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GENDER SENSITIZATION TRAINING PROGRAMME FOR TEACHERS



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ABSTRACT

Girls and Women suffer from Gender inequality because of the lack of gender sensitization on part of males. Gender sensitization refers to the modification of behaviour by raising awareness of gender equality considerations. it's interlinked with ladies authorization. Gender sensitization theories claim that modification of the behavior of lecturers and fogeys towards youngsters will have a causative result on gender equality The main objectives of



this study were (1) To inform the teachers and B.Ed. teacher trainees about various policies of Government to promote gender sensitization. (2) To analyze the perception of Men about Women about their own and opposite Gender. (3) To develop Gender Sensitization among B.Ed. teacher trainees and the teachers. Tools

used to collect data were :Rating Scale to assess the Gender Sensitivity and Discussion technique. Sample comprised of B.Ed. teachers trainee and Teachers, It was found that women having very poor self concept, Even though the situations of Women are not so pleasant, even than they are happy, with their own Gender. 99% women are strongly agreed with the statement, "I am happy that I am a Girl". Only 40% women believe that Women work better than Men at workplace. It's alarming bell, indicating poor Self Concepts of their own Sex. Training program motivated the participants to think about the various aspects of Gender.

KEYWORDS :Rating Scale to assess the Gender Sensitivity, SDG2030, Constitutional Provision, Gender inequality.

1.0.0: INTRODUCTION

Women in India still suffer from Gender inequality because of the lack of gender sensitization on part of males. Gender sensitization refers to the modification of behaviour by raising awareness of gender equality concerns. It is interlinked with women empowerment. Gender sensitization theories claim that modification of the behavior of teachers and parents towards children can have a causal effect on gender equality. Increasing awareness among people, that gender roles are social constructs and that women are capable of doing any type of work. Many of us blame that degradation of values and ethics amongst the youth is the root cause of such problems. These problems are directly or indirectly related to the lack of gender sensitivity. It may be the case of eve-teasing, domestic violence

or the case of brutal rape. The blunt truth is whatever has flooded in young minds has been given to them by their socio-cultural environment which mainly includes their family, school and peers. A major part of the responsibility for developing gender sensitization rests on the shoulders of family members and educators. They are the one who can kindle the feeling of gender equality in young girls and boys and develop the empathy for each other. Increasing awareness among women about their own rights.

- + Subjugation and exploitation of women, for centuries in male dominant societies.
- + Influence of feminist writings and efforts made by women's organizations to bring to light several discriminatory practices against women.
- + Improvement in educational level of women which made them aware of their relative status of job
- + Increasing Violence Against Women : As more and more women in the country started asserting their rights , got educated and took up jobs,they increasingly became targets of attack. Crime against women in the country is on the increase.
- + Women perform 2/3 of the world's work and earn 1/10 of the world's income .
- + Women are 2/3 of the world's illiterates .
- + Women own less than 1/100 of the world's property

The Human Development Report published by the UNDP indicates that those countries which rank low in "Gender Related Development Index" (GDI) also rank low in overall human development (as mentioned by Human Development Index) and the status of the country in several other parameters. Some of these countries also report worst human poverty as measured by "Human Poverty Index" Besides the realization that development of women is necessary for the overall development of the nation, the following factors have also been impelling countries towards attaining gender equality:-

1.2.0 OBJECTIVES

The main objectives of this study were

1. To inform the teachers and B.Ed. teacher trainees about various policies of Government to promote gender sensitization.
- 2.To analyze the perception of Men about Women about their own and opposite Gender. .
- 3.To develop Gender Sensitization among B.Ed. teacher trainees and the teachers..

1.3.0 METHODOLOGY

The methodology used in the present study is interactive, participatory and reflective. It is largely based on group work and discussion.

1.4.0 SAMPLE

Students those who are taken admission in Shri Gujarati Samaj B.Ed. College, in the academic year 2015-16, and the teachers of Shri Gujarati Samaj High Schools, those who were teaching in the academic year 2015-16, were selected as a sample for present study through purposive sampling technique. Sample comprised of 167 students 36 Male students and 131 Female students.. The Mother tongue of these students was Hindi All the students were Graduate. Details are given in the table 1.1

Table 1.1 : Marital status and Gender wise distribution of Sample

SAMPLE	MALE	FEMALE	TOTAL
MARRIED	19	74	93
SINGLE	17	57	74
TOTAL	36	131	167

1.5.0 TOOLS

- Rating Scale to assess the Gender Sensitivity: it is developed by the investigator, having 25 items related to different aspects Gender Sensitivity. It is expected that each item, to be rated on 5 point scale.
- Discussion: To elicit their true, original and honest responses and opinions, the technique Discussion was used. Discussion was also used to develop Gender Sensitivity among the participants.
- Training Program: to provide various information , provisions related to gender sensitization and develop positive attitude towards their own and opposite sex.

1.6.0 PROCEDURE

To understand the perception of the participants about their own Sex and Opposite Sex, a five point Rating Scale, having 25 statements, developed by investigator was given to the students. The Rating scale was used to collect the data as well as a tool to motivate them to think about gender sensitization. Investigator motivated them to discuss their perception about their own sex as well as opposite sex.. For this purpose a two days training program was organized by the Investigator. In this training program various provision of government, other related constitutional provision and SDG were explained by the Investigator. Difference between Gender and Sex was explained, by giving various examples. The sex of a person determines his or her child bearing roles. This is a basic biological fact. Gender refers to other roles assigned to men and women by human beings themselves. These roles are often determined by “Culture” or “Custom”. Along with this Stereotype Gender roles were also discussed.

1.7.0 RESULTS

1.7.1 The first objective was to inform the teachers and B.Ed. teacher trainees about various policies of Government to promote gender sensitization. For this objective Constitutional Provision as well as MDG 2015 now replaced with SDG 2030 are provided. The Constitution of India provides equality of status and opportunity to all citizens in the country. The Constitution relate to gender equality are mentioned below:-

- + Article 14: Equality before law and equal protection of laws.
- + Article 15: Prohibition of discrimination on grounds of race, sex, etc.
- + Article 16: Equality of opportunity in the matters of public employment.

Directive Principles of the Constitution specifically relate to gender equality are mentioned below:-

- + Article 39(a): That the citizens, men and women equally have the right to an adequate means of livelihood.
- + Article 39(d): That there is equal pay for equal work for both men and women.

MDG 2015 now replaced with SDG 2030:

At the United Nations Sustainable Development Summit on 25 September 2015, world leaders

adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) , including Gender Equality and Women Empowerment.SDG 2030, sets the nine Targets to be achieved by 2030. These are:

- 1.End all varieties of discrimination against all ladies and ladies everywhere
- 2.Eliminate all varieties of violence against all ladies and ladies within the public and personal spheres, as well as trafficking and sexual and different styles of exploitation
- 3.Eliminate all harmful practices, like kid, early and made wedding and feminine sex organ accidental injury
- 4.Recognize and price unpaid care and domestic work the supply of public services, infrastructure and social protection policies and therefore the promotion of shared responsibility inside the menage and therefore the family as nationwide applicable
- 5.Ensure women’s full and effective participation and equal opportunities for leadership the least bit levels of decision-making in political, economic and public life
- 6.Ensure universal access to sexual and generative health and generative rights
- 7.Undertake reforms to provide ladies equal rights to economic resources, moreover as access to possession and management over land and different varieties of property, monetary services, inheritance and natural resources, in accordance with national laws
- 8.Enhance the employment of sanctioning technology, specifically data and communications
- 9.Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and therefore the authorisation of all ladies and ladies the least bit levels

Gender equality is necessary not only because of the Constitutional provisions and Sustainable Development Goal set up by UNDP 2030, but also to unleash the energy and productive capabilities of women.

The second objective was to analyze the perception of Men about Women about their own and opposite Gender. For this purpose a rating scale, having twenty five statements developed by investigator was used . The rating scale having different statements related to different aspect of Gender sensitivity and Gender Equity . The % wise responses to each statement for each category were calculated, are given in table 1.2.

Table 1.2: Statement- wise Percentage of Responses Under Different Categories

	Statements	SA	A	U	DA	SDA
1	I am happy that I am a Boy/ Girl.	99	0	1	0	0
2	In the home Men are getting more Importance than Women.	92	5	1	2	0
3	Women work better than Men at workplace.	29	11	23	22	5
4	Most of the parents give equal opportunity to both Boys and Girls.	11	18	11	37	23
5	Women are the victims of sexual harassment at workplace.	14	13	43	18	12
6	Most of the parents expect that they have son.	79	11	2	8	0
7	If both Husband and Wife are working, Husband helps the wife.	11	16	3	28	42
8	I feel that boys have to behave like boys, and girls also have to behave like girls.					
9	Unemployed Men members in the family rarely cooperate in household work to the women.	49	11	17	13	0
10	If Husband and Wife both are working, then also the most of the household works are done by Wife.	66	24	10	0	0
11	If Husband and Wife both are working, then the most of the household works are assisted by Husband.	6	3	0	21	70
12	I appreciate, if household works is to be distributed equally between Husband. And Wife, if both are working.	92	8	0	0	0

13	Women having a lot of burden of work at home.	88	2	0	7	3
14	In elite class equal treatment was given to Women.	13	7	5	3	72
15	The overall condition of women are very painful,	89	6	0	2	3
16	Men do not give a due importance to the talents of Women.	87	09	0	2	2
17	Men consider that Women couldn't work as efficiently as Men.	85	3	2	7	3
18	Women depend upon Men.	93	5	0	1	1
19	Men and women are getting equal wages for equal work.	56	23	01	17	03
20	Men are more efficient than the Women in office work.	34	13	3	34	16
21	Women and Girls are safe at workplace.	45	23	07	15	10
22	It is appropriate that Home maker should do all the household works.	33	14	23	22	08
23	Women could not think and take decision logically.	22	12	6	32	28
24	I think, if I were a boy, I could achieve higher goals in life.	34	12	14	32	08
25	Discrimination between boys and girls are not done in all places.	17	12	31	22	28

From table 1.2, it can be said that,

- Even though the situations of Women are not so pleasant, even than they are happy, with their own Gender. 99% women are strongly agreed with the statement, “I am happy that I am a Girl”.
- Only 40% women believe that Women work better than Men at workplace. It’s alarming bell, indicating poor Self Concepts of their own Sex .
- Only 29 % women believes that Parents give equal opportunity to son and daughter. Still in our India, it is believed that” Betiya to paraya dhan hai.” More importance are given to education and career of the Son.
- 34% strongly agree that Men are more efficient than the Women in office work.
- 92 % strongly agree that household works is to be distributed equally between Husband. And Wife, if both are working.

Third objective was to develop Gender Sensitization among B.Ed. teacher trainees and the teachers. For this purpose a training program was organized. The aim of training programme of gender sensitization is to build a culture of human rights through imparting knowledge and skills and the moulding the attitudes of participants.

1.8.0 DISCUSSION

Gender sensitivity is not about pitting women against men. On the contrary, education that is gender sensitive benefits members of both sexes. It helps them determine which assumptions in matters of gender are valid and which are stereotyped generalizations. Participants recognized value of unpaid care and domestic work done by women . Further it has also been suggested by participants that shared responsibility must be promoted between Husband and Wife. Gender awareness requires not only intellectual understanding and effort but also sensitivity and open-mindedness to change one’s views and limited perspectives and values. It opens up the widest possible range of life options for both women and men and builds their capacities to be more wholesome.

It has been recommended that to ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life. Eliminate all forms of violence against all women and girls in the public and private spheres.

In this regard, teachers are strategically positioned to act as agents of change in order to achieve gender equality, especially through what they teach, how they teach and how they role model their own attitudes, beliefs and practices in the classroom and beyond. Indeed, teachers do not come into

classrooms as gender-neutral persons. They are likely to have internalized a patriarchal gender ideology through their upbringing and years of socialization in both formal and informal settings. Teachers' patriarchal worldviews impact on the hidden curriculum that is often as influential in classrooms as the official curriculum. Frequently it is the hidden curriculum which ensures that gender differentiated practices, procedures and processes occur in classroom spaces and school structures even where gender-friendly policies and curricula already exist. UNICEF recognizes the human rights principles of equality and non-discrimination as central to the consideration of gender equality and believes that gender-based discrimination is one of the most ubiquitous forms of discrimination that children face.

The concern for gender equality in and through education, especially in classroom spaces, is critical because of the negative and far-reaching implications that gender disparities and inequities reflected through biases, stereotypes and discriminatory practices, have for educational interventions. Education is a major force that will help trigger change but this will occur only when teachers and learners are assisted in adopting classroom initiatives that reflect new images based on a positive gender equity ideology. Gender equality as a strategy has great potential to create desired change because it has the capacity to address both the practical and strategic needs of boys and girls, of nations and the world at large.

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