factor for your children's protection is a strong

self-esteem.

Let them know how important they are to you. Be available when they need to talk. Be honest and open with them when they ask difficult questions. And always believe what your child tells you, no matter how unbelievable or difficult to believe it is. Talking about child sexual abuse with your child may seem difficult, but the possible consequences of not talking with your child are even worse - that they may be sexually abused and not know where to turn for help. The following are some of the preventive safety in our children life.

- **Encourage kids to talk about their day:** Children cannot be expected to understand when it is okay to say "no" to or run away from an adult. This would betook confusing. Instead, build trust by regularly talking to them about their day. Make them feel comfortable raising any topic. Then, if your kids report any unacceptable behavior by others to you, it is your responsibility to take action.
- **Become educated on sexual abuse:** Get familiar with the facts. It is vital for you to educate yourself about sexual abuse.
- **Look for "Red Flags.":** Sex offenders often "groom" parents and children to gain their trust. They can be very slick and fool you into thinking they are trustworthy, but there is always a "red flag" that is just a little bit unusual. For instance, if an adult has many toys and video games in his house and several local kids go there every day, this is a possible red flag. If he doesn't seem to have any adult friends or activities, this is a bigger red flag. Check this person out. Have a conversation with him, if possible. If he is on the sex offender registry, report him to the authorities.
- **Know where your children are and who they are with at all times:** Know your children's friends and their parents. Make sure they are reliable before you allow your child to spend time at their house.
- **Teach children that the danger may come from someone they trust:** Tell your kids, "Bad touch is bad touch and no one gets to do it to our bodies. If anyone does bad touch, you go to a grown up for help. When you are not sure about whether something a grown up is doing is okay, ask another grown up to help you."

Community: Community also influences lot the development of surrounding children's growth. The following are some of roles of community to prevent the child abuse.

- **Know.** Learning more about child rights and child sexual abuse can help you ensure the safety of children in your family, your neighborhood and your community
- **Talk.** Talk to your colleagues, friends, relatives and family about the problem. Help break the silence around child sexual abuse.
- **Observe.** Be alert to the behavioral and physical indicators of sexual abuse in children. Don't just hear children's voices Listen to them.
- **Help.** If you suspect a child of being abused, assist the child.
- **Advocate.** Ask your child's school to incorporate personal safety curriculum and to implement a school child protection policy.
- **Involve.** Volunteer your time and resources to organizations working against child sexual abuse.

Identification of sexual abuse/violence and its verbalization.

Sexual abuse is any type of sexual activity that you do not agree to, including:

- ❖ Inappropriate touching
- ❖ Vaginal, anal, or oral penetration
- ❖ Sexual intercourse that you say no to
- ❖ Rape
- ❖ attempted rape
- ❖ Child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. Examples of this are voyeurism (when someone watches private sexual acts), exhibitionism (when someone exposes him/herself in public), incest (sexual contact between family members), and sexual harassment.

It can happen indifferent situations, by a stranger in an isolated place, on a date, or in the home by someone you know. Women who are sexually abused may suffer serious health problems, such as sexually transmitted infections, stomach problems, and ongoing pain. They also are at risk

for emotional problems, like depression, anxiety, and post-traumatic stress disorder.

The following are the some of the identification signs for sexual abuse women.

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

Violence against Women

Violence against Women (VAW), also known as gender-based violence, is, collectively, violent acts that are primarily or exclusively committed against women. Sometimes considered a hate crime, this type of violence targets a specific group with the victim's gender as a primary motive. This type of violence is gender-based, meaning that the acts of violence are committed against women expressly because they are women.

Violence against women is a worldwide yet still hidden problem. Violence against women is woven into the fabric of society to such an extent that many of us who are victimized feel that we are at fault. Every day we see images of male violence against women in the news, on TV shows, in the movies, in advertising, and in our homes and workplaces. It's a fact of life for women of all ages, races, and classes. In the broadest sense, violence against women is any violation of a woman's personhood, mental or physical integrity, or freedom of movement through individual acts and societal oppression. It includes all the ways our society objectifies and oppresses women.

Violence against women ranges from sterilization abuse to prescription-drug abuse, pornography, stalking, battering, and rape. It includes the sexual and physical abuse of young girls and the abuse of elders. Every form of violence threatens all women and limits our ability to make choices about our lives.

Sexual violence is particularly insidious because sexual acts are ordinarily and rightly a source of pleasure and communication. It is often unclear to a woman who has been victimized and to society as a whole whether a sexual violation was done out of sexual desire or violent intent or whether these motivations are even distinguishable, because violence itself has come to be seen as sexual or erotic.

MEANING

The phrase violence against women is a technical term used to collectively refer to violent acts that are primarily or exclusively committed against women. Similar to a hate crime, which it is sometimes considered, this type of violence targets a specific group with the victim's gender as a primary motive.

The United Nations General Assembly defines "violence against women" as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

Domestic Violence Act

The Protection of Women from Domestic Violence Act 2005 differs from the provision of the Penal Code - section 498A of the Indian Penal Code - in that it provides a broader definition of domestic violence. Domestic violence is defined by Section 3 of the Act as "any act, omission or commission or conduct of the respondent shall constitute domestic violence in case it:

- Harms or injures or endangers the health, safety, life, limb or well-being, whether mental or physical, of the aggrieved person or tends to do so and includes causing physical abuse, sexual abuse, verbal and emotional abuse and economic abuse; or
- harasses, harms, injures or endangers the aggrieved person with a view to coerce her or any other person related to her to meet any unlawful demand for any dowry or other property or valuable security; or
- has the effect of threatening the aggrieved person or any person related to her by any conduct mentioned in clause (a) or clause (b); or
- Otherwise injures or causes harm, whether physical or mental, to the aggrieved person."

The Protection of Women from Domestic Violence Act 2005 is an Act of the Parliament of India enacted to protect women from domestic violence. It was brought into force by the Indian government from 26 October 2006. The Act provides for the first time in Indian law a definition of "domestic violence", with this definition being broad and including not only physical violence, but also other forms of violence such as emotional/verbal, sexual, and economic abuse. It is a civil law meant primarily for protection orders and not meant to penalize criminally.

Sexual Abuse

Abuse is defined as "to ill-use, to misuse, or to insult." Adults use children to meet their own sexual needs and gratification this includes intercourse, oral sex, fondling. Also the showing of or taking part in pornographic pictures or videos. Sexual abuse or assault, as defined in the Sexual Assault Prevention and Response Program Manual, is intentional sexual contact, characterized by use of force, threats, intimidation, and abuse of authority or when the victim does not or cannot consent.

Sexual abuse or assault includes rape, forcible sodomy and other unwanted indecent contact (e.g., kissing against another person's will) that is aggravated, abusive or wrongful (to include unwanted and inappropriate sexual contact), or attempts to commit these acts.

Child sexual abuse is a form of child abuse in which a child is abused for the sexual gratification of an adult or older adolescent. It includes direct sexual contact, the adult or otherwise older person engaging indecent exposure (of the genitals, female nipples, etc.) to a child with intent to gratify their own sexual desires or to intimidate or groom the child, asking or pressuring a child to engage in sexual activities, displaying pornography to a child, or using a child to produce child pornography.

Effects of child sexual abuse include shame and self-blame, depression, anxiety, post-traumatic stress disorder, self-esteem issues, sexual dysfunction, chronic pelvic pain, addiction, self-injury, suicidal ideation, borderline personality disorder, and propensity to re-victimization in adulthood.

Child sexual abuse is a risk factor for attempting suicide. Much of the harm caused to victims becomes apparent years after the abuse happens. Sexual abuse by a family member is a form of incest, and results in more serious and long-term psychological trauma, especially in the

case of parental incest.

ROLE OF EDUCATION IN PREVENTING SEXUAL ABUSE AND VIOLENCE

Teachers play an important role in curbing school violence as they are second parents of the children. A number of steps need to be taken by the teachers to eliminate this problem.

In the past, schools were considered to be safe. However, with the rise in school violence the schools are not safe anymore. The menace of school violence has resulted in disruption of learning process of the children. Violent kids are damaging the future of their schoolmates apart from destroying their own future as well. As per a report of the Department of Education the menace of school violence is most prevalent in kids aged between 12 to 18 years. This problem has become common in schools all over the world. The teachers, parents and schools have responsibility of reducing violence in schools.

A number of steps can be taken by the teachers in eliminating the problem of school violence.

1. Providing love and affection: Violent behavior in kids can be eliminated easily by providing them proper love and affection. To prevent worsening of the situation in future, timely and effective steps must be taken immediately.
2. Counseling: Students can be given counseling by their teachers. It can remove and type of stress or anger in kids. Further, uncertainty about careers can be tackled by providing them with proper career counseling. Thus it can engage the kids in positive thinking rather than indulging in negative thoughts and thus prevent them from taking part in such activities.
3. Strict action: Strict action must be taken against kids indulging in violence in schools. It can act as an effective deterrent for others who indulge in such activities. Such incidents can be easily eliminated by taking timely and strict action.
4. Meditation: The students must be taught meditation by the teachers. It helps the body and soul to relax. This provides a soothing effect to the mind.
5. Providing training to teachers: Trainings related to child psychology must be provided to the teachers, as trained teachers can be helpful to the students.
6. The teachers should encourage one-to-one discussions with students. This would help building of trust between the teachers and students and students can be helped in much

effective way as the teachers can learn about the issues troubling the students and timely help can be provided to the students.

7. The students must be given tasks taking into account their capabilities. A student in need must be helped by the teachers.
8. Anger management classes: Anger management classes can be provided to the students. Such classes help students to control their anger and hence contain violence in them.
9. Conflict resolution classes: Students can be provided conflict resolution classes. Such classes teach students ways of resolving disputes in peaceful manner.
10. Monitoring: The students should be constantly monitored by the teachers. In case of anything improper, a discussion should be held with the student and if needed, with the parents as well. Teachers are the second parents of the kids. Thus they should make efforts to eliminate or at least reduce violence among kids.

The primary goal of the education system is to teach. In order to achieve this, it is sometimes necessary to remove barriers that impede a child's ability to learn. Every year, millions of dollars are authorized through various legislative acts for this purpose. The laws protect the right of every child to an education and attest to the Nation's commitment to remove barriers to each child's ability to learn.

The trauma and residual effects of child abuse and neglect are barriers. Educators are trained to recognize and intervene when children are not able to benefit fully from their educational opportunities. This training makes them uniquely qualified to detect indicators that may signify that a child is being maltreated. Since schools are one of the few places in which children are seen almost daily, educators have a chance to see changes in appearance and behaviour. From classroom teachers to guidance counsellors, as well as social workers, nurses, psychologists, and administrators—everyone becomes an integral part of the educational team to help children.

Educators should strive to “expose stereotypes, help students learn to recognize them, and encourage students to move past them to see each individual's strengths, interests, and characteristics”. By empowering students to recognize oppressive behaviour and other societal influences, students can identify personal behaviour— thus understanding the connection between

personal thoughts and behaviours and societal messages. Empowering students leads to a collective empowerment within a community and paves the way to social and political change.

School based Activities: Some prevention efforts are provided through specifically designed programs, other efforts are integrated into existing school curricula. Some of the more common areas that prevention activities address or strengthen are:

- Life Skills Training
- Adults require specific skills to navigate today's complex society successfully, but many daily living skills are never taught to them as they are growing up. Parents or other involved adults may teach these skills directly or by example; if they do not, young adults usually learn them by trial and error. Therefore, schools are increasingly integrating lessons teaching these skills into the curriculum. Learning skills that ease the transition into adulthood can prevent frustrated or overwhelmed future parents from becoming abusive to their children.

It is important to promote tangible and intangible life skills that are tailored to students' developmental needs. Tangible life skills are those needed for daily living, self-maintenance, and obtaining and sustaining employment, such as:

- ❖ Food preparation
- ❖ Personal hygiene
- ❖ Obtaining appropriate medical care
- ❖ Educational planning
- ❖ Money management and budgeting
- ❖ Time management
- ❖ Finding housing

Intangible life skills are those needed for developing and maintaining positive personal and professional relationships, such as:

- Conflict management skills
- Peer mediation skills

- Communication skills
- Problem-solving skills
- Parenting skills

Instruction in these tangible and intangible life skills is intended to have a positive impact on a youth's self-sufficiency and self-esteem, in addition to the practical advantages he or she will incur in adulthood. Although only few of these programs have been fully evaluated related to child abuse prevention, many are working towards that goal in order to demonstrate their effectiveness.

There are, however, studies demonstrating the effectiveness of life skills training related to other concerns, such as substance abuse prevention. One of the Substance Abuse and Mental Health Services Administration's rigorously researched and reviewed "model programs" is Life Skills Training. Compared to children not receiving the training, participants cut their alcohol, tobacco, and marijuana use by 50 to 75 percent and decreased multiple drug use by up to 66 percent. These effects were observed up to 6 years post-intervention.

Socialization Skills

Socialization—learning appropriate ways to interact with peers—is learned by children as they participate in activities during the school day. Less emphasis on competition and more attention paid to cooperative learning, in addition to teaching conflict resolution and problem solving, will enable children to better relate to peers.

Research suggests that it is important for children to learn these four basic skills to become adequately socialized, productive adults. Children need to:

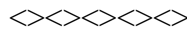
1. Learn how to get their needs met appropriately. Often maltreated children are not able to express their needs and ask for help.
2. Learn how to express feelings, which enables children to separate these feelings from actions. For example, children must learn that it is acceptable to feel anger toward someone, but it is not appropriate to hit another person.
3. Learn to take responsibility for their actions.
4. Learn how to make decisions and solve problems.

Some educators use other techniques to strengthen socialization skills. For example, a tool used with increased frequency is the journal. Children and teens are asked to write in journals as a way of composing their thoughts, expressing feelings, and gaining self-awareness.

Self-protection

Numerous self-protection programs are available now to help children defend themselves, especially against sexual abuse. The components of such programs usually include: educating children about what sexual abuse is (i.e., distinguishing among “good,” “bad,” and “confusing” touches); making children aware of potential abusers; and teaching children what to do when they are abused or feel that they are vulnerable to abuse.

Some programs bring in experts to educate the children, while others train teachers to conduct the training seminar or to integrate the information into their curriculum. It is essential that teachers train in the course content and become comfortable with their involvement in this type of training. Opinions on such programs vary, however, with some maintaining that they make the child feel responsible for their own protection and cause them to feel guilty if they are molested.



Unit 4

Gender and Law

Syllabus: Gender perspectives in policy and planning – incentive for girls – improving the quality of government schools – gender inputs in school curricular and text books – women teachers in school– introduction to law related to women (Rape, Dowry, Re-marriage, Divorce, Property, Inheritance- women reservation bill- history and current status. The Indian Constitution and provisions according to women - human rights and women rights.

Gender perspectives in policy and planning

For several years now, government and development agencies have given top priority to gender issues in development planning and policies. Gender equity, concerning resource access and allocation as well as opportunities for social and economic advancement, has been a prominent item on the agendas of all recent international meetings, which have also investigated the basic link between gender equity and sustainable development, defining specific mechanisms and objectives for international cooperation.

The 1992 UN conference on Environment and development in Rio de Janeiro (Earth Summit) explicitly included gender issues in Agenda 21, its platform statement. The world conference on Human rights, held in Vienna in 1993, also made significant progress in recognizing the rights of women and girl-children as an inalienable, integral and indivisible part of universal human rights. This principle was taken up again by the international conference on population and development, held in Cairo in 1994.

Discussions focused on gender issues, stressing the empowerment of women for equitable development: “the objective is to promote gender equality in all spheres of life, including family and community life and to encourage and enable men to take responsibility for their sexual and reproductive behavior and their social and family roles. “ the world summit for social development , held in Copenhagen in 1995, took gender equity as the core strategy for social and economic development and environmental protection.

The 1995 fourth World conference on women, held in Beijing, reiterated the importance of these new options, drawing up an agenda to strengthen the status of women and adopting a declaration and platform for action aimed at overcoming the barriers to gender equity and guaranteeing women's active participation in all spheres of life. Governments, the international community and civil society, including NGOs and the private sector, were called upon to take strategic action in the following critical areas of concern:

- ❖ The persistent and increasing burden of poverty of women
- ❖ Inequalities and inadequacies and unequal access to education and training
- ❖ Inequalities and inadequacies and unequal access to health care and related services
- ❖ Violence against women
- ❖ The effects of armed or other kinds of conflict on women, including those living under foreign occupation.
- ❖ Inequality in economic structures and policies in all forms of productive activities and in access to resources
- ❖ Inequality between men and women in the sharing of power and decision making at all levels
- ❖ Insufficient mechanisms at all levels to promote the advancement of women
- ❖ Lack of respect for and inadequate promotion and protection of the human rights of women.

Incentive for Girls

1. National Scheme of Incentives to Girls for Secondary Education

To promote enrolment of girl child in the age group of 14-18 at secondary state, especially those who passed class 8 and to encourage the secondary education of such girls, the centrally sponsored scheme. This scheme was launched in May 2008.

- The scheme covers all SC/ST girls who have pass class 8
- Girls who pass class 8 and enroll for class 9 in State / UT Government, Aided or Local; Body schools.
- Girls should be below 16 years of age on joining class 9
- Married girl, Girls studying in private unaided schools and enrolled in schools run by central government like KVS, NVS, and CBSE affiliated schools are excluded
- A sum of Rs. 3000/- is deposited in the name of eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing 10th class.

2. Welfare Scheme of the School Education Department

Concerned department: School Education Department

Sponsored by: State Government

Eligibility: age 8-14

Valid up to Dec 31, 2020.

Schemes of school education department providing scholarship to encourage education to girls students. Benefit provided class 3- 5 Rs. 500 per year. 6-8 Rs. 1000 per year Adi-dravidar/Backward Class and Most Backward Class students were benefited.

3. Rural Girls Incentive Scheme

Department: BC/MBC & Minorities welfare department

Sponsored by : State government

Parental income below Rs. 25000 per annum

Students studying in Government/Aided schools in rural areas

For those belongs to BC/MBC/DNC only

Preference will be given to Girl children of widows/Destitute

Introduced on May 07, 2012.Valid up to 32, 2016.

Rs. 500 per annum for the girl students of and studying in 3rd to 5th and Rs. 1000 per annum for 6th standard.

4. Sivagami Ammaiyar Memorial Girl Child Protection

Department: Social welfare and Nutritious Meal Programme department.

Sponsored by: State Government

Scheme 1- for Girl Child Rs. 22,200 Fixed deposit receipt in the name of girl child for the family which has only one girl child

Scheme 2 – fixed deposit receipt for Rs. 15,200 for each girl child where the family has two girl children only. An amount of Rs. 150 as monthly incentive shall be given to the girl child on completion of 5 years from the date of deposit and up to 20th year of deposit for her education purpose. Valid up to Dec-2020.

Scheme for social welfare and nutritious meal programme department, Sivagamiammaiyar memorial girl child protection scheme. Financial assistant to the girl children in poor families. Family income should be less than Rs. 50000 per annum, application should be made before the beneficiary girl child completes 3 years of age Below Rs. 12000 per annum and also application should be made before the second girl child completes 3 years of age. The other criteria are either of the parents should have undergone sterilization within 35 years. Family should only one / two female children and no male child. In future no male child should adopt.

5. Incentive to the family having one/two girl child and parent who have undertaken family

Objectives: to create awareness among the parents about the desirability about the girl child and to raise the status of the girl child in the family.

An amount of Rs. 20000 is deposited in the name of the girl in case of two girl children the amount is deposited in the name of the girl child. Benefit amount has been enhanced to

Rs. 20000.w.e.f 29.03.2007. The maturity value will be given to the girl child when she attains the age of 18.

- Eligibility: the annual income of the applicant shall not exceeds Rs. 60000 per annum
- The age of the parents should not be below 21 years to father and 18 years to mother.
- Either parent should have undergone Family planning in a Central/State Govt. hospital.
- The parents should be citizen of India and either of the parents should be a native of Puducherry by virtue of birth or continuous residence not less than five years.
- The parents should have only one girl child/two girl children
- Marriage of the applicant should be registered in the registration department / Municipality/ Commune panchayat

6. Special incentives for girl students by Tamil Nadu Government

To encourage education among girls, special incentives have been announced for girl students studying in government and aided schools. From 3-5th class Rs. 500 per annum and for 6th class Rs. 1000 per annum, will be paid but this scheme is applicable to Adi-Dravidar / Tribal girls only. There is no income limitation.

When education is viewed in terms of its transformative potential, as a social intervention that works towards re-examining existing realities, then it becomes the single most powerful process for redressing the inequalities of gender. It can facilitate the forging of new values and forms of society that would enable both women and men to develop their human capacities to their fullest. An empowering education shares with gender a common project – presenting images of that which is not yet- thereby moving from the given to realizing new ways of imagining our future.

Teachers' perceptions of male- and femaleness are crucial for their relations with pupils and can be an important factor in generating gender equity in schools. Gender stereotypes are also likely to be reinforced or weakened by text books and reading material provided in schools.

Improving the quality of Government Schools

India has done a commendable job in enrolling its children to schools; a decade ago, 30 million Indian children were not in school, and today the figure is near 3 million. As per School Education Statistics (SES) in 2005-06 the enrolment of girls was over 60.2 million in primary schools. The figure has increased to 60.5 million in 2010-11. With an increased Gross enrolment ratio of over 20% in higher education, over 621 Universities and 33,500 colleges, India will be producing over 24 million graduates by the end of 2020. But here-in lies the problem, according to an earlier survey by the Confederation of Indian Industries (CII) only 39.5% of all graduates in the country were viewed as employable.

India is going berserk to enrol its children in schools and higher education institutes but quality has gone for a toss. Enrolment ratio has gone higher but so has the drop-out ratio. Sarva Shiksha Abhiyan which means 'Education for All' programme in Hindi is a Government of India's flagship programme for achievement of universalization of Elementary Education and caters to the needs of over 192 million children but according to an article in The Economic Times dated November 23, 2012; there are over 700,000 teaching posts vacant under this particular programme. Delhi, the capital city of India is facing a crunch of over 1500 teachers in government schools catering to the weaker sections of the society.

Reasons for the Non- quality of Government schools

□ Excessive Non-Teaching Duties: Apart from teaching, all the government school teachers are assigned non-teaching work such as conducting census survey; facilitate polling during elections and various other activities which they have to compulsorily abide. It creates a lot of pressure on the teachers, a substantial amount of time is wasted in non-teaching work that affects the quality of education of the students as schools remains closed and even-if the schools are working, no classes are conducted.

□ Teacher Absenteeism: P Sainath, a renowned journalist in his famous book 'Everybody loves a good drought' had referred to government schools as Schools without Teachers. The UNESCO's International Institute of Educational Planning study on corruption in education says that 25% teacher absenteeism in India is among the highest in the world. Most of the time the government school teachers are either involved in non-teaching work of the Government or absent from the schools. Lack of accountability is a critical reason for the failure of public schools and also falling teaching standards.

□ Inefficient Special training programmes: A municipal school principal from Ahmedabad says that Government has launched Special training programmes for children who had dropped-out of schools or never had a chance to go to school. The programme promises free transportation to the students but most schools has no provision for providing free transportation. Most teachers have to walk their students to their home and back, especially among girls. It has resulted in teachers getting frustrated as their work is increased manifold affecting the quality of the programme.

□ Lack of Infrastructure facilities: An average government school in India can be pictured as an old dilapidated building, classrooms with broken windows, wrecked chairs and unhygienic toilets, if they are fortunate enough to have one. A school teacher in Ahmedabad revealed that their school does have separate toilets for boys and girls and hence most girls do not feel comfortable in attending the school. A school teacher in Pune on a condition to maintain anonymity revealed that their school had submitted a request for 20 computers for the school, they did receive 20 computer but 17 of which never worked.

□ Incompetent teacher: Pune Municipal Corporation initiated 30 English medium existing regional language schools. These teachers are not competent to teach in English medium school as their own education has been in regional language schools and they have always taught in regional language schools. It has highly affected the quality of education in these schools.

□ Lack of Capacity building initiatives: The world is changing fast and the education system needs to keep up the pace but the government schools are still teaching age-old curriculums and methods. Capacity building for teachers is required so that they can cope-up with the current trends and adapt teaching methods that would keep the students motivated and interested in the studies and make the best of their education.

□ Lack of support from the families of students: All the government school officials I interacted-with shared this feedback that they face a tough time seeking the support of families of the students. Most parents doesn't allow their daughters to continue their education after pre-primary or primary level whereas the drop-out ratio amongst boys increases manifold during high school as the parents want their sons to take-up a job and earn money for the family. Due to lack of support from the family, it becomes a very difficult task for the teachers to keep the students motivated in studies. Understanding the role of child labour issues and its interaction with the education system is a critical challenge that needs to be addressed.

The role of Teachers is most important in realizing the goal of imparting quality education. Massive Teacher training programmes should be conducted, non-teaching government tasks should not be assigned to the teachers, a strict monitoring mechanism should be devised, infrastructural development of schools and awareness campaign for the parents of students in government schools should be conducted.

India has undoubtedly done a great job in enrolling a majority of the children in schools but now the challenge is to keep the drop-out ratio to the minimum and impart quality education to these kids that would lead them to a dignified employment in the future.

HOW TO IMPROVE STATE GOVERNMENT'S SCHOOLS TO PROVIDE QUALITY EDUCATION?

India's 12th Five Year Plan (2012-2017) notes that the four main priorities of education policies have been Access, Equity, Quality and Governance. The document also continues to prioritize these four areas, but places the greatest emphasis on improving learning outcomes at all levels. Various educational surveys, educational data over the years indicated that learning achievements of children in various subjects particularly in Languages, Math, EVS, Science and Social Sciences are not satisfactory. It is a fact that many a times, teachers complete the textbooks but they do not have clear idea what kind of learning they are expecting from children in respective subjects. Generally, teachers use textbooks that would only provide a broad idea as to how to transact the textual material inside and outside the classroom.

Government schools serve the majority of children in our country. These schools have witnessed a decline in their services, and increasingly they are accessed by the poor and the marginalized. Across India, a handful of committed individuals have led efforts to improve government schools, in the belief that they could demonstrate or induce an enduring change in the system. The overall objective of school improvement planning is an enhanced level of student achievement. To effect real change, however, the process needs to focus on specific priorities. Student performance improves when teachers use curriculum-delivery strategies that specifically address the needs of their students, when the school environment is positive, and when parents are involved in their children's education. Therefore, schools should concentrate on these three areas—curriculum delivery, school environment, and parental involvement.

Curricular expectations are not to be measured class wise but need to be achieved by the end of a particular stage as these are long term targets of the Curriculum i.e. abilities,

attitudes, values, etc. Learning Indicators along with the pedagogical processes will help achieve these curricular expectations. The learning indicators have been developed for each class i.e. at the end of each class from class I to class VIII. The 'learning indicators' need to lay down the 'essential levels of learning'.

School improvement and teachers development is a multifaceted approach. Therefore, school reform and initiative need to be carefully planned and executed by involving all stakeholders. In the process of implementing school improvement programme, teachers play critical role in institutionalizing change initiatives. Hence identifying teachers need and providing effective support at school and classroom level can play vital role in enhancing students learning. Although concerned about the quality of education, our key stakeholder has not yet realized the need to transform the day-to-day practices at school. A combined effort is required to achieve the goals of such a comprehensive program. A number of activities have been taken into account bring about change and enhance quality education in schools.

Gender inputs in school curricular and text books

Curriculum

Gender equality is an overarching principle of the curriculum in several countries. This means that the gender perspective should permeate the whole curriculum and should be taken into consideration throughout all subjects and areas. But countries where the gender perspective is not expressed as an overarching principle also report that issues related to gender are taken into account.

Gender is most often dealt with as a topic within subjects or cross-curricular themes, such as social sciences, citizenship education, ethics, history, languages or home economics. In quite a lot of countries schools have, however, substantial autonomy in determining curricular content which goes beyond the compulsory minimum curriculum or common formulated goals. In such cases, teachers and school heads play an important role in determining to what extent the gender perspective is included.

Although gender is frequently included in curricula as a topic, gender-sensitive teaching, as a class management tool, has seemingly only been implemented in about one-third of European countries, and guidelines for schools and/or teachers are not very widespread. They

are not always provided by government bodies but, where they do exist, they are often developed by NGOs or at least in collaboration with them.

The curriculum in schools should include :

- Increase in the visibility of women and projection of a positive image of the role of women in history, their contribution to society in general and the Indian context in particular. For instance, social history should project the contribution that women have made in the national movement. All such issues should be carefully incorporated in the training and orientation of teachers, educators and administrators.

- Special efforts should be made to strengthen mathematics and science education among girls. Girls' schools should give greater importance to mathematics and science than at present.

- Undifferentiated curriculum for boys and girls.

- Elimination of negative stereotypes and biological and social concepts which have a sexist bias. This has been dealt with in greater detail in the Section that follows.

- Outmoded traditions and myths that hinder positive development of women and their role in national life should be objectively discussed in the classroom in a gender perspective. Similarly, the portrayal of women in our epics and mythology needs to be critically examined in the classroom.

- Basic legal information including protective laws regarding women and children and extracts from the Constitution to make the children aware of the fundamental rights and other basic concepts therein.

- Specific measures to improve the participation of girls in physical training and sports should be undertaken.

Textbooks

Bias also surfaces in everyday curricula, students' textbooks generally perpetuate male dominance. In literature, girls are not in the lead roles, and they are shown as less capable than main male characters. When girls do not see themselves in the pages of history textbooks, and when teachers do not point out or confront the omissions, young women learn that to be female is to be an absent partner in the development of our nation. And when teachers add their stereotypes to the curriculum bias in books, the message becomes even more damaging.

Despite progress in the last decade, there is still much to be done to “eliminate gender disparities” and, even more, to achieve equality, especially in education. The crucial problem is girls’ underachievement, measured by access to schools, academic performance and “survival” within the education system.

Many factors hold back girls’ education: the patriarchal structures and operational failures in the education system (shortages of schools, teaching materials and teachers, sexual abuse of girls, and so on). There is also a link between girls’ underachievement and textbooks, to the degree that gender inequality and discrimination are reinforced by textbooks, whose power of legitimation is all the greater because they are a rare commodity: For these reasons, girls must have equal access to textbooks and gender representations must be changed. Teachers must also be trained to avoid contributing to the transmission of representations that convey inequality, whatever textbook is used.

Role of curriculum and textbooks in reinforcing gender equality

In schools and colleges, the curriculum is usually full, which means it is not easy to integrate a gender equity perspective in the design, content and teaching approaches of the many subjects that teachers may have to cope with. Moreover, curricula are often developed by experts and owned’ by the state, so it is difficult to lobby for change where this might be seen to challenge governmental control. But, where diversity is recognized and participatory processes are employed, women and girls from different backgrounds can participate in discussions about curricula decisions and how they are represented — considering that they are diverse groups. When considering how teaching and the curriculum can be made gender- equitable, the following areas need attention.

Curriculum Content: There is need to consider what girls from poor, and marginalized environments, are offered by their schooling, and to provide, for example, literacy learning in a way that enhances their confidence, so that they can begin to transform their lives.

Learning Methods: Often, images in textbooks are simply ‘check-listed for their portrayal of gender images. Children do not necessarily have simplistic, preconditioned responses to images in textbooks, and need a more sophisticated understanding of and response

to how children learn about gender textbooks.

Language of Instruction and Literacy: Children who are geographically or culturally marginalized from mainstream education may find themselves being taught in a language that they do not use. Girls and women often have less access to, and use of national “prestige” language than men.

Methods of Evaluation and Assessment: Examinations tend to dominate assessment, but other methods should be used, such as continuous assessment. In addition, “girls could have more equal opportunities in school if teachers talk to them more and encourage them, for instance by giving them more prizes for participating in different classroom activities”. For teaching and the curricula to be gender equitable in schools, it is important to properly educate teachers on gender quality teaching through the courses and practical materials that are provided.

The curriculum, and ways of teaching and learning, can reproduce ideas and practices marked by gender inequality. Gender inequalities and wider social, political and economic inequalities, can influence the access that girls and boys have to different parts of the curriculum. Teachers’ awareness of, and approaches to gender issues in teaching and learning, are crucial if gender-equitable education is to be achieved. Curriculum content, the relationship between teachers and students, and teacher-education, require special attention and policy development if gender-equitable education is to be achieved. Government and other relevant stakeholders:

- ❖ Ensure that curriculum development involves consultation at all levels of society about gender equality, and what decisions mean for women and girls, especially those who may be marginalized because of language, social practice or environmental degradation.
- ❖ Develop and implement government-agreed standards for quality and equality in education.
- ❖ Ensure that there are strong legal measures to outlaw sexual violence and harassment in schools, with clear procedures for dealing with abuse, which are widely communicated.
- ❖ Ensure that training in gender equality is included in the teacher- education programme,

both in preservice training and in-service school-based, college-based training or university-based training.

- ❖ Develop capacity and role of the inspectorate and gender units to support gender equality in the classroom at all levels of educational institutions
- ❖ Assess the planning and budgeting processes, and ensure that officials at all levels of education have the capacity to implement them. Put in place any necessary training required to achieve this.

Women teachers in school

Education systems highly emphasize the responsibility of teachers both males and females to educate and mold the students and guarantee their attendance in schools. Analyzing the importance of women as teachers can reveal a lot of facts and help determine their influence on education, especially girls' education. Irrespective of the percentage of women teachers in the primary education system, we must necessarily value their role as educators. When we succeed in provide women teachers an excellent working condition, they can contribute to the development of girl education and the community as a whole.

Teachers are the central part of a school system along with students. For the educational programs to be efficient, the quality of teachers is highly essential. More than delivering the lessons, every teacher has a crucial role in front of them in treating the boys and girls with patience, giving them care and affection they duly deserve, prepare them for a useful vocation in life to earn their daily bread and reinforce some social role models for promoting gender equality. The traditional family responsibilities that women hold in families and their motherhood makes it easy for them to relate to students in school. This is undoubtedly a significant advantage that facilitates teaching. More than this, professional training is highly essential for women so that they are made capable to perform well as successful teachers.

Women teachers as advisors and role models

In most cases, students see their women teachers as their advisors and role models. Especially in primary schools, having women teachers is very important for children as female teachers can give the students motherly care. Studies show that girls feel very comfortable to

express their problems and concerns to women teachers than male teachers. Despite the number of female teachers being found inadequate in primary and secondary schools, their presence makes students feel delighted, especially girl students.

Women teachers inspire children

The role of women teachers as role models to students cannot be underestimated. An interesting study centered on remote villages has observed the following in rural schools. Women teachers are vital to communities as well as girls. Their presence makes parents send their girl children to school confidently. Women teachers are also found to involve in the development of the area.

In most cases where the girl children would not feel open to parents, the parents send their children to women teachers for counseling. Girl children emulate the examples set by their teachers in terms of their dressing habits, mannerisms, presence among men and how they teach and interact with the students. Parents encourage their children to work hard and become like their teachers one day in the future.

The importance of women teachers

When we celebrate the achievements of women in some industry sectors, it is important to reflect on their participation and contribution to the education sector. From the other side, it is very important to expose students especially girls to accomplished female role models as much as possible. Women as teachers can raise gender awareness and the sensitivity of male teachers. They can help promote important behavioral patterns in students. Female empowerment in the education sector can create a school environment that can makes girls feel comfortable to learn and grow. When increasing numbers of teachers are encouraged, facilitated and supported to work as teachers, these objectives can be realized in a greater measure.

INTRODUCTION TO LAWS RELATED TO WOMEN

Women's rights are the rights and entitlements claimed for women and girls of many societies worldwide, and formed the basis to the women's rights movement in the nineteenth century and feminist movement during the 20th century. In some countries, these rights are

institutionalized or supported by law, local custom, and behavior, whereas in others they may be ignored or suppressed. They differ from broader notions of human rights through claims of an inherent historical and traditional bias against the exercise of rights by women and girls, in favour of men and boys. Issues commonly associated with notions of women's rights include, though are not limited to, the right: to bodily integrity and autonomy; to be free from sexual violence; to vote; to hold public office; to enter into legal contracts; to have equal rights in family law; to work; to fair wages or equal pay; to have reproductive rights; to own property; to education. In this section deals about the laws related to women issues.

Laws related to Rape

Rape means an unlawful intercourse done by a man with a woman without her valid consent. Indian Panel Code, 1860, As per Section 375 of IPC a man is said to commit the offence of rape with a women under the following six circumstances.

- Sexual intercourse against the victims will.
- Without her victims consent.
- With her consent, when her consent has been obtained by putting her or any person in whom she is interested in fear of death or of hurt.
- with her consent, when the man knows that he is not her husband, and that her consent is given because she believes that he is another man to whom she is or believes herself to be lawfully married.
- With her consent, when, at the time of giving such consent, by reason of unsoundness of mind or intoxication or the administration by him personally or through another of any stupefying or unwholesome substance, she is unable to understand the nature and consequences of that to which she gives consent.
- With or without her consent, when she is under sixteen years of age.
- Rape is a stigma which exists in the society from a long time. Rape in India is a cognizable offence. There are many provisions in various Acts. The word rape is legally

defined u/s 375 of Indian Penal Code, 1860. It defines the rape and also prescribes its punishment. Whenever a man penetrates or does sexual intercourse with woman without her consent or will it amounts to rape. Penetration here means that only a slightest of the touch of penis to vagina amounts to rape, uncultured hymen of woman does not prove that rape was not committed. There are exceptions to it also i.e. when a man does sexual intercourse with his wife who is above 15 years of age.

The rape law under Indian Penal Code had gone through a lot of amendments.

- In 1983, amendment was made and S.376 (2) i.e. Custodial rape, S. 376(A) i.e. Marital rape & S. 376(B to D) i.e. Sexual Intercourse not amounting to rape were added.
- U/s 228A of Indian Penal Code, No person can disclose the name of the rape victim and if anybody discloses the name, he shall be punished with either description for a term which may extend to two years and shall also be liable for fine. U/s 114-A of Indian Evidence Act, presumption can be made as to the absence of consent in certain prosecutions for rape U/s 164A of Code of Criminal Procedure, provisions for medical examination of rape victim are given.
- U/s 327(2) of Code of Criminal Procedure, there should be in camera trial for all rape victims.

The Judiciary in India is burdened with a lot of work and therefore judgment of the rape cases comes very late. Sometimes it comes so late that either of the parties had died. So, there should be speedy trials in rape cases so that the victim gets justice as it is rightly stated that “Justice delayed is justice denied.” As every coin has two sides, in this case also there are two sides.

Many a times girls also make fake complaints just to ruin the life of a boy, sometimes the parents of girl compels her to file a complaint against the boy she loves, as the law shows a lot of sympathy towards the girl. The accused is left with nothing, when the complaint is made his life is ruined irrespective of the fact that he was proved guilty or not. So, in my views there must come an amendment which equalizes the burden of proof on both the sides and the law

works smoothly. It should be such that it contradicts the statement i.e. “Law is there for vigilant.”

Laws Related to Dowry

Section 2 of the Dowry Prohibition Act, 1961 as amended by the Dowry (Prohibition) Amendment Act, 1984 & 1986 defines dowry as follows: “Dowry”, means any property or valuable security given or agreed to be given either directly or indirectly,

- by one party to a marriage to the other party to the marriage; or
- by the parents of either party to a marriage; or
- by any other person, to either party to the marriage or to any other person, or before, or any time after the marriage, in connection with the marriage of the said parties.

Dowry Prohibition Act, 1961: The punishment for giving and taking dowry or abetting the give and take of dowry was earlier punishable by imprisonment up to 6 months, or a fine up to Rs. 5,000. Demanding dowry directly or indirectly from the parents or guardian of a bride was also liable for similar punishment.

This punishment was later enhanced by the amendment act and now these offences are punishable with a minimum of six months and maximum ten years of imprisonment. The fine limit has been enhanced to Rs 10,000 or to an amount equivalent to the dowry given, taken or demanded whichever is more. The court has been given the discretion to reduce the minimum punishment though in doing so the court is required to record in writing adequate and special reasons for doing so. (Section 3 and 4 of the Dowry Prohibition Act, 1961).

Amendments have been brought about in the Dowry Prohibition Act to remove the defects which existed in the main legislation. The ministry of women and child development (MWCD) is seeking further amendments in the existing provisions of the Dowry Prohibition Act, 1961 in order to provide more teeth to dowry prohibition laws. In 2009 the National Commission for Women proposed some changes to this act. These recommendations were discussed in an Inter-Ministerial meeting and the Dowry Prohibition (Amendment) Bill 2010 was drafted in consultation with the Ministry of Law and Justice.

Offences against Women

Type of Offences	Penal Sections	Ingredients of the Sections	Punishment
Dowry torture	498-A/34 IPC 4 & 6 D.P. Act	Subjected cruelty by the husband and relation of the Husband (i)There must be marriage, (ii)Torture within 7 years of marriage and demand of dowry before, during and after marriage.	
Dowry torture with attempt to murder	498A/34/307 IPC & 4 DP Ac	-do- & attempt to commit murder by burning, hanging or poisoning, throttling, stabbing	
Dowry death	304-B/34 IPC	Death of bride within 7 years of marriage	Death sentence / imprisonment for life and fine
Dowry Death (i) Murder	498-A/304-B/302/34 IPC	-do-	Death sentence /imprisonment for life and fine
(ii) Abetment to commit suicide	498-A/306/34 IPC & 4 DP Act	-do-	Imprisonment extend to 10 years and fine

Laws Related to Remarriage

Remarriage is allowing the women to remarry after the death of the spouse or divorced the spouse on proper legal grounds. The Hindu Widows' Remarriage Act, 1856, also Act XV, 1856, enacted on 26 July 1856, legalized the remarriage of Hindu widows in all jurisdictions of India under East India Company rule. To protect what it considered family honour and family property, upper-caste Hindu society had long disallowed the remarriage of widows, even child and adolescent ones, all of whom were expected to live a life of austerity and abnegation.

The Hindu Widows' Remarriage Act of 1856, enacted in response to the campaign of Pandit Ishwar Chandra Vidyasagar, provided legal safeguards against loss of certain forms of inheritance for a remarrying Hindu widow, though, under the Act, the widow forsook any inheritance due her from her deceased husband. Especially targeted in the act were Hindu child

widows whose husbands had died before consummation of marriage.

The Hindu widow re-marriage Act of 1856 validated on widow's remarriage. Given below are the features of this Act:

- Widow re-marriage and the children born of such a marriage have been declared valid.
- After re-marriage, the widow loses right over the property of her deceased husband.
- There are two views in regard to the rights of widow over the property of her deceased husband, if she changes her religion before her re-marriage. The views of the various high courts are conflicting in this regard.
- In case a widow is a minor, she will have to obtain permission from her parents or guardians for remarriage.
- In addition to these provisions, The Hindu Succession Act 1956 and the Hindu Marriage Act 1955, also contain provisions relating to widow remarriage.

Laws Related to Divorce

Divorce (or dissolution of marriage) is the termination of a marriage or marital union, the canceling and/or reorganizing of the legal duties and responsibilities of marriage, thus dissolving the bonds of matrimony between a married couple under the rule of law of the particular country and/or state. A wife can obtain divorce on the following grounds:

- The husband has been guilty of rape, sodomy or bestiality
- In a suit under section 18 of the Hindu Adoptions and Maintenance Act, 1956 Orin proceeding under section 125 of the Cr. P.C. 1973, a decree or order has been passed against the husband awarding separate residence and maintenance to hereafter the passing of such a decree or order there is no resumption on cohabitation for one year on upwards. Under this Act, there is a provision for divorce by mutual consent of both parties assign under the Hindu Marriage Act 1955. (Section 28, Special Marriage Act, 1954).

With the passing of the Hindu Marriage Act in 1955 dissolution of marriage was provided for on an all India scale. A wife can seek divorce on the ground of the following:

- **Adultery:** Where the husband “has after the solemnization of the marriage had voluntary sexual intercourse with any person other than his spouse”, the wife can petition for divorce.
- **Cruelty:** Where the husband “has after the solemnization of the marriage, treated the petitioner with cruelty”, the wife is entitled to get a degree of divorce.
- Indulged in excessive sexual intercourse or in unnatural sexual behavior against her wishes
- Unreasonably refused and persisted in the refusal for long time
- Indulged in drunkenness or intoxicating drugs
- Forced her to have intercourse with a stranger
- Brought into the house another woman for his carnal satisfaction and indulged in sexual orgy with her
- Deliberately ill-treated the children in her presence with a view to give her mental pain.
- **Desertion:** Where the husband “has deserted the petitioner for a continuous period of not less than two years immediately presentation of the petition” the wife can obtain divorce.
- **Conversion:** Where the husband “has ceased to be a Hindu by conversion to another religion” the wife can seek divorce.
- **Unsound Mind:** Where the husband “has been incurably of unsound mind or has been suffering continuously or intermittently from mental disorder of such a kind and to such an extent that the petitioner cannot reasonably be expected to live with the respondent”, the wife can obtain divorce.
- **Leprosy:** Where the husband “has been suffering from a virulent and incurable form of leprosy”, the wife can obtain divorce.

- **Venereal Disease:** Where the husband “has been suffering from venereal disease in a communicable form”, the wife can obtain divorce. **Renunciation of the World:** Where the husband “has renounced the world by entering any religious order”, the wife can obtain divorce.
- **Presumed Death:** Where the husband “has not been heard of as being alive for a period of seven years or more by those persons who would naturally have heard of it, had that part been alive”, the wife can obtain divorce.
- **Judicial Separation:** Where there “has been no resumption of cohabitation as between the parties to the marriage for a period of one year or upwards after passing of a decree for judicial separation in a proceeding to which they were parties” , wife can seek divorce.
- **Bigamy:** A wife can seek divorce from her husband if he had married again before the commencement of this Act.
- **Rape and unnatural offence:** If the husband has since the solemnization of the marriage been guilty of rape, sodomy or bestiality, the wife may seek divorce.
- **Marriage while being a Minor:** Where “her marriage was solemnized before she attained the age of fifteen years and she has repudiated the marriage after attaining that age but before attaining the age of 18 years, the wife may seek divorce.

Laws Related to Property Inheritance

The general law relating to the inheritance and succession can easily be referred to The Indian Succession Act, 1925. Under this Act every Indian is entitled to equal shares on inheriting the property on the death of a person. In India, Women’s access and rights of ownership over family property (both moveable and immovable), in the absence of a will, is governed by succession laws based on religion.

Under Hindu law prior to 1937, a woman did not have the right to own any property at all, except what she received from her parents at the time of her wedding. The Hindu succession Act, 1956 was a breakthrough in terms of giving Hindu women a full and equal share of their

husbands' property as the children; yet, the male bias persisted. An amendment to this Act in 2005 took the progressive step of making daughters coparceners at par with sons, such that they receive an equal birthright to a share in the natal family's ancestral property, i.e. parents' property. Laws are giving importance to the woman's rights. But still women not get the equal property rights because of some of the social believes and not changes people attitude towards the women

Laws Related to Trafficking

Human trafficking is a crime of crimes. It is a basket of crimes. In this basket one can dig out the elements of abduction, kidnapping, illegal detainment, illegal confinement, criminal intimidation, hurt, grievous hurt, sexual assault, outraging modesty, rape, unnatural offences, selling and buying of human beings, servitude, criminal conspiracy, abetment etc.

Therefore, multiple abuse and abusers located at different points of time and place together constitute the organized crime of trafficking. A host of human rights violations like denial of privacy, denial of justice, denial of access to justice, deprivation of basis rights and dignity etc constitute other part of the exploitation. Therefore, there is no doubt that trafficking is an organized crime.

In the existing scenario, trafficking is usually confused with prostitution and therefore; there is no proper understanding of the seriousness of trafficking. It would be appropriate here to list out the wrongs, violations, harms and crimes that are committed by various persons on a trafficked victim. These violations can be realized only during a careful interview of a trafficked person. Once the victim is allowed, facilitated and promoted to speak, the unheard story will reveal a long list of violating acts perpetrated on her. Displaced from her community, which tantamount to kidnapping/ abduction (Sections 361, 362, 365, 366 IPC may apply)

- ❖ Procured illegally (S.366 A IPC)
- ❖ Sold by somebody (S.372 IPC)
- ❖ Bought by somebody (S.373 IPC)

- ❖ Imported from a foreign country (if she hails from a foreign country, or even from Jammu & Kashmir State, and is under 21 years of age – S.366 B IPC)
- ❖ Wrongfully restrained (S.339 IPC)
- ❖ Wrongfully confined (S 340 IPC)
- ❖ Physically tortured/injured (S.327, 329 IPC)
- ❖ Subjected to criminal force (S. 350 IPC)
- ❖ Mentally tortured/harassed/assaulted (S. 351 IPC)
- ❖ Criminally intimidated (S.506 IPC)
- ❖ Outraged of her modesty (S 354 IPC)
- ❖ Raped/gang raped/repeatedly raped (S 375 IPC)
- ❖ Subjected to perverse sexual exploitation ('unnatural offences') (S.377 IPC).
- ❖ Subjected to unlawful compulsory labor (S.374 IPC)

Women's Reservation Bill –History and Current Status

In India women were considered to be kept inside the house for the service of their in-laws, children and husband. Their rights were not secure and they were not given equal opportunity in any of the aspect whether it may be social, economical, political or cultural.

Reservation for women started to give exposure to them and to make Indian society feel that women are not less than man in any aspect. In 1993 the constitutional amendment called for random one third village council leader or pradhan position in gram panchayat to be reserved for women.

Recent researches on quota system has revealed that it has changed perception on women's abilities, improved women electoral chances, and raised aspirations and educational attainment for adolescent girls. There is a long term plan to extend this reservation to parliament as well as legislative assemblies.

For instance some law schools in India have 30% reservation for females. Progressive political opinion in India is strongly in favour of providing preferential treatment to women to create a level playing field for all the citizens.

The Women's Reservation Bill was passed by the Rajya Sabha on 9 March 2010 by a majority vote of 186 members in favour and 1 against. As of March 2013, the Lok Sabha has not voted on the bill. Critics say gender cannot be held as a basis for reservation alone other factors should also be considered e.g. economic, social conditions of woman candidate especially when applying reservation for educated women.

“Reservation for women is needed to compensate for the social barriers that have prevented women from participating in politics and thus making their voices heard. It is of the opinion that this Bill is a crucial affirmative step in the right direction of enhancing the participation of women in the State legislatures and Parliament and increasing the role of women in democratization of the country”.

Parliamentary Standing Committee Report on the Constitutional (108th Amendment) Bill “Achieving the goal of equal participation of women and men in decision making will provide a balance that more accurately reflects the composition of society and is needed in order to strengthen democracy and promote its proper functioning. Without the active participation of women and the incorporation of women’s perspectives at all levels of decision-making, the goals of equality, development and peace cannot be achieved.”

A Brief History of Women's Reservation Bill

- 1996: Women’s reservation bill was introduced as 81st Constitutional Amendment Bill by Deve Gowda government.
- 1998: The bill is re-introduced as the 84th Constitutional Amendment Bill by the Atal Bihari Vajpayee headed - National Democratic Alliance (NDA) government.
- 1999: The NDA government re-introduces the bill
- 2002: The bill fails to get clearance in the house.

- 2003: Bill is introduced twice in parliament.
- 2008: The UPA government tables the Bill in the Rajya Sabha to save from getting lapsed.
- 2010: The cabinet clears the bill and the Bill is passed by the Rajya Sabha also.

The 18 year-journey of the Women's Reservation Bill was marked by high drama and hit roadblocks in each of its outings in Parliament before the historic measure cleared the first legislative hurdle in 2010. Sadly enough, a number of male parliamentarian's over the years have opposed the passing of the Bill, leaving it in its current state.

INDIAN CONSTITUTIONS – INTRODUCTION

The rights available to woman (ladies) in India can be classified into two categories, namely as constitutional rights and legal rights. The constitutional rights are those which are provided in the various provisions of the constitution. The legal rights, on the other hand, are those which are provided in the various laws (acts) of the Parliament and the State Legislatures. The following section deals about the Indian constitutions and legal rights of women.

The Indian constitution and provisions according to women

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women.

The Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women for neutralizing the cumulative socio economic, education and political disadvantages faced by them.

Fundamental Rights, among others, ensure equality before the law and equal protection of law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment. Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution are of

specific importance in this regard.

Constitutional Privileges

- Equality before law for women (Article 14)
- The State not to discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them (Article 15 (i))
- The State to make any special provision in favour of women and children (Article 15(3))
- Equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State (Article 16)
- The State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood (Article 39(a)); and equal pay for equal work for both men and women (Article 39(d))
- To promote justice, on a basis of equal opportunity and to provide free legal aid by suitable legislation or scheme or in any other way to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities (Article 39 A)
- The State to make provision for securing just and humane conditions of work and for maternity relief (Article 42)
- The State to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation (Article 46) The State to raise the level of nutrition and the standard of living of its people (Article 47)
- To promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women (Article 51(A)(e))
- Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Panchayat to be reserved for women and such seats to be

allotted by rotation to different constituencies in a Panchayat (Article 243 D(3))

- Not less than one- third of the total number of offices of Chairpersons in the Panchayats at each level to be reserved for women (Article 243 D (4))
- Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Municipality to be reserved for women and such seats to be allotted by rotation to different constituencies in a Municipality(Article 243 T (3))

Legal Provisions

To uphold the Constitutional mandate, the State has enacted various legislative measures intended to ensure equal rights, to counter social discrimination and various forms of violence and atrocities and to provide support services especially to working women. Although women may be victims of any of the crimes such as 'Murder', 'Robbery', 'Cheating' etc, the crimes, which are directed specifically against women, are characterized as 'Crime against Women'. These are broadly classified under two categories.

A) The Crimes Identified Under the Indian Penal Code (IPC)

- Rape (Sec. 376 IPC)
- Kidnapping & Abduction for different purposes (Sec. 363-373)
- Homicide for Dowry, Dowry Deaths or their attempts (Sec. 302/304-B IPC)
- Torture, both mental and physical (Sec. 498-A IPC)
- Molestation (Sec. 354 IPC)
- Sexual Harassment (Sec. 509 IPC)
- Importation of girls (up to 21 years of age).

B) The Crimes identified under the Special Laws (SLL)

Although all laws are not gender specific, the provisions of law affecting women significantly have been reviewed periodically and amendments carried out to keep pace with the emerging requirements. Some acts which have special provisions to safeguard women and their

interests are:

- ❖ The Employees State Insurance Act, 1948
- ❖ The Plantation Labour Act, 1951
- ❖ The Family Courts Act, 1954
- ❖ The Special Marriage Act, 1954
- ❖ The Hindu Marriage Act, 1955
- ❖ The Hindu Succession Act, 1956 with amendment in 2005
- ❖ Immoral Traffic (Prevention) Act, 1956
- ❖ The Maternity Benefit Act, 1961 (Amended in 1995)
- ❖ Dowry Prohibition Act, 1961
- ❖ The Medical Termination of Pregnancy Act, 1971
- ❖ The Contract Labour (Regulation and Abolition) Act, 1976
- ❖ The Equal Remuneration Act, 1976
- ❖ The Prohibition of Child Marriage Act, 2006
- ❖ The Criminal Law (Amendment) Act, 1983
- ❖ The Factories (Amendment) Act, 1986
- ❖ Indecent Representation of Women (Prohibition) Act, 1986
- ❖ Commission of Sati (Prevention) Act, 1987
- ❖ The Protection of Women from Domestic Violence Act, 2005

Human Rights and Women's Rights

India's Constitution makers and our founding fathers were very determined to provide equal rights to both women and men. The Constitution of India is one of the finest equality documents in the world. It provides provisions to secure equality in general and gender equality in particular. Various articles in the Constitution safeguard women's rights by putting them at par with men socially, politically and economically. The Preamble, the Fundamental Rights, DPSPs and other constitutional provisions provide several general and special safeguards to secure women's human rights.

Preamble: The Preamble to the Constitution of India assures justice, social, economic and political; equality of status and opportunity and dignity to the individual. Thus it treats both men and women equal.

Fundamental Rights: The policy of women empowerment is well entrenched in the Fundamental Rights enshrined in our Constitution. For instance:

- ❖ Article 14 ensures to women the right to equality.
- ❖ Article 15 (1) specifically prohibits discrimination on the basis of sex.
- ❖ Article 15 (3) empowers the State to take affirmative actions in favour of women.
- ❖ Article 16 provides for equality of opportunity for all citizens in matters relating to employment or appointment to any office. These rights being fundamental rights are justiciable in court and the Government is obliged to follow the same.

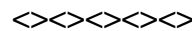
LEGAL ASPECTS RELATED TO WOMEN

Women in India have faced significant violations of their human rights for centuries. From rape and domestic violence to forced labor and denial of educational opportunities, the struggle for rights and empowerment is a daunting one for Indian women. In the world's second-largest country, hundreds of millions of women are still affected by some of these issues. The following are the essential Legal Rights Every Indian Women Should Know

- **Right to equal pay:** According to provisions under the Equal Remuneration Act, one cannot be discriminated on the basis of sex when it comes to salary or wages.
- **Right against harassment at work:** The enactment of the Sexual Harassment of Women at Workplace Act gives you the right to file a complaint against sexual harassment.
- **Right to anonymity:** Victims of sexual assault have a right to anonymity. To ensure that her privacy is protected, a woman who has been sexually assaulted may record her statement alone before the district magistrate when the case is under trial, or in the presence of a female police officer.
- **Right against domestic violence:** The act primarily looks to protect a wife, a female live-in partner or a woman living in a household like a mother or a sister from domestic

violence at the hands of a husband, male live-in partner or relatives.

- **Right to maternity-related benefits:** Maternity benefits are not merely a privilege of the working woman, they are a right. The Maternity Benefit Act ensures that the new mother does not suffer any loss of earnings following a period of twelve weeks after her delivery, allowing her to rejoin the workforce.
- **Right against female foeticide:** It is a duty imposed on every citizen of India to allow a woman to experience the most basic of all rights - the right to life. The Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act (PCPNDT) ensures her right against female foeticide.
- **Right to free legal aid:** All female rape victims have the right to free legal aid, under the Legal Services Authorities Act. It is mandatory for the Station House Officer (SHO) to inform the Legal Services Authority, who arranges for the lawyer.
- **Right to dignity and decency:** In the event that an accused is a woman, any medical examination procedure on her must be performed by or in the presence of another woman. **Right to property:** The Hindu Succession Act allows women and men equal share in inheritance, thereby setting new rules and regulations.
- **Right not to be arrested at night:** A woman cannot be arrested after sunset and before sunrise, except in an exceptional case on the orders of a first class magistrate.



Unit 5

Gender and quality education

Syllabus: Gender disparity and gender parity – quality education for girls – curricular and co-curricular activities to achieve gender parity – life skill course to deal with gender issues – critical analysis on co-education – strategies to develop parity, gender equality and empowerment – support services for girl's education – sustainability approach to equality and empowerment – construction of ideas on gender in school framework during post-independence period –gender and the hidden curriculum – Teacher as an agent of change– women empowerments through social reform movements

Introduction

Education is the most important instrument for human resource development. Education of girls therefore, occupies top priority amongst various measures taken to improve the status of the girl child. The government has resolved to make the right to free and compulsory elementary education a Fundamental Right and to enforce it through suitable statutory measures. Universalisation of Elementary Education (UEE) has been accepted as a national goal since 1950. In order to achieve the goal, concerted efforts have been made and as a result, the elementary education system in India has become one of the largest in the world. The primary education enrolment rates of girls have a positive impact on economic well-being of women, their families and society in the long run. Since the mother carries the main burden of looking after the health of her child, how well she does this task depends on the knowledge and confidence that she gains from education.

Gender bias in education

While the past few decades have seen an improvement in the treatment of females in classroom methods and curricular materials, it would be premature to declare victory and dismiss issues of gender bias. Today, our girls and boys remain the victims of gender stereotypes in text and resource materials. They are also victims of unintended or sexist behaviours by educators. Often teachers reflect varied expectations for children, based on a student's gender, class, race and ethnicity.

Most teachers care deeply about the youngsters in their rooms. They are confident that they treat all their students the same. However, many teachers who analyze their own attitudes

and behaviours discover the subtle and pervasive nature of gender inequity in the classroom.

Gender parity

For a long time gender parity in education was dominating the discourse and the interventions. It is still commonly believed that gender inequalities in education will be resolved if equal access for boys and girls is provided and if gender disparities in enrolment figures and retention rates are eliminated. Access to schooling is a critical issue that still requires attention; however, a wider approach is necessary, which, for example, includes the learning content of education such as curriculum, textbooks and teaching-learning practices. It is gradually being recognized that promotion of gender equality in education goes beyond aspiration”.

Education that aims at gender equality faces a number of obstacles and challenges. Girls and women are disadvantaged in numerous ways. Although changes in government policies and implementation of more holistic strategies are needed there are also minor measures that can be undertaken that when added together, can contribute to changes in practice in the direction of greater gender equality in education. Notwithstanding all the barriers for egalitarian treatment of girls and women in education, there are many examples of successful projects and programmes.

Some biased behaviours in the classroom:

- Usually males receive more teacher questions than females.
- Minimal wait time for females’ answers
- More frequent follow-up questions with males
- Uneven ratio of student/teacher interactions: # of responses male to female = 7:3
- Males are also more likely to call out or act out, demanding and receiving teacher attention.
- Segregated seating patterns reinforce unequal teacher attention. Classrooms are characterized by gender segregated classrooms
- Boys are more likely to be called up to the front of the room to do demonstrations (for example a science demonstration)

- Boys are more likely to be disciplined than girls, even when the misbehavior is identical
- Girls are more likely to be praised for the appearance and neatness of their work
- Females often stereotyped into clerical role because of neat notes
- Teachers are more likely to offer boys specific feedback on their work – including praise, criticism and remediation
- Boys are more likely to receive attributions to effort and ability, teacher comments giving them confidence that success and competence is simply a matter of applying themselves
- Girls are often told, "It's okay, as long as you try."
- Make sure there aren't 'girls' jobs and 'boys' job.

Gender disparities are conspicuous in regard to enrolment which has grown at the primary stage from 5.4 billion in 1950-51 to 47.5 million in 1995- 96 and at upper primary stage from 0.5 million to 16.0 million. The rate of growth of enrolment of girls has been higher than that of boys. But disparities still persist and the dropout rate for girls is much higher than that of boys at the primary and upper primary stages.

Although over a period of time percentage of female students to total number of students increased but the gap is still wide between boys and girls and more so at upper primary stages. Girls have not been able to take full advantages of the available opportunities and facilities due to several socio-cultural and economic factors. Thus Universal provision of adequate educational facilities within easy reach of the girl child should be ensured. Active participation of Panchayat and village level committees are necessary. While such measures to involve people's institutions in the education process are welcome steps there is need to revitalise their communities.

The participation of the community should be at all levels of decision making and from the very lowest level. People's institutions such as Youth club, Mahila Mandals and local NGOs should be effectively involved along with some educated personalities of the unit. Gender Sensitisation camps for community survey emphasis on girls education and other gender issues

should be organized from time to time by NGOs with the support from NCERT, SERT, DIET etc.

Importance of Gender equality

- 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, democracy, etc.
- Education is crucial for achievement of the Millennium Development Goals in health, education, social equality, etc...
- Gender disparity against females is decreasing at the primary level partly due to national efforts and monitoring
- Disparity at the secondary level is more complex and often more pronounced, but females are catching up
- In tertiary education, females are playing a much stronger role and disparity is increasingly favouring women
- Literacy rates among women are growing faster than that of males, however the global proportion of illiterates that are female has not changed in 20 years
- The teaching profession is increasingly favouring women, however several regions still have a high need for more women teachers; targets for the hiring of additional women are unclear except that more females needed in a variety of countries

Quality Education for Girls

Throughout the developing world, girls face significant barriers to getting a quality education. Often, families living in poverty cannot afford to send all of their children to school and, when forced to choose, send their sons. Traditional divisions of labor often leave girls at a disadvantage regarding education, because tasks given to girls in agriculture, water and fuel collection, cooking, and caring for young siblings and the sick often interfere with schooling.

Consequently, millions of the poorest, most vulnerable girls are not in school or are

expected to drop out early, despite the fact that research shows girls' education boosts economic growth and improves the health and wellbeing of families and communities.

The tremendous benefits to educating girls include:

1. Increased economic productivity and reduced poverty
2. Lowered maternal and infant mortality rates
3. Delayed sexual activity and improved reproductive health
4. Increased gender equity
5. Strengthened democracy
6. Enhanced social status and
7. Improved management of water and other environmental resources.

In addition, girls who receive an education tend to marry at a later age and raise fewer children who are healthier, have much better chances of survival, and are more likely to go to school. Each of these factors is proven to reduce poverty. Wages rise 20% for every year beyond the 4th grade that girls attend school. When an educated women's income increases, she will often reinvest as much as 90% of it directly towards family needs, compared with an average of 30-40% for a man.

A significant success of the Education for All movement since 2000 has been the leveling out of enrollment rates between girls and boys. There have been great strides over the past decade in the access girls have to education in the developing world. Globally, gaps between girls and boys primary school attendance are shrinking. A long and challenging path ahead still exists, however, given that the most vulnerable and hardest to reach girls are not yet in school.

Today, the majority of girls are now attending primary school, but only for a few years. In most of the developing world, fewer than 50% of girls complete primary school. Getting these girls into school means addressing the issues with a renewed gender focus.

A series of programmes have been implemented by the Central and State/UT

Governments to foster quality education and improve student learning outcomes. The SSA has been investing a substantial proportion of its funds in recruitment of additional teachers for Government schools. This has brought about a substantial improvement in teacher availability. The total number of teachers engaged in teaching in schools imparting elementary education has increased from 5.2 million in 2006-07 to 7.7 million in 2013-14. The Pupil-Teacher Ratio (PTR) at the primary level has improved from 36:1 in 2006-07 to 25:1 in 2013-14. However, some States still have higher PTR.

A focus on girls' education was put in place since the 1986 National Policy on Education and the 1992 Programme of Action, followed by the SSA programme launched in 2001, National Curriculum Framework in 2005 and the National Curriculum Framework for Teacher Education in 2010. These policies were complemented by other schemes such as National Programme for the Education of Girls at the Elementary Level, Kasturba Gandhi Balika Vidyalaya Scheme, both ensuring inclusion and quality education for girls.

The Mahila Samakhya programme was launched in 10 states targeting marginalized sections of rural women. Access to education was also facilitated by separate schools for girls, availability of open learning resources, residential schooling, coaching facilities; scholarships, textbooks, uniforms and transport including bicycles. The Right of Children to Free and Compulsory Education (known as RTE) Act, 2010, charted a new roadmap for gender equality in education in India.

Despite all these efforts, surprisingly, a large number of girls still remain outside the education system. According to Karin Hulshof, Unicef India representative, out of 81% girls joining school at the primary level, around 50% drop out at the secondary level because of factors such as child marriage, child labour, etc. "We must not look at girls as a liability but as an asset. The Sarva Shiksha Abhiyan (SSA) and Right to Education (RTE) Act are tools that can empower the girl child. We need an effective delivery mechanism and have more gender-friendly classrooms," she said.

The United Nations Children's Fund (Unicef) and ministry for human resources development (MHRD) drafted a 'National vision for Girls' Education in India - Roadmap to

2015' with an aim to building a comprehensive approach towards girls' education, which was discussed at a two day national convention in the Capital recently. The Vision Document provides a framework for action for girls' education in India. The plan of action for the next one year is the Shiksha Ka Haq Abhiyan which will be the cornerstone for the implementation of RTE. The government will engage with the community, media, states, and other stakeholders to create an environment and mechanism to ensure implementation at every level for girls' education.

Girls' education and gender equality

Girls' education is both an intrinsic right and a critical lever to reaching other development objectives. Providing girls with an education helps break the cycle of poverty: educated women are less likely to marry early and against their will; less likely to die in childbirth; more likely to have healthy babies; and are more likely to send their children to school. When all children have access to a quality education rooted in human rights and gender equality, it creates a ripple effect of opportunity that influences generations to come.

Girls' education is essential to the achievement of quality learning relevant to the 21st century, including girls' transition to and performance in secondary school and beyond. Adolescent girls that attend school delay marriage and childbearing, are less vulnerable to disease including HIV and AIDS, and acquire information and skills that lead to increased earning power. Evidence shows that the return to a year of secondary education for girls correlates to a 25 per cent increase in wages later in life.

Barriers to girls' education

While gender parity has improved, barriers and bottlenecks around gender disparities and discrimination remain in place, especially at the secondary school level and among the most marginalized children.

There are various barriers to girls' education throughout the world, ranging from supply-side constraints to negative social norms. Some include school fees; strong cultural norms favouring boys' education when a family has limited resources; inadequate sanitation facilities

in schools such as lack of private and separate latrines; and negative classroom environments, where girls may face violence, exploitation or corporal punishment. Additionally, schools often lack sufficient numbers of female teachers.

Increasingly, adolescent girls also face economic and social demands that further disrupt their education, spanning from household obligations and child labour to child marriage, gender-based violence and female genital cutting/mutilation. Recent estimates show that one-third of girls in the developing world are married before age 18, and one-third of women in the developing world give birth before age 20.

When compounded by factors such as poverty, disability and locations, such barriers can become nearly insurmountable for young girls.

Curricular and co-curricular activities to achieve gender parity :

Just like our homes, even schools are our training ground — a place where the future gives shape too. On the occasion of National Girl Child Day, we would like you to discuss ways in which our schools can become a role model of gender equality. And by gender equality we do not mean, male bashing. Here are a few tips by Dr.Renu Golwalkar, Head- Gender Equity and Diversity, CARE India, which can give you an idea about the point we want to get across.

- **It's not only about numbers:** Gender equality in schools is not only about equal numbers of girls and boys in classrooms, it is also about equal opportunities and avenues available to both resulting in equal participation and achievements.
- **Gender role stereotyping:** Schools should avoid negative gender role stereotyping in any form and should promote both girls and boys for all types of sports, vocational courses and subjects.
- **Integrating Life Skills and gender equality:** Age relevant gender and life skills orientation for both girls and boys, helps in building emotional resilience, emotional intelligence, decision making, mutual respect, assertive skills and leadership skills.
- **Safety and security:** Schools need to promote and nurture safe and secure environment especially for girls so that they can exercise their constitutional right to education.
- **Gender equitable print rich environment in schools:** Recognizing, promoting and displaying the contribution of both women and men in nation building, art, culture, science, sports and various fields by means of equal display of pictures and information on both women and men achievers and contributors. This also helps girls in understanding that there

are women role models at par in our society and that girls should also dream big and achieve high.

- **Gender responsive text books and libraries:** Parity in the number of books on women and men achievers and on themes around positive gender roles should make up the library. Schools can do a “Gender Audit” of their libraries to see how they promote gender equality through books. Text books should be reviewed from a gender lens to ensure that they promote positive gender role and messages of equality and mutual respect.
- **Teachers- the torch bearers of gender equality:** Teachers should promote equal participation and motivation of girls and boys in classroom activities, raising personal aspiration for a career among girls and their parents. Developing and nurturing leadership and initiative among children, especially girls so that they can prevent gender based violence and promote gender equity in their own lives.

Life skills:

The term “life skills” refers to psycho-social skills; ie, skills that can be learned and practiced, such as self awareness, problem solving, critical thinking and interpersonal skills. “Life Skills” are comprised of a large number of specific abilities that have been grouped under three over reaching categories. These three inter related categories are cognitive skills, coping and self-management skills and social or interpersonal skills.

Teachers and policy makers should make special effort to ensure that its life skill curriculum and methods are sensitive to issues of gender. Life Skills education should equip both boys and girls to make informed decisions across several area of living such as career and vocational choices, health nutrition, safety and leadership.

These are some of the possible gender dimensions that could be considered while teaching Life Skills. The skills listed below are generally considered essential and contribute to the development of more complex skills.

1. Self-awareness – includes recognition of ourselves, of our character, of our strength and weakness, desires and dislikes.

Due to gender stereotyping young people are fully aware of their potential, needs or wants; girls are often stereotyped as not good in mathematics and science. Girls are often made to believe they are primarily suited for giving birth to children and domestic roles.

2. Coping with emotions – involves recognizing our emotions and those of others, being aware of how emotion influences behavior and being able to respond to emotions appropriately.

In many cultures different behaviors and roles are expected from boys and girls, Women and girls are supposed to suffer pain and torture silently. Boys are encouraged to be violent and aggressive. It is especially important to learn how to handle difficult emotions such as violence and anger, which can negatively influence health.

3. Coping with stress – is about first recognizing our life stressors and the sources of these in our lives, then we can choose to act in a way that controls our stress levels.

Due to different role expectations, boys and girls have different levels of stress. Girls are often having additional responsibilities of sibling care and domestic roles. Stress related to puberty and menstruations are also gender specific.

4. Empathy – is the ability to imagine what life is like for another person, even in a situation that you may not be familiar with.

Since men continue to benefit from “Patriarchal Privileges”, there remains a strong resistance among certain men to be engaged in fighting for gender equality. Men should understand the problems of women and value women’s work. Because of gender stereotypes men are also missing out on a whole range of emotions and experiences that are immensely rewarding and socially valued.

5. Decision-Making – is about following through constructively with decisions about our lives.

In many parts of the world men’s supremacy is justified on grounds of religion, biology, culture or tradition. Men dominate the decision making bodies in private and public life. Women are still under glass ceiling, less in number in top positions where decisions are taken. Girls have the right to express their education needs and to have their views given due weight according to their age and maturity. Encourage positive values in relationships such as assertiveness and self confidence among girls.

6. Problem solving – like ‘decision making; this helps us to deal constructively with the problems in our lives.

Women are often excluded from formal discussion regarding problem solving and conflict resolution. Women can play a significant part in peace making, both in macro level and micro level if they are properly supported and genuinely included.

7. Creative thinking – contributes to both decision – making and problem solving by enabling us to explore alternatives and the consequences of our action or non – action.

Boys and girls should be encouraged to look beyond their personal experience. They should be motivated to think and see through 'other's perspective.

8. Critical thinking – is the ability to analyze information and experiences in an objective manner.

Young people should be encouraged to critically think about beliefs attitudes and expectations popularly held about men and women in the local context. They should be enabled to objectively analyse how society influence gender roles (in its traditions, culture, laws, economy, history etc.) and how gendered relations frequently embody inequalities and differences in expectations. Students also should be encouraged to critically analyze societal values, peer influence and mass media that influence their behavior.

9. Effective communication – means that we are able to express ourselves verbally and non – verbally, in ways that are appropriate to our culture and situations.

Promote discussion between girls and boys and their parents on sexuality and human relationships and the social factors such as the media that influence relationships. Encourage the use of non – sexist words and phrase by teachers, girls and boys in class room projects and by administrators and curriculum planners. Provide opportunities for both girls and boys to acquire and practice negotiation and other skills.

10. Inter personal relationships skills – help us to relate in positive ways with people that we interact with.

Boys and girls should be encouraged to learn to listen and show respect among themselves, transgender and people with disabilities. Girls and boys need to learn to listen, discuss and solve problems together, so as adults they are equipped to be full partners in building peace and prosperity within families' communities and societies.

Co-Education

Co-Education means the teaching of both boys and girls in the same school and under the same roof. It also means imparting the same education to both the sexes without any distinction. This system of education aims at bringing boys and girls together. It allows free mixing of sexes without any inhibition.

Advantages of Co-Education

There are many advantages and hardly any disadvantages in the co-educational system of education. The first advantage is that if boys and girls are taught together, there will not be any need for opening separate schools for boys and girls. Co-education is an economical system, because both boys and girls can study in same schools and they can be taught by the same staff.

Secondly, boys and girls have to live together in the society in their later lives and if they are taught together from the very beginning, they can understand each other well. The girls will not feel shy in the presence of boys. The boys will also not tease the girls.

Again if they are taught together, it will create a sense of healthy competition among them. In this manner, they will work hard and pay serious attention to their studies. A feeling of comradeship will also develop between the boys and girls. The boys will not indulge in eve-teasing and the girls will be afraid of boys. Thus they will have a balanced development of their personality.

1. Broadens Outlook and Personality: Co-education, apart from providing a much better and higher standard of education, also serves as vital force in the development of a girl's personality. It widens her narrow out-look and broadens her horizon. Modesty and grace are, indeed, two most important qualities in an ideal Indian girl.

2. Bold and smart: Co-education removes shyness from a girl and makes her bold and smart. It creates in the hearts of the boys as well as girls, an inspiring urge to work together for the advancement and enrichment of the nation and the country. Boys and girls are the two 'wheels' of the Chariot of a nation. Both must play their parts equally and ideally to

make the 'Chariot' run faster and still faster.

3. Psychological benefits: From the psychological point of view, co-education is a blessing for girls, especially of an under-developed and newly-liberated country, like India, which is on her path of progress. When girls study with boys and take part in every activity side by side, they are psychologically cured of this disease of self-defeatism and self-created pessimism.

4. Lowers cost of education: When both girls and boys get education in a safe environment, the need for separate education institutions for girls would get minimized. Co-education is the appropriate solution to minimize the high cost of maintaining separate staff and educational infrastructure for girls.

5. Equality: Co-education enables the boys and girls to come in contact with each other. During this course, they are able to understand and develop respect for each other. This mutual understanding results in development of a social environment where both men and women are treated equally. Men will no longer oppose the equal status of women, once they are truly aware of the infinite potential of women.

Thus if co-education is introduced, there will be no problem of discipline among the students. In the western countries, there is no separation between boys and girls in the schools.

Strategies to develop parity :

There are many factors that influence gender parity on boards. One of these factors relates to the recruitment of board directors, and the policies and practices that underpin this process. Specific barriers to gender parity have been identified in ensuring a larger number of women are applying for board positions.

Ways to address systemic barriers for gender equality

- **Vision/strategy:** There exists an authentic vision for diversity and inclusion, and a clear roadmap for change.
- **Governance:** There is senior level oversight of diversity and inclusion, and appropriate resources have been allocated.

- Leadership: Leaders are committed to diversity and inclusion, behave inclusively and are held accountable for outcomes.
- Systems and processes: Inclusive talent management processes support the attraction, engagement and retention of diverse talent.
- Specific initiatives: Interventions targeted at specific demographic groups are employed.
- Data and metrics: Data and metrics are regularly monitored to measure performance.
- Branding and culture: External communications, partnerships and actions reinforce leadership commitment to diversity and inclusion.

Examples of barriers to gender parity

One of the key strategies that can help you to take responsibility and change the status quo is to recognize the barriers and establish a plan to overcome these. This includes decision-makers, board members and recruiters. Our research has identified the following specific barriers to gender parity in ensuring a larger number of women are applying for board positions.

- Informal networks: Personal recommendations can result in candidates sourced through informal networks comprised of individuals similar in terms of background and gender.
- Narrow searches: Traditional search processes are often restricted to traditional corporate pathways or sectors dominated by men.
- Gender biases: Informal criteria and generalised assumptions regarding female attitudes towards board positions are often influenced by gender-based biases.
- Process barriers: For Government boards, searches conducted using QRON sometimes produce unsuitable candidates.
- Legislative barriers: Statutory requirements governing the specific composition of the board (e.g. qualifications) may inhibit parity in industries that are male dominated.

Gender inequality in India

Gender inequality refers to health, education, economic and political inequalities between men and women in India. Various international gender inequality indices rank India differently on each of these factors, as well as on a composite basis, and these indices are controversial.

Gender inequalities, and its social causes, impact India's sex ratio, women's health over their lifetimes, their educational attainment, and economic conditions. Gender inequality in India is a multifaceted issue that concerns men and women alike. Some argue that some gender equality measures, place men at a disadvantage. However, when India's population is examined as a whole, women are at a disadvantage in several important ways.

Women Empowerment in India

The status of women in India has been subject to many great changes over the past few millennium. In early Vedic period women enjoyed equal status with men. *Rig veda* and *Upanishads* mention several names of women sages and seers, notably Gargi and Maitrey. However, later the status of women began to deteriorate approximately from 500 B.C., the situation worsened with invasion of Mughals and later on by European invaders.

Some reformatory movements by Guru Nanak, Jainism, Rajaram Mohan Roy, Ishwarchandra Vidyasagar, Rama Bai and others, did give some relief. It is not that Britishers didn't do anything for improving the condition of women, some laws were enacted, such as, "Abolition of practice of Sati", Widow Remarriage Act 1856, etc. The real change came after Independence.

Constitution of India guarantees equality to women (Article 14). There are other articles too which ensure rights of women, *e.g.*, no discrimination by the state (Article 15(1)) equality of opportunity (Article 16), etc. Feminist activism picked up momentum in India during late 1970s. Later on many groups and NGOs have been working for the empowerment of women. We are proud that in India, women got voting right much before USA and some other European countries.

The Constitution framers were very much conscious of the problem of women empowerment; hence, they ensured that the principle of gender equality is enshrined in the

Indian Constitution in its preamble, fundamental duties and directive principles. The various articles mentioned in the earlier paragraph are meant for ensuring gender equality. Moreover, the Constitution also empowers the states to adopt measures of positive discrimination in favour of women. The real impetus for this movement was gained when under the priministership of Mrs. Indira Gandhi, a scheme known as Indira Mahila Yojana was launched. UNDP also incorporated issues of women upliftment as primary objective.

Various schemes were later on launched for the empowerment of women, such as Rashtriya Mahila Kosh, Mahila Samridhi Yojana, Self-help groups at panchayat level and many more. The establishment of National Women's Commission and State Women's Commissions were important milestones in the direction of Women Empowerment in India.

Strategies for Women's Development

The national document, which the Government of India had prepared with the intention of promoting women's development, highlights the importance of three strategies which are mentioned below.

(i) Obtaining Greater Political Participation of Women

The document recommends that 33 per cent of the seats should be reserved for women in order to get the effective participation of women in politics. It was also recommended that some power positions (posts) should be reserved for women at the block and village level bureaucracy.

(ii) Income Generating Schemes for Women

On the economic front, a number of income-generating schemes were to be introduced to women as per the provisions of this document. It was insisted that sufficient provisions were to be made in all the rural developmental programmes (Integrated Rural Development Programme (IRDP); Jawahar Rozgar Yojna (JRY); Training of Rural Youth and Self- Employment (TRYSEM); etc.) enabling a certain proportion of women to become their beneficiaries.

(iii) Increasing Female Literacy Level

On the social front, it was recommended to obtain proper co-ordination between governmental and non-government institutions to increase considerably the literacy level of women. It was hoped that with the help of literacy, women would be able to lead a life of self-

reliance. *Empowerment of Women and “The 73rd Constitution Amendment”* “The 73rd Constitution Amendment Act 1993” was undertaken mainly to give constitutional status to the “The Panchayat Raj System” and to introduce it in India on a uniform basis. Another purpose behind the Act was to assure the empowerment of women.

The framers of the 73rd Constitution Amendment Act believed that social and economic status of women could not be improved much without political power. The females in the village need to be given some political power. They should have their share in the decisions made about the development of their villages. The new Panchayat Raj is a part of the effort to empower the women at least at the village level.

Reasons for the empowerment of women

Today we have noticed different Acts and Schemes of the central government as well as state government to empower the women of India. But in India women are discriminated and marginalized at every level of the society whether it is social participation, political participation, economic participation, access to education, and also reproductive healthcare.

Women are found to be economically very poor all over the India. A few women are engaged in services and other activities. So, they need economic power to stand on their own legs on par with men. Other hand, it has been observed that women are found to be less literate than men. According to 2001 census, rate of literacy among men in India is found to be 76% whereas it is only 54% among women. Thus, increasing education among women is of very important in empowering them. It has also noticed that some of women are too weak to work.

They consume less food but work more. Therefore, from the health point of view, women folk who are to be weaker are to be made stronger. Another problem is that workplace harassment of women. There are so many cases of rape, kidnapping of girl, dowry harassment, and so on. For these reasons, they require empowerment of all kinds in order to protect themselves and to secure their purity and dignity.

To sum up, women empowerment cannot be possible unless women come with and help to self-empower themselves. There is a need to formulate reducing feminized poverty, promoting education of women, and prevention and elimination of violence against women.

Support services for girl's education

The expansion of education among girls/women has been an integral part of educational policies and programmes. The National Policy on Education 1986 (as modified in 1992) lays emphasis on education of girls/women through empowerment programmes. Accordingly, Ministry of Human Resource Development has taken a number of initiatives for expansion of girls' education, details of which are as under:

1) In the newly announced Scheme "Beti Bachao, Beti Padhao", Rs.5.00 crore has been made available for strengthening girls' education in 100 specified districts on the basis of Child Sex Ratio which works out to Rs.5.00 lakh per district, for instituting district level awards to be given to 5 schools in each district every year on the following parameters:

(i) Rs.1.00 lakh award may be given to the School Management Committee (SMC) which enrolls 100% girls in the neighborhood of the primary school and also retains them in the first year.

(ii) Rs.1.00 lakh can be given as an award to the SMC of primary school which causes the transition of 100% girls studying in class V into class VI of same/other neighborhood upper primary schools.

(iii) Two awards each of Rs.1.00 lakh may be given to SMCs of upper primary schools which effect a 100% transition of girls studying in class VIII to class IX in same/other neighborhood secondary schools.

(iv) Rs.1.00 lakh award can be given to the SMC of the school which affect 100% transition of girls studying in class X to class I in same/neighborhood higher secondary schools.

2) Ministry of Human Resource Development has prepared a 'Digital Gender Atlas for Advancing Girls' Education in India which was launched on the occasion of International Women's Day in 2015.

3) National Scheme of Incentive to Girls for Secondary Education (NSIGSE) provides Rs.3000.00 which is deposited in the name of eligible unmarried girls below 16 years as fixed deposit, who are entitled to withdraw it along with interest thereon on reaching 18 years of age and after passing class X. The objective of the scheme is to establish an enabling environment to reduce the drop outs and to promote the enrolment of girls children in secondary schools. The scheme covers (i) all girls belonging to SC/ST communities, who pass class 8 and (ii) all girls who pass class 8 from KGBVs and enrol in class IX in Government, Government-aided and Local Body Schools. The funds under the scheme are not allocated State-wise. Funds are

sanctioned to States/UTs based on the proposals received from the State Government and availability of funds under the scheme during the financial year.

4) (a) In order to ensure greater participation of girls in elementary education, 'Sarva Shiksha Abhiyan (SSA)' has targeted interventions for girls which include opening of schools in the neighbourhood to make access easier for girls, appointment of additional teachers including women teachers, free textbooks, free uniforms, separate toilets for girls, teachers' sensitisation programmes to promote girls participation, gender-sensitive teaching materials including textbooks. In addition, Kasturba Gandhi Balika Vidyalayas (KGBV) has been opened in Educationally Backward Blocks (EBBs) where the female rural literacy is below the national average to provide for residential upper primary schools for girls.

(b) 'Rashtriya Madhyamik Shiksha Abhiyan (RMSA)' envisages enhancing the quality of education by providing a secondary school within a reasonable distance of every habitation, improving quality of education imparted at secondary level, removal of gender, socio-economic and disability barriers.

Under the integrated scheme of RMSA, interventions including construction of new secondary schools, provision of toilets blocks in existing schools with separate toilets for girls, construction of teachers quarters, construction of Girls Hostels in EBBs, special teaching for learning enhancement, self defence training, guidance and counselling facilities, conduct of adolescent education programmes, organization of empowerment/awareness camps are taken up to improve the education of girls at the secondary stage.

5) In Higher Education, UGC has allocated special grants for construction of Women hostels. UGC has provided financial assistance for construction of 535 (39 in universities + 496 in colleges) Women hostels in the last

five years, UGC has undertaken a number of measures for the improvement of education of Women. Some of the important major are given below.

(i) Single Girl Child Scheme; Statement of funds released during XIIth Plan under the scheme is enclosed at Annexure-V.

(ii) Post-Doctoral Fellowship for Women Statement of funds released during XIIth Plan under the scheme is enclosed at Annexure-VI.

(iii) UGC funding to Women's University; UGC funds 7 Universities in India which are set up exclusively for women. Statement of funds released during XIIth Plan under the scheme is enclosed at Annexure-VI.

6) CBSE has launched a scheme "Udaan" to provide free online resources to girl students of Class XI and Class XII for preparation of admission test for the premier engineering colleges in the country. The special focus of scheme is to address the low enrolment ratio of girl students in

these prestigious institutions and to enable girl students to receive special incentives and support so that they can join these institutions and go on to take leadership roles in the future. The objective of this project is to enable girl students to soar to higher education from schools, and to eventually take various leadership roles in future. The aim is also to enrich and enhance teaching and learning of Science and Mathematics at Senior Secondary level by providing free and online resources to everyone, with a focus on special incentives and support to 1000 selected disadvantaged 7) All India Council for Technical Education (AICTE) has launched a scheme to provide assistance for Advancement of Girls participation in Technical Education. This is an attempt to give every young woman the opportunity to further her education and prepare for a successful future by empowering women through technical education. The scheme envisages to grant 4000 scholarships per annum. This includes tuition fee of Rs. 30000/- or at actual, whichever is less and Rs. 2000/- per month for 10 months as incidentals each year.

WHY WE SHOULD SUPPORT GIRLS' EDUCATION

Education is very important for every child whether boy or girl. It is sad that some communities still discriminate against the education of the girl child. About 57million children around the world are not going to school. The report, Children Still Battling to go to School UNESCO said. As the world celebrates Malala's birthday let us look at some of the reasons why girls should get an education.

1. FUTURE EDUCATED GENERATIONS

An African proverb says, "If we educate a boy, we educate one person. If we educate a girl, we educate a family – and a whole nation." By sending a girl to school, she is far more likely to ensure that her children also receive an education. As many claim, investing in a girl's education is investing in a nation.

2. DECREASE INFANT MORTALITY:

Children of educated women are less likely to die before their first birthday. Girls who receive an education are less likely to contact HIV & AIDS, and thus, less likely to pass it onto their children. Primary education alone helps reduce infant mortality significantly, and secondary education helps even more. The Girls Global Education Fund reports that when a child is born to a woman in Africa who hasn't received an education, he or she has a 1 in 5 chance of dying before 5.

3. DECREASE MATERNAL MORTALITY:

Educated women (with greater knowledge of health care and fewer pregnancies) are less

likely to die during pregnancy, childbirth, or during the postpartum period. Increased education of girls also leads to more female health care providers to assist with prenatal medical care, labor and delivery, delivery complications and emergencies, and follow-up care.

4. DECREASE CHILD MARRIAGE:

Child marriage – in some cases involving girls as young as 6 or 8 – almost always results in the end of a girl's schooling. The result is illiterate or barely literate young mothers without adequate tools to build healthy, educated families. On average, for every year a girl stays in school past fifth grade, her marriage is delayed a year. Educated girls typically marry later, when they are better able to bear and care for their children.

5. DECREASE POPULATION EXPLOSION:

Educated women tend to have fewer (and healthier) babies. A 2000 study in Brazil found that literate women had an average of 2.5 children while illiterate women had an average of six children, according to UNESCO.

6. INCREASE INVOLVEMENT IN POLITICAL PROCESS:

Educated women are more likely to participate in political discussions, meetings, and decision-making, which in turn promotes a more representative, effective government.

7. DECREASE DOMESTIC & SEXUAL VIOLENCE:

Educated girls and women are less likely to be victims of domestic and sexual violence or to tolerate it in their families.

8. DECREASE SUPPORT FOR MILITANCY:

As women become more educated, they are less likely to support militancy and terrorism than similarly educated men.

9. IMPROVE SOCIOECONOMIC GROWTH:

Educated women have a greater chance of escaping poverty, leading healthier and more productive lives, and raising the standard of living for their children, families, and communities.

These and many more are some of the valuable reasons why we should all support education for girls. For every boy that is educated, every girl should be educated too.

Sustainability approach to equality and empowerment

Women represent half of the world's population. Yet on a global scale, women and girls continue to fight an uphill battle against gender inequality. Among other challenges, women face discrimination, violence and inadequate access to reproductive health in both the public and private spheres.

The obstacles to women's empowerment range from sadly predictable to surprising. Many people are familiar with the gender wage gap where women earn 10 to 30 percent less than men for the same work. Fewer know that women and girls are 16 percent less likely to have access to information communication technologies, such as mobile phones and computers.

The United Nations has done a comprehensive review of the obstacles that women and girls face and proposed key targets to help break down the barriers to gender equality around the world. To make progress against these targets, it is important to recognize that women's empowerment is not just a social issue, but also an economic one.

The potential global impact of this goal begs the question: How much stronger would the global economy be if 50 percent of the world had better access to financial services, higher salaries to invest, healthier options and more access to higher education?

Construction of ideas on gender in schools framework during post-independence period

Status of Women in Post-Independence India

During the post-independence India, improvements were made in terms of various areas that led to well-being of women within the society. There were formulation of many programs and schemes that had the main objective of bringing about progressive among women. Encouraging them towards acquisition of education and participation in the employment settings are the main aspects that promote women empowerment. In spite of initiation of the measures and policies, still in some of the rural communities, women are regarded as subordinates to men.

One of the unfortunate areas is, throughout the country, women and girls are subjected to abuse and mistreatment. But with the advent of globalization and industrialization, women are acquiring development opportunities. The women, belonging to urban communities are mainly enhancing their livelihoods through acquisition of good education and acquiring employment opportunities. The main areas that have been taken into account in this research paper include status of women in post-independence India, empowerment of women, gender issues in post

independent India, political participation of women and problems of working women.

Gender and Hidden Curriculum

Introduction

Sociologists would argue that although there are clear biological differences between the male and female sexes gender roles are heavily influenced by processes of socialisation operating in the family, the school, the mass media etc. With regard to the formal education system it is necessary to distinguish between the formal curriculum of the individual academic subjects and the Hidden Curriculum which is a set of values, attitudes and norms that is implicitly conveyed to pupils by teachers' actions and by the organisational processes operating inside schools. When the Hidden Curriculum operates in a gender specific fashion and is combined with other points mentioned toward the end of these notes, it is sometimes said that a school is operating according to a gendered regime.

You should note that the hidden curriculum may be analysed from competing sociological perspectives.

- Functionalist sociologists who approve of males and females adopting traditional "instrumental " and "expressive roles" respectively would approve if the hidden curriculum reinforces traditional gender roles since these gender roles are assumed to be "functional" society as a whole.
- Marxists would argue that the hidden curriculum helps to reproduce an exploitative, unequal, unjust capitalist class structure in a capitalist system which must be overthrown by revolutionary means .
- Feminists would oppose the hidden curriculum insofar as it contributes to the perpetuation of gender inequality. However liberal feminists might tend to argue that educational reforms are gradually eroding some of the most discriminatory aspects of the hidden curriculum whereas radical and Marxist feminists would argue that despite some reform the hidden curriculum still contributes to the continuation of patriarchy and/or class inequality.
- In social action perspectives it is argued that the overall structural power of the socialization process to influence individual behaviour is rather less than is suggested in more structural theories which suggests that even if a hidden curriculum does exist its actual influence on human behaviour may be relatively limited.

The Hidden Curriculum may reinforce traditional gender roles in the following ways.

- In First and Middle Schools the fact that the vast majority of teachers are women may help to reinforce the children's impression that it is women who are especially suited to looking after and teaching young children although this may also have had the effect of encouraging girls relative to boys with their reading skills.
- In Mixed secondary schools men are over-represented and women under-represented on the higher teaching scales and women are more often employed in positions which are seen as subordinate such as dinner ladies and school cleaners
- It has been argued that in the past many teachers supported traditional gender roles and that they were likely to praise girls and boys for so-called "feminine" and "masculine" qualities respectively.
- Girls and boys might be asked to help around the school in gender specific ways for example as when boys move furniture and girls serve coffee at parents' evenings.
- Differences in boys and girls school uniform rules could be seen as emphasising gender differences. For many years girls have not been allowed to wear trousers to school although they are perhaps more comfortable than skirts/dresses in a school environment.
- Although this point is perhaps on the margin between the Formal curriculum and the Hidden Curriculum boys and girls may have been encouraged to opt for gender specific subjects and may have been given gender specific career advice. Thus girls were encouraged towards Arts and Humanities and Domestic Science and away from sciences other than biology and away from woodwork and metalwork while boys were encouraged especially to opt for science, technology, metal work and woodwork..
- There is evidence that some male teachers may flirt with older female pupils and also that they may sometimes identify with "laddish" behaviour thereby reinforcing gender stereotypes.

Gender and Hidden curriculum.....

- Make all teaching learning activities gender sensitive
- Choose programmes that would benefit the issue of Gender sensitivity issues
- Provide opportunities that would break the stereotypes in the society
- Ensure that all the activities that are planned whether curricular or co-curricular do not neglect the Gender Issues
- Use gender sensitive languages in discussions and debates
- The responsibilities to be shared on the Gender Basis in school
- Appreciate and encourage talent irrespective of Gender ideologies
- Gender sensitive schools can function on four discrete entry points
- Personal
- Structural
- Interpersonal

- Instructional

The Hingne Women's Education Institute:

This institute was started in 1896 to meet the demand of women, whether married, unmarried or widowed. By imparting training to young unmarried girls in various fields, it tried to prevent early marriages. It tried to impart skills and education to married women to enable them to carry on domestic life efficiently and economically. It also gave training to widows to make them economically independent.

S.N.D.T. Women's University:

This university was established to meet the needs for higher education for women in such a manner that women's requirements were satisfied. It provided education in the mother tongue. It was established exclusively for the education of women.

The Seva Sadan:

Seva Sadan was started in 1908, with a view to bringing together enlightened women of different communities who desired to work for the upliftment of backward women. Its main activity was to provide social and medical aid to women and children of the poor classes, irrespective of their caste or creed. It also established a home for destitute and distressed women and children.

It also provided training to poor women in domestic crafts to enable them to earn a livelihood. The Seva Sadan in Poona was established to educate women in religious, literary, medical, and industrial subjects. It also emphasized on all-round development of a woman's personality. It stressed on economic self-sufficiency of women.

The Indian National Social Conference:

Some of the activities taken up by this organization were—to deal with disabilities of child marriages, sale of young girls, the practice of polygamy, and the issue of widow remarriages. It also took up the problem of access to education for women.

All India Women's Conference:

The primary focus of this organization was women's education as well as social reforms. Its aim was to work actively for the general progress and welfare of women and children. It passed various resolutions in different sessions in order to elevate the status of women.

It also dealt with the evils of early marriages, polygamy, and prohibition of divorce. It advocated complete equality for women in property matters. It sought to improve working conditions for women. It also agitated against immoral traffic in women and children, and against the inhuman custom of Devadas.

Social Reform Movement in India and Role of Women

The social reformers believed in the principle of individual liberty, freedom, and equality of all human beings irrespective of sex, color, race, caste, or religion. They attacked a number of traditional, authoritarian, and hierarchical social institutions and launched social reform movements to liberate the Indian women from their shackles.

There are two distinct groups of progressive movements aimed at emancipation of Indian women. Both groups recognized the restrictive and coercive nature of the social customs and institutions. One group opposed these customs and institutions as they contradicted the democratic principles of liberty and freedom. This group was called the Reformers.

The other group demanded the democratization of social relations and removal of harmful practices on the basis of revival of the Vedic society in modern India, which according to them, was democratic. This group came to be known as the Revivalists.

The social reformers believed in the principle of individual liberty, freedom, and equality of all human beings irrespective of sex, color, race, caste, or religion. They attacked a number of traditional, authoritarian, and hierarchical social institutions and launched social reform movements to liberate the Indian women from their shackles. Though many of the reformers were mainly men, the reform movement aimed at improving the status of Indian women.

Raja Ram Mohan Roy was one of the greatest social reformers of India. He was concerned about a number of evil customs plaguing the Indian society. These included “sahamaraṇa” or Sati, female infanticide, polygamy, infant marriages, purdah, absence of education among women, and the Devadasi system. Raja Ram Mohan Roy led a crusade against the evil and inhuman practice of Sati, in which a widow was forced to immolate herself on the funeral pyre of her deceased husband. Sati was in practice in many parts of India.

It was accepted and condoned on the grounds that it would secure “Moksha” for widows. It was also felt that a woman could be led astray if she continued to live after the

death of her husband. This feeling was disproved by Raja, who felt that a woman could be led astray even during her husband's lifetime.

In fact, after the death of her husband, a woman is under the protection of her family, so she can be watched over with greater vigilance. Raja strongly refuted the contention that Sati was a free, voluntary act of the widow, and called it a monstrous lie. Raja's arguments and anti-Sati activities led Lord William Bentinck to legislate for the prohibition of Sati, which resulted in the passing of the Prohibition of Sati Act in 1829.

Ishwar Chandra Vidyasagar was another great social reformer who sought to improve the condition of widows by legalizing widow remarriages. Since he felt that his own life should set an example for others to follow, he took a pledge that he would allow his daughters to study, and married all his daughters after they were 16 years of age. He also pledged that if any of his daughters were widowed and they wanted to get remarried, he would allow them to do so. He was also against the prevalent custom of polygamy.

Justice Mahadev Govind Ranade was instrumental in laying down the foundation of an all Indian organization to carry on the struggle for social reform—the Indian National Social Conference. This organization was the first national institution to carry on collectively, in an organized way, and on a national scale the social reform movement.

He took up the problems of widow remarriages and was an active member of a society, which worked for widow remarriages. In fact, the Shankaracharya had excommunicated him for attending the first widow remarriage in 1869. Ranade worked toward educating women. He and his wife started a school for girls in 1884.

Maharishi Karve showed great concern for the plight of widows and the problem of widow remarriages. He revived the Widow Remarriage Association and started the Hindu Widow's Home. Karve also made efforts to improve the education levels of girls as well as widows.

He created the Kane Women's University. His efforts in the movement to liberate the Indian women are of great significance, and the extensive and successful work brought about a change in the attitudes of people towards widows.

In order to set an example for others, he married a widow after the death of his first wife. As a result of the social reform movement, a number of institutions and organizations were established. The institutions started by the reformers covered the whole country with their activities.

