

GENDER EQUALITY AND GENDER SENSITIVITY

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1.0 OBJECTIVES

- To enable the students to understand the concept of ‘Gender equality ’ and ‘Gender equity’
- To enable the students to understand the difference between ‘Gender equality ’ and ‘Gender equity’
- To enable the students to understand the concept of Gender Sensitivity
- To analyze the reasons for gender inequalities
- To enable the students to understand how gender stereotype are formed

1.1 INTRODUCTION

For many years, the dominant gender has been men while women were the minority. It was mostly because men earned the money and women looked after the house and children. Similarly, they didn’t have any rights as well. However, as time passed by, things started changing slowly. Nonetheless, they are far from perfect. Gender inequality remains a serious issue in today’s time.

The way we view gender is related to time, culture and society and changes according to prevailing power structures and trends. Our society still has structures that maintain the idea that biological sex defines our personality. Gender related expectations have an influence on our career choices. Also media continuously produces new "correct" ways of being a girl or boy, woman or man. Sometimes the media also questions those expectations.

The basic concepts sex gender:

- Categorized as male or female
- Biological
- Fixed at birth
- Does not change across time and space
- Equally valued
- Masculinity and Femininity
- Socially, culturally, and historically determined
- Learned through socialization
- Varies over time and space
- Unequally valued (masculinity as the norm)

1.2 GENDER: MEANING AND 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 the socio-cultural framework of man and woman in society which assign those duties, 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 gender and sex distinction is not universal. In ordinary speech, gender and sex are often used interchangeably. Some dictionaries and academic disciplines give them different definitions while others do not.

Check Your Progress:

Q.1 What is the meaning Gender?

Q.2 Give two definitions of Gender.

1.3 IMPACT OF GENDER INEQUALITY:

The biggest problem we are facing is that a lot of people still see gender inequality as a women's issue. However, by gender, we refer to all genders including male, female, transgender and others.

When we empower all genders especially the marginalized ones, they can lead their lives freely. Moreover, gender inequality results in not letting people speak their minds. Ultimately, it hampers their future and compromises it.

History is proof that fighting gender inequality has resulted in stable and safe societies. Due to gender inequality, we have a gender pay gap. Similarly, it also exposes certain genders to violence and discrimination.

In addition, they also get objectified and receive socioeconomic inequality. All of this ultimately results in severe anxiety, depression and even low self-esteem. Therefore, we must all recognize that gender inequality harms genders of all kinds. We must work collectively to stop these long-lasting consequences.

Fight Gender Inequality:

Gender inequality is an old-age issue that won't resolve within a few days. Similarly, achieving the goal of equality is also not going to be an easy one. We must start by breaking it down and allow it time to go away.

Firstly, we must focus on eradicating this problem through education. In other words, we must teach our young ones to counter gender stereotypes from their childhood.

Similarly, it is essential to ensure that they hold on to the very same beliefs till they turn old. We must show them how sports are not gender-biased.

Further, we must promote equality in the fields of labor. For instance, some people believe that women cannot do certain jobs like men. However, that is not the case. We can also get celebrities on board to promote and implant the idea of equality in people's brains. We need to get rid of the old-age traditions and mentality. We must teach everyone, especially the boys all about equality and respect. It requires quite a lot of work but it is possible. We can work together and achieve equal respect and opportunities for all genders alike.

‘Gender equality’ means equal outcomes for women, men and gender-diverse people. ‘Gender equity’ is the process to achieve gender equality.

Gender equity recognizes that women and gender-diverse people are not in the same ‘starting position’ as men. This is because of historical and social disadvantages. Treating women, gender-diverse people and men *equally* might not actually be *fair*.

In fact, it can create further disadvantage. Gender equity measures are often needed to level the playing field.

Gender equity puts the focus on fairness and justice re-grading benefits and needs for women and men, girls and boys. Equity is used for example within the education, health and humanitarian sectors referring to the equal distribution of resources based on the needs of different groups of people.

Gender Sensitivity:

Gender’ refers to the socially determined ideas and practices of what it is to be female or male, how a person’s biology is culturally valued and interpreted into locally accepted ideas of what it is to be a woman or man, whereas ‘Sex’ refers to the biological characteristics that categorize someone as having either a female or male body

Gender Was first use as phrase “the social relation of gender” The social relations of gender seek to explain sharing, decision making, division of labor and return to labor within the household and in society, among others

It is generally assigned at birth by external genital appearance. Gender on other hand is identified by one's own on identification as mail, female are intersex.

Another definition would be the awareness and acceptance of the roles and duties of each, as expected from them and from the people that they work with. Acknowledges the different role and responsibilities of women and men in the community and in the community and the relationship between them.

Men and women are different; therefore their experiences, needs, issues and priorities are different. Strategies are also different to achieve equitable outcomes for women and men.

Gender sensitivity refers to an attempt to encounter and accept people without presumptions. Gender sensitive approach aims at opening, reconstructing and broadening expectations and behavioural models related to gender.

Means gender awareness which is more analytical and critical since it clarifies issues about gender disparities and gender issues.

It pertains to one's effort to show how gender shapes the role of women and men in society including their role in development and how it affects relations between them.

Check Your Progress

1. What is gender equality?
2. What is gender Sensitivity?
3. Why is gender equality important?

1.4 NEED OF GENDER SENSITIVITY

Gender is one of the most central social institutions a person joins at an early age. Expectations, models and structures related to gender have a notable effect on growing up, developing and learning.

Society continuously constructs and reproduces models and norms of a "correct" way of being a girl/boy, man /woman.

Gender sensitive work is a way of responding to the discussion. It is an attempt to identify and question any gender norms that narrow an individual's own way of expressing gender.

Some representations of gender related models include:- Girls' and boys' toys and colors Gendered division of labor according to imaginary "female attributes" and "male attributes".

Unequal division of responsibilities related to parenthood (such as gendered parental leave, custody battles favoring mothers)

It is also important to notice the societal counterarguments aiming at broadening and questioning gendered models and structures (eg. statements against gendered children's clothes and toys, feminist activism etc.)

Check Your Progress:

1. Explain the need of gender sensitivity
2. How can we inculcate gender sensitivity in the society?

1.5 HOW TO PROMOTE GENDER AWARENESS IN PARENTS AND TEACHERS

All text, reading materials and books is free of notion of gender inequality as bias is embedded in textbooks, lessons and teachers, interaction with student.

Curriculum/text:

- Needs to be gender-sensitive and gender friendly for girls and boys Educational system
- Needs for the development of criteria of meeting gender sensitive guidelines Guide lines by Gender Experts Need to join hand to

minimize gender discrimination and promoting gender equalities.
Role of Government and NGO's

- Promoting gender neutral language. Use of gender Sensitive Vocabulary
- All policies, programs and interventions need to be gender sensitive. Educational Policies
- Gender sensitivity training should be mandatory Teacher Training Programs
- Benefits must be offered in rural areas to promote girl education Extra fringe benefits
- Needs to be strengthened to identify gender issues in homes School-Parent Partnership
- Gender training must be provided for parents, teachers' staff, administrators and local officials. Gender training /sensitization sessions
- GS progress must be constantly reviewed by gender experts monitoring
- GS counseling must be available for students, staff, teachers and parents Gender Sensitivity counseling
- Educational Authorities and school must be provided budget to promote and sustain the gender sensitive agenda. Allocation of budget
- Gender fair practices are effective when top leadership supports gender equity and equality Commitment from senior leadership/ Government
- Organizational change needs to be institutionalized by promoting gender balance. Ex. Equal valuing of men and women's working style. Gender Sensitive Organizational Culture
- Gender audit of institutions should be carried out by gender experts to review curriculum, policies, programs and interventions etc.

Gender Audit:

- Where the academic, social, and physical environment and its surrounding community take into account the specific needs of girls and boys. Creation of a

Gender Responsive School:

- To promote gender friendly
- a. Preparing and implementing Center of Excellence (COE) at workplace,

- b. Gender interest committee,
- c. Anti-Sexual harassment committee.,
- d. Anti-Child Abuse committee.

What roles should teachers play to address gender sensitivity issues?

Teacher should Understand Gender roles and Expectations Attend Gender Training Cooperate with Government and NGO's

Teacher should strive to work hand in hand with schools administrators Promote gender responsive school Conduct researches

Teacher should find appropriate time to raise gender issues Initiate information Dissemination campaign for gender-fair education Treat every boy and girl equally.

How to adopt Gender Mainstreaming:

How to adopt GM Train teachers in gender equality Conduct gender analysis Strengthened school parent partnership Train for gender sensitivity Key officials should undergo GS trainings Develop set of criteria to rid textbooks of gender bias and sex stereotyping Review policies for possible discriminatory clauses

Train teachers in Gender Equality:

This training raises the awareness of teachers and trains them to address prevailing gender and social issues in academic setting and in the society at large.

Conduct Gender Analysis:

Gender analysis should be conducted through the curriculum materials, teaching and learning processes, school structures and culture.

Strengthened school parent partnership:

Parents, teachers, administrators and local officials should be aware of their legal obligations and children's right.

Train for gender sensitivity

Needs to be mandatory.

All teachers should be gender sensitized and must be exposed to gender sensitivity.

Develop set of criteria to rid textbooks of gender bias and sex stereotyping

Authors, publisher, board of textbooks and other concerned agencies stereotyping and continue to review existing textbooks and teacher manuals in the elementary and secondary level for sex biases and stereotyping.

Concerned school officials should review policies for possible discriminatory promotions, access to training and scholarships and other human resource development activities to ensure a gender fair school community.

Self Reflection:

Gender sensitive work approach requires being aware of one's own thoughts, expectations and values related to gender. Professionals working with gender sensitive approach should constantly critically re-evaluate their own values and attitudes. Reflection has to do with both learning and unlearning. Gender based expectations are connected with the era and change together with changes in the society. Sometimes it is necessary to let go of customary expectations and procedures.

Check Your Progress:

Q.1 Do I treat girls and boys differently in the same situation?

Q.2 Do I assume that girls and boys are automatically interested in certain activities or hobbies?

Q.3 Do I assume that girls or boys are suitable for certain jobs by nature?

Q.4 Am I ready to encounter a youngster who is not willing to define his / her gender?

Q.5 Do I jokingly ask girls about their boyfriends and boys about their girlfriends without knowing anything about their sexual identity?

1.6 DEVELOPING SCHOOL CURRICULUM FOR GENDER EQUALITY

Development of the curriculum to address gender inequality cannot happen in isolation from other aspects of schooling, particularly ways of teaching, learning and interaction within the classroom. Whatever the content of the curriculum, equity will not be achieved if girls are

discouraged from speaking, if boys absorb a disproportionate amount of the teachers' energy, nor if the physical environment does not support equal access to education for example, the provision of girls' toilets and wheel chair access.

International researches suggest that boys have a disproportionate share of contributions in whole class interaction due partly to their being selected by the teacher more frequently than girls, but also to their ability to create both positive and negative conditions which attract teachers' attention and facilitate their participation and dominant position in classroom interaction. This dominant position of the boys provides them with an important learning experience, i.e. the confidence of being listened to and responded to within the public domain, thus stimulating them to participate more. Girls may thereby be unintentionally pushed out of the centre of the action, learning to expect a lower participation level than boys.

There is substantial evidence internationally, that teachers—even those well-disposed to the question of equal opportunities – interact differentially with their boys and girls and that this may operate to the disadvantage of girls. Observations in the classroom have shown that boys both demand and get more teacher attention. A substantial amount of this is in the form of disciplinary interventions. Boys of all ages also receive more praise from both female and male teachers, even though teachers are adamant that they do not give more attention to boys than girls.

The power of self-concept is profound, as is the ability of adults to influence the children around them. Families and teachers are encouraged to conscientiously and actively create a positive learning environment for young children—not just in promoting developmentally appropriate practices to stimulate cognitive, social, emotional, and physical domains, but also in creating a moral context for what they learn, as well as to help shape a global, multicultural, anti-bias world view.

Young children create and internalize their own meanings of gender, based on the social cues of the adults, environments, and media around them. Adults in turn have a responsibility to ensure that those cues and messages create a healthy understanding of what it means to be male and female.

By equipping young children with positive messages of empowerment regardless of gender, in addition to the critical thinking skills to identify stereotypes, teachers and families can impart in children self-concept resiliency, even when faced with negative stereotypes.

Check Your Progress

Q.1 Which courses should be included in the school curriculum for gender equality?

1.7 GENDER EQUALITY IN TEXTBOOKS

Human being is a social animal. For living in society he has to be socialized and many agents are involved in the socialization process which transmits the traditional gender roles in children. The foremost agent is the family and the schools play the second major role in socializing the children. It is duty of the family and school to provide right kind of education. In schools, the aim of education is not only to impart knowledge to a group of students, but to illuminate the minds of diverse group of students and helps them in their holistic development. To achieve this goal, education should be given to each and every child irrespective of caste, creed, race and gender. Right to education can be achieved if there is gender equality. Gender equality is important component of quality education.

Role of Teacher in bringing gender equality in textbooks:

A teacher plays a very important part in the early upbringing of the child and their ideas and beliefs can change the thought patterns of young students. Every action, attitudes, behaviour, perspective, approach, manner, outlook and mind set of a teacher will help to shape a child's personality in terms of gender role. It is the teacher who create learning environment by using multiple strategies and interventions to ensure gender equality or boys overpower the girls. She should be serious about the gender issue. So Pre-service training should prepare them for this issue so that they can be identify and counter gender bias in the textbooks and encourage their students to do the same.

Gender sensitive curricula and textbooks cannot do anything in the classroom if there is no gender equality education. They should themselves make the changes or create original gender sensitive teaching content. UNESCO has given the guidelines for the teachers that may help the teachers in bringing the gender equality.

- Make sure that males and females are shown equally in class materials.
- Make sure that the themes, subjects, and pictures used in class materials connect to the life experiences of both female and male students.
- Make sure that female and male students are not presented only in stereotypical ways.
- Make sure you use a balanced amount of materials written by male and female authors.

Include women and men as examples of experts or leaders:

Gender issues are prevailing in society in all areas of life including education. It is in the form of curriculum, textbooks, methodology and attitude of the teachers. To minimize these gender issues, there is need to change the mind sets of the young generation of society as well the teachers. This can be done if the knowledge given to them is gender biased free. Students prefer to study the textbooks. They have faith in textbooks. But lack of proper guidelines for curriculum and textbook development for gender mainstreaming are the reason for existing gender stereotype in these books. So the authors of the textbooks should be made aware of such a sensitive issue.

Check Your Progress:

Q.1 What is the role of text book in gender equality?

Q.2 What is the role of Teacher in bringing gender equality while teaching topics?

**1.8 GENDER ROLES AND RESPONSIBILITIES
ASSIGNED IN SCHOOLS AND CLASSROOMS**

Global researches glaringly reveal prevalent gender discrimination in educational settings. Girls in school perform more work inside the school than a boy does. Research has shown that teachers treat boys differently than girls; identifying them more readily and giving them more attention. Because of this, boys learned that they are valued and feel comfortable taking risks while girls feel that not much is expected of them and are not as confident in speaking out in the class.

Girls in school perform the work related to gardening, cleaning, decorations, book keeping, accounting etc and boys will perform physical work like shifting, painting, weight lifting, construction works, farming, administration etc.

Development of the curriculum to address gender inequality cannot happen in isolation from other aspects of schooling, particularly ways of teaching, learning and interaction within the classroom. Whatever the content of the curriculum, equity will not be achieved if girls are discouraged from speaking, if boys absorb a disproportionate amount of the teachers' energy, nor if the physical environment does not support equal access to education. International researches suggests that boys have a disproportionate share of contributions in whole class interaction due partly to their being selected by the teacher more frequently than girls, but also to their ability to create both positive and negative conditions which

attract teachers' attention and facilitate their participation and dominant position in classroom interaction. This dominant position of the boys provides them with an important learning experience, i.e. the confidence of being listened to and responded to within the public domain, thus stimulating them to participate more. Girls may thereby be unintentionally pushed out of the centre of the action, learning to expect a lower participation level than boys.

The differences in patterns of classroom interaction appear to be unrelated to the level of experience of the teachers concerned. Studies have found no difference in interaction patterns and the teachers' years of teaching experience. The gender of the teachers also appears not to exert any difference on patterns of classroom interaction. Teachers of all levels of experience tend to interact more with male students than with female students. However, previous training in classroom interaction strategies has been found to be significantly related to classroom behavior, with trained teachers more consistently providing an equitable classroom environment.

Some of the reasons why girls have learning problems include the low expectations of teachers regarding their intellectual abilities, coupled with a low level of feedback from teachers. In addition, some teachers say they enjoy teaching boys more than girls especially if the girls are seen as passive. Girls' low expectations of themselves contribute to the problem, as does a lack of female teachers in high-status subjects such as mathematics and science. Textbooks often reinforce the low expectations of women and girls, as do curriculum and examination materials, while the use of physical space in schools also marginalizes girls.

The curriculum is only as good as the teachers who deliver it. Despite extensive gender inequalities outside school, teachers can make a difference inside school. If teachers assume that a girl can learn mathematics, it will affect their approach to teaching girls and their expectations of what girls can achieve in their subject. The teachers are seen as facilitators of learning, rather than merely deliverers of knowledge, then they are obliged to ensure that all children learn.

Schools are important contexts for the socialization of young children's gender attitudes and behavior. Teachers and classmates shape children's gender attitudes and, in turn, gender differences in cognition and behavior. Unfortunately, teachers receive relatively little training in recognizing and combating gender stereotypes and prejudices their own and others and, as a consequence, teachers often model, expect, reinforce, and lay the foundation for gender differentiation among their pupils. Thus, most schools create and maintain rather than counteract traditional gender stereotypes, biases, and differences. However, educators who adopt a commitment to gender egalitarianism and thus promote cross-gender interaction, expose pupils to counter-stereotypic models, and discuss and teach challenges to gender stereotyping and harassment optimize their pupils' developmental outcomes.

Ten Ideas to promote gender equality in the classroom:

1. Ensure educational materials are free from gender stereotypes.
2. Challenge expectations of professions typically associated with a particular gender, for example include a female construction worker or soldier and a male secretary or nurse.
3. Avoid the term 'guys,' which may make female students feel excluded, use gender-neutral pronouns like 'everyone.'
4. Do not refer to stereotypical characteristics like 'boys don't cry' or 'girls don't fight' which limits understanding of gender roles.
5. Address phrases like 'you play like a girl' or 'man up,' and point out the gender implications of these statements and help find alternative phrasing.
6. Avoid segregating boys and girls into separate lines, separate sports activities and mix seating up in the classroom.
7. Ensure any educational materials used show genders in equal measure.
8. Mix boys and girls to work on projects together.
9. Explore gender concepts and roles from different communities.
10. Help students identify instances of gender bias, through awareness activities or historical events, laws and cultural changes.

Check Your Progress

Q.1 How classroom environment will affect on gender equality?

Q.2 What activities should be done in school for gender equality?

Q.3 What can be done to improve gender equality?

1.9 SAFETY OF GIRLS AND WOMEN

Safety of women in India is a vast topic now-a-days. We cannot say that women are safe in India by seeing the last few year crimes against women especially in the national capital. Women generally feel frightened while going alone outside to the home. It is a very sad reality of the country that its women citizens are living with fear all time. Personal safety of women has been the topic of importance for every Indian citizen. In order to

improve the condition regarding women safety in India, following are some points as tips for women safety:

Some Tips Regarding Women Safety:

- Self defense techniques are the first and foremost thing to which each and every woman must be aware of and get proper self-defense training for their safety. They must be aware of some effective defence techniques such as kicks to groin, blocking punches, etc.
- Generally most of the women are gifted with sixth sense which they must use whenever they become in some problem. They should at once avoid any situation which they feel bad for them.
- Escape and run is also a good way to reduce some risks of women whenever they become in problem. They should never go with any unknown person alone at some unknown places.
- Women must understand and feel their physical power and use accordingly. They never feel themselves weak than men and take some self defence training.
- They should be careful while communicating with someone on internet in the cyberspace.
- Pepper spray can also be proved as a useful self-defence tool however it has a drawback that some people cannot be harmed through it even after full-face spray. It may not stop the attacker so women should not depend on it completely and use other techniques also.
- They must have all the emergency numbers with them and whatsapp also if possible so that they can immediately tell to their family members and police.
- Women should be very conscious while driving the car and going to any trip. They must lock all the doors of car while travelling with own or private car.
- Women safety is a big social issue which needs to be solved urgently by the effort of all. It is inhibiting the growth and development of the country and most importantly hurting the half population of the country in all aspects (physically, mentally, and socially).

Safety of girls and women at school, home and workplace:

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.

Check Your Progress

Q.1 What safety measures should be taken in school for gender equality?

Q.2 Design some innovative activities for women safety in the school

1.10 SUCCESSFUL WOMEN IN INDIA

Indian women have always been a symbol of beauty, strength, and intelligence. Today the success of Indian women in various walks of life has proved that they have earned this reputation very well. If you look deeply, you will realize that some of the major contributors to Indian society have been the active participation of very focused and dedicated women. Women activists have been instrumental in changing many social evils and have been a shining ray of hope.

Medha Patkar:

Medha Patkar is a prominent social activist of our country who works on a variety of major political and economic issues that affect tribals, Dalits, farmers, labourers, and women in India who are victims of injustice. She is a founding member of the well-known Narmada Bachao Andolan(NBA), a movement to safeguard Gujarat's rivers and people. She as a human rights activist based her efforts on two fundamental tenets of the Indian constitution: the right to life and the right to livelihood.

Kiran Bedi:

Born in Punjab's holy city of Amritsar, Kiran Bedi is a social activist and the country's first female IPS officer. She has not only given her all to her department, but she has also given her all to a variety of social concerns. Kiran was the first Indian woman to be appointed as a Policy Advisor to the United Nations Secretary-General in the Department of Peacekeeping Operations.

Laxmi Agarwal:

Lakshmi Agarwal is an acid attack survivor as well as a fighter for acid attack victims' rights and a television host. She is an inspiration for all the Acid attack survivors to live their life with self-confidence and dreams. She is the director of the Chhanv Foundation, an NGO committed to assisting acid attack survivors in India. US First Lady Michelle Obama presented Laxmi with the International Women of Courage Award in 2014. She's also the face of Viva and Diva, a campaign encouraging all girls to focus on their inner beauty rather than their outward appearance.

Aruna Roy:

Aruna Roy is most recognised for her anti-corruption and government transparency activities. Aruna Roy has been at the forefront of several movements for poor and marginalised people's rights. The Right to Information, the Right to Work (the NREGA), and the Right to Food are among the most well-known of these.

Sunitha Krishnan:

Sunitha Krishnan is another well-known Indian social activist who has fought human trafficking and commercial sexual exploitation. Krishnan is the chief functionary and co-founder of Prajwala, an NGO that works to rescue, rehabilitate, and reintegrate sex-trafficked victims into society. She is a survivor of sexual violence.

Arundhati Roy:

Arundhati Roy is best known for her award-winning novel "The God of Small Things" (1997) and her activism in the environmental and human rights movements. She has fought against the Narmada dam project with activist Medha Patkar, claiming that the dam will evict half a million people with little or no compensation and will not offer the anticipated irrigation, drinking water, and other benefits. She is also a political activist involved in human rights and environmental causes.

Kriti Bharti:

Kriti Bharti is a social activist who advocates for the abolition of child marriage in India as well as women's social justice. She is the creator of the Saarthi Trust, an organisation dedicated to annulling child marriages, offering counselling to children and their families, and rehabilitating child marriage victims. She founded Saarthi Trust in 2011 as a result of her work with children in NGOs.

Vandana Shiva:

Vandana Shiva is an Indian scholar, environmental activist, food sovereignty advocate, ecofeminist, and anti-globalization author. Shiva is a Delhi-based author who has published over 20 books. Her activism in the anti-GMO campaign has earned her the moniker "Gandhi of grain."

She has spoken out for women's rights, environmental issues, and a variety of other social issues.

Manasi Pradhan:

Manasi Pradhan is an author and activist for women's rights in India. She is the originator of the Honour for Women National Campaign, a state-wide campaign in India dedicated to ending violence against women.

Saraswathi Gora:

Saraswathi Gora was an Indian social activist who campaigned against untouchability and the caste system for many years as the leader of the Atheist Centre. Saraswathi started pushing for devadasis marriages and the remarriage of widowed ladies in the year 1930.

1.11 CONCLUSION

The path to full gender equality in India is difficult but not impossible. We should be honest in our efforts and work on changing the social attitude towards women. For full gender equality in India, both men and women must work together and bring positive changes in society. Gender equality is a fundamental right which contributes to a healthy society filled with respectful relationships between one another.

Achieving gender equality in education means that boys and girls will have equal opportunities to realize their full human rights and contribute to and benefit from economic, social, cultural, and political development. Gender equality should be given more priority in the school curriculum and various activities should be included in the curriculum accordingly. If students are given proper education from childhood, the problem of inequality will never arise in future.

1.12 UNIT END EXERCISE

Questions for Discussion and Reflection:

1. Explain Gender Identity and socialization process.
2. Discuss the role of family, school, and organization in Gender identity.
3. Identify the discrimination of gender in classrooms and school and explain.
4. Discuss the role of curriculum and textbooks in challenging gender inequalities.
5. How do teachers contribute to gender differences?
6. How is gender related to culture?
7. How does gender inequality affect Education?
8. Role of teachers and parents to combat gender bias?

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CONTEMPORARY ISSUES IN GIRL'S EDUCATION

Unit Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Need for equity in social context
- 2.3 Sociological Theories
- 2.4 Factors of social context (Family, Health, Caste, Class, Child Marriage)
- 2.5 Gender inequality in schooling
- 2.6 Co-Educational schools : Concept and Significance
- 2.7 Conclusion
- 2.8 Study questions
- 2.9 References

2.0 OBJECTIVES

- 1) To enable students to analyse the concept of gender from the sociological perspective.
- 2) To understand the influence of social institutions (family, health, caste, class, child marriage) on inclusive and gender identity.
- 3) To examine the role of schools, peers, teachers, curriculum etc. in challenging inclusion and gender inequalities/reinforcing gender parity.
- 4) To enable students to critically analyse the role of textbooks in fostering gender equality.
- 5) To enable students to understand the importance of promoting gender equality and gender equity.

2.1 INTRODUCTION

Education is a product as well as a process. The aim of it is to develop potency and wisdom in the life of people. Equal rights and opportunities, financial decision making freedom and equal access of the resources for everyone (male, female, transgender, etc.) helps in fulfillment of their potential to the optimum level in a democratic ways. Gender inequality creates impediment in human process hence, equity is a must for peaceful, prosperous, harmonious and sustainable development of the nation. Equality does not mean that women and men will become the same or

encroach space of each other but that both their responsibilities and development will not depend on whether they are born male or female.

It is important to understand gender inequalities with respect to various dimensions, these include, education, health, employment or pay. Every day, girl and third gender face several challenges in their life and reason for this can be end number like poverty, cultural norms & practices, poor infrastructure, violence and fragility. The term 'Gender Equality' narrates the equal valuing of the different roles assumed by men and women. The vision of equity with equality strives to overcome stereotype barriers and prejudices so both men and women are capable of equally reaping benefits and contributing towards social, political, cultural and economic developments within society. When men and women enjoy equality, the direct outcome is an instant and stable growth in economy. The educated and healthy women in a society are more supportive and accommodating towards their families.

Gender Equality- An Established Human Right:

“Women constitute roughly half the human population but are relatively marginalized compared with their male counterparts.

The gender equality has been accepted and acknowledged as human rights' principles since the adoption of charter of United Nations in 1945. Most of the international agreements such as 'The Millennium Development Goals (2032)' and 'The World Conference on Human Rights (1993) have highlighted and stressed the grave need for nations to take appropriate actions against such discriminatory practices.

About three decades ago, the adult male literacy rate in India was almost twice that for adult females. While this gap has narrowed substantially over the years, adult male literacy rate still surpasses the adult female literacy rate by 17 percentage points.

As per the World Economic Forum's gender gap ranking, India stands at rank 108 out of 149 countries. This rank is a major concern as it highlights the immense gap in opportunities in women with comparison to men. In Indian society from a long time back, the social structure has been such that the women are neglected in many areas like education, health, decision-making areas, financial independence, etc.

2.2 NEED FOR EQUITY IN SOCIAL CONTEXT

To have a pluralistic and egalitarian society, where well-being for all is being nurtured, both genders has been endowed with own unique capabilities by nature. Gender equity is needed to empower the marginalized to have a sound and healthy society. It will bring social justice to all. It is a normative framework for educational reform to reduce the dropouts rates. Vision is to have:



Social Context:

“Empowerment of women leads to development of a good family, good society and, ultimately, a good nation. When the woman is happy, the home is happy. When the home is happy, the society is happy and when the society is happy the state is happy and when the state is happy there will be peace in the country and it will develop at greater pace”

Dr. A.P.J.Abdul Kalam On The Issue Of Women Empowerment.

Social context refers to the specific setting in which cordial social interaction takes place. It often includes unique meaning and interpretations assigned by people within the given group. Ensuring that all girls and young women receive a quality education is their human right, a global development priority, and a strategic priority for the World Bank.

Key Issues Affecting Girls and Women Around the World:

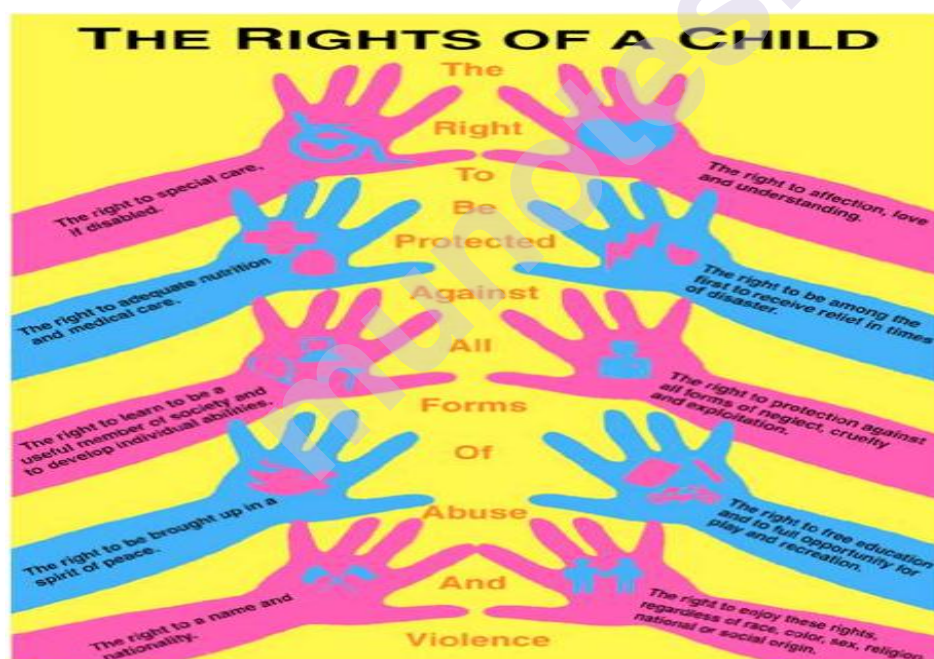


- I. Access to Education
- II. Poverty
- III. Sociocultural aspects
- IV. Employment Opportunities
- V. Reproductive Health & Rights

- VI. Maternal and mental Health
- VII. Gender-based Violence
- VIII. Child Marriage
- IX. Female Genital Mutilation
- X. Water & Sanitation
- XI. Gender Equality

Poverty:

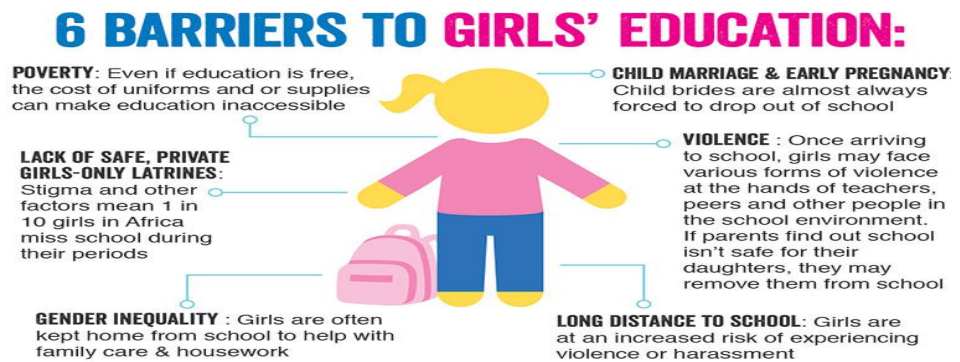
Poverty is one of the most important challenging factors for determining whether a girl can access and complete her education. Studies consistently reinforce that girls who face multiple disadvantages — such as low family income, living in remote or undeserved locations or who have a disability or belong to a minority eth-no-linguistic group — are farthest behind in terms of access to and completion of education. In large family, where number of dependents are more usually compel child to earn which denies to access the resources for better life due to financial issues in their later life.



Violence:

Verbal abuse, physical abuse, sexual harassment, discriminatory treatment, rape, acid attacks, female foeticide and female infanticide, child trafficking, domestic violence and neglect. The experiencing of these acts on the part of girls and women, have an adverse and long lasting effect upon their physical as well as psycho-sociological health. Violence also prevents girls from accessing and completing education – often girls are forced to walk long distances to school placing them at an increased risk of violence and many experience violence while at school. Most recent

data estimates that approximately 60 million girls are sexually assaulted on their way to or at school every year.



2.3 SOCIOLOGICAL THEORIES

I. Functionalist Perspective of Gender:

This theory propagated by Emile Durkheim, suggested that gender roles maximize social efficiency and help society to remain stable. Society is a complex interplay of persons and relationships so each individual is a respected and responsible one.

II. Conflict Theory:

This theory originated from the work of Karl Marx capital theory. According to him, "To emancipation of women will only be possible when women can take part in production on a large social scale, and domestic work no longer claims but an insignificant amount of her time."

III. Symbolic Interaction Theory:

It states that, social interaction is dynamic in nature. The behaviour serves to separate the both gender then the connect them at the level of power and prestige. The most powerful gender became the dominant in the interaction.

IV. Feminist Sociological Theory:

Promotes the voices of women at different front due to gender oppressiveness present in the society. Their own contribution to bring change in the stature of the womanhood is main aim of discussion.

2.4. FACTORS OF SOCIAL CONTEXT (FAMILY, HEALTH, CASTE, CLASS, CHILD MARRIAGE)

Girls and boys see gender inequality in their homes and communities every day. It is the unfair treatment, either by conscious or unconscious ways. It may be manifested in ways that are subtle or obvious. The discriminatory treatment among girls is depicted in number of aspects. These are, acquisition of education, attainment of employment opportunities, empowerment opportunities, deprivation in right to

property, deprivation from having a say in the decision making matters, deprivation from expressing their viewpoints and perspectives, discouraged from participation in social, economic, cultural and political activities.

2.4.1 Gender Issues In Homes:

Home is the basic unit of social structure. Family has a direct influence on the child's gender identity as it is a very dominant agent in the life of a child. Setting the norms, assignment of tasks, modelling of behaviour and rewards vs punishments are the ways to reinforce the gender role by the members of society. In a family, women are deprived of the decision-making power, while the men are termed the head of the family(patriarchal in nature). A woman is restricted to being the caretaker of the family with little or no rights whatsoever. Early marriages and marriage of minor girls is common among many caste and culture in India. Health of the women is also neglected often due to gender biasness they suffer at home.

Parents may assume unequal responsibility for household work, with mothers bearing the brunt of care giving and chores. The majority of low-skilled and underpaid community health workers who attend to children are also women, with limited opportunity for professional growth.

Gender awareness in parents can be developed by:

- School-parent partnership needs to be strengthened to identify gender issues in homes.
- Promoting girl education in rural areas. NGOs awareness training and counseling. It is important that children should grow up seeing women in their homes being respected by the men in the family.
- Sensitive approach of a female towards the others are equally important factor to bring harmony in family, as it is proved by concrete data i.e. women are creating more distress for another women then the men.
- Orientation session for the parents through case studies, role play in the rural areas can bring change.
- Role of social media is immense, hence positive politeness based social message should reach to remotest place.
- Parents needs to be educated and sensitized.

2.4.2 Health:

The child sex ratio shows a negative trend and causes serious concern to anthropologists, population scientists, policy makers and planners. Low sex ratio trend in India is due to large scale practice of female foeticide and female infanticide.

“Health is wealth”, a very famous proverb which is so appropriate for the well being of a child. The health of women and girls is of particular concern because, in many societies, they are disadvantaged by discrimination rooted in sociocultural factors. Multiple pregnancies for the male child affects the health of women adversely but they are not have right to take call about it. Abortion of female foetus not only deteriorate the physical health but mental scar remains forever. Several study has been conducted to prove the validity of the study about health and nutrition play significant role in offspring health (underweight, pre-mature babies) and quality of life. Educated women understand the importance of health and hygiene and take better decision and care about self. They can have autonomy to access the resources for better living. Malnutrition in girls, leads future mother with poor health and children may be more susceptible to infections and diseases. A physical weak student cannot give its best which indicates a loss of human resource.

Impact of Diet:

Health and nutrition play an important role in the wellbeing of an individual. Proper diet provides sufficient calories and micro-nutrients, which is essential for physical, mental growth of the child and for successful pregnancy. Infant mortality rate is an important index of the level of socioeconomic development and quality of life. It is a sensitive indicator of the availability, utilization and effectiveness of the healthcare particularly perinatal care. Poor maternal health results in low birth weight and premature babies.

Strategies to support:

Well formulated policies, strict laws with the involvement of all stakeholder to bridge the gap should be initiated to have better healthy resources. Role of digital and social media is crucial to create awareness, especially in rural areas. In the curriculum, emphasis on balanced diet, exercises, mindful activities, recreation should be given. The girls should be given equal rights and opportunities regarding acquisition of education, health care facilities, medical facilities, diet and nutrition

2.4.3 Caste:

Male in all community, usually having superseding status on their female counter part .Cast is an important institution in Indian culture to maintain the social order. It is deeply rooted in the Hinduism belief in karma and reincarnation ,divides into four main categories – Brahmin s, Kshatriya s, Vaishyas and the Shudras based on who they were in their past life and what family heir line they come from .Historical perspective is important to understand the relation of caste. To understand the impact of caste in relation to gender, there is need to understand the historical background of it. The ‘Purushasukta hymns’ of the tenth mandala in the Rig-Veda exemplify patriarchy. The Niyoga practice permitted a man to marry his brother’s widow. The Manusmiriti codifies rules for men and women of different varnas and is based on patriarchal values. Caste based disparity includes any kind of verbal or physical force, coercion or life threatening

deprivation which may cause the physical or psychological harm, humiliation or deprivation.

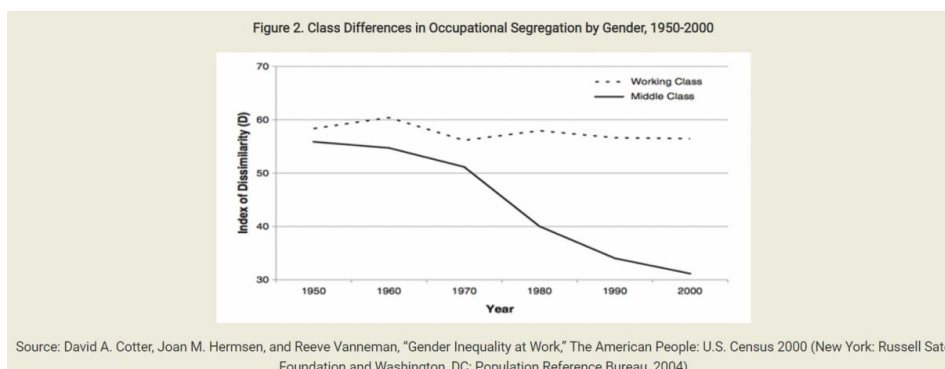
The chastity of women is strongly related to caste status. Generally, the higher ranking the caste, the more sexual control its women are expected to exhibit. Women in upper caste societies live their lives largely within the familial parameters. Women play the key role in maintaining the sanctity and purity of the home. Women of upper caste, in relation to their men occupy a lowly position.

Women of low caste constitute the most vulnerable section of Indian society. Lower caste women too have codes to uphold. Their marriages are too negotiated by their male kinsmen. Women in low caste society generally go out to work and contribute to family income. Lower caste women are victims of both caste discrimination and gender discrimination. Lower caste women are sexually exploited by powerful upper caste men owning land. It is difficult for low caste men to protect their women against the lust and desire of their upper caste master.

2.4.4 Class:

Class and gender give rise to significant differences in objective and subjective job quality. Gender inequality is the social phenomenon in which men and women are not treated equally. The treatment may arise from distinctions regarding biology, psychology, or cultural norms prevalent in the society. Some of these distinctions are empirically grounded, while others appear to be social constructs. Social inequality results from a society organized by hierarchies of class, race, and gender that unequally distributes access to resources and rights.

In modern Western societies, inequalities are often broadly classified into three major divisions of social class: upper class, middle class, and lower class. Each of these classes can be further subdivided into smaller classes (e.g. "upper middle"). Members of different classes have varied access to financial resources, which affects their placement in the social stratification system.



Class based families include the lower class who are the poor in the society. They have limited opportunities. Working class are those people in blue-collar jobs and usually, affects the economic level of a nation. The Middle classes are those who rely mostly on employment. The upper

middle class are professionals who are strong because of economic resources and supportive institutions. Additionally, the upper class usually are the wealthy families who have economic power due to accumulative wealth from families.

Women's participation in work has been increasing globally, but women are still faced with wage discrepancies and differences compared to what men earn. This is true globally even in the agricultural and rural sector in developed as well as developing countries.

2.4.5 Child Marriage:

Child Marriage is also a critical challenge. Girls who marry young are much more likely to drop out of school, complete fewer years of education than their peers who marry later. They are also more likely to have children at a young age and are exposed to higher levels of violence perpetrated by their partner. Marriage before the age of 21 is a fundamental violation of human rights. Poverty, caste, customs (for e.g., celebration of Manjal Neerattu Vizha is a turmeric bathing ceremony celebrated by women for nine days. It acknowledges a girl's coming-of-age when she gets her first period.) and illiteracy are the major factors behind putting child at risk of early marriage. Many families perform early marriage of their child as responsibility to complete this as a task so that social stigma of late marriage can be averted or child will be protected by kidnapping, trafficking. It often bring in adverse consequences like anemia, reproductive tract infections, uterine prolapses and urinary incontinence. Family honor, social traditions or religious laws that condone this practice due to lack in an inadequate legislative framework and the state of a country's civil registration system. In turn, this affects the education and health of their children, as well as their ability to earn a living. Indeed, girls with secondary schooling are up to six times more likely to marry as those children with little or no education. According to a recent report, more than 41,000 girls under the age of 18 marry every day.

Marry young = stay poor = low life span = exploitation = uneducated = dependent

An estimated 140 million girls has become child brides between 2011 and 2020. To stop this practice many state like Haryana has started the program "Apni Beti Apna Dhan (ABAD). Bihar and Jharkhand have the Mukhya Mantri Laxmi Ladli Yojana to empower the girl child.

Check your Progress:

1. Explain the concept of gender from the sociological point of view.

2. 'The effects of gender bias are evident when one considers the health and nutrition of women. Comment.

3. Elucidate the cause of child marriage. How can this social evil be addresses?

4. How caste and class have a bearing on gender socialization?

2.5 GENDER INEQUALITY IN SCHOOLING

In the past, individuals possessed this viewpoint that male members of the family should be educated. When the males would acquire education, they would render a significant contribution in promoting goodwill and well-being of their families through attainment of employment opportunities. But, in the present existence, in urban as well as in rural communities, individuals and communities have brought about changes in their viewpoints and perspectives and are encouraging girls as well towards acquisition of education.

Education can play a key role in challenging gender based violence and transforming patriarchal societies into ones that value equality, inclusion and justice. Gender bias within schools and classrooms may also reinforce messages that affect girls' ambitions, their own perceptions of their roles in society, and produce labor market engagement disparities and occupational segregation. When gender stereotypes are communicated through the design of school and classroom learning environments or through the behavior of faculty, staff, and peers in a child's school, it goes on to have sustained impact on academic performance and choice of field of study.

Educational setup can bridge the gap of disparity through detailing of these three components:

- **Rights to education:** helps in understanding the ratio of admitted learners, dropouts ad quality.
- **Rights within education:** gives the information about discriminating factors.
- **Rights through education:** Educational institutions approach towards curbing the stereotype about gender disparity and promotion to remove the barriers for quality with equality for better outcome.



School Infrastructure:

The school infrastructure is regarded as significant in the formation of suitable and amiable learning environment and in the pursuance of academic goals. With the availability of adequate infrastructural facilities, the members of the educational institutions are able to carry out their job duties in a well-organized manner. Furthermore, the students are also able to feel pleasurable within the school environment and get motivated towards their studies. Due to lack of appropriate infrastructural facilities, the students usually drop out, before their educational skills are honed. This applies particularly to the girls. The important infrastructural facilities in schools that are essential to enhance the system of education are, furniture, equipment, materials, technologies, restrooms, civic amenities, transportation facilities, playgrounds, classrooms, library facilities, laboratories and overall school environmental conditions.

Organization:

In educational institutions, gender inequality has been experienced. Many girl student receive less support than boys to pursue the studies they choose. This happens for a variety of reasons: The safety, hygiene and sanitation needs of girls may be neglected, barring them from regularly attending class. Discriminatory teaching practices and education materials also produce gender gaps in learning and skills development. As a result, nearly 1 in 4 girls between the ages of 15 and 19 are neither employed nor in education or training - compared to 1 in 10 boys.

In rural communities, this problem has been more severe as compared to urban communities.

The main problems facing their education are:

1. Development of immorality;
2. Suitable Curriculum need for the education of girls;
3. Lack of social consciousness among women;
4. Scarcity of lady teachers;

5. Lack of proper physical facilities;
6. Unwillingness of lady teachers to serve in rural areas;
7. Financial difficulties;
8. Problem of transport;
9. Problem of wastage and stagnation;
10. Problem of co-education;
11. Lack of enthusiasm and interest of the officials in charge of education

Boys and girls are disciplined differently in schools. Corporal punishment are reserved for boys. Calling by the sir name to the boys and girls by their first name is very obvious. Same sex staff are for discipline and counselling. Sexual harassment are generally ignored.

Staffing:

Primary teachers are mostly female, preferences for male headmaster in high schools are very common, women teachers are considered not fit for controlling boys or managerial tasks.

The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men.

Gender Sensitivity among Teachers:

Teachers play a very crucial role in the nurturing of a child. Their idea and beliefs can change the thought processes of young children. Children in the formative years easily nurture values and virtues taught to them. Gender sensitivity training should be mandatory for teachers. The training will enable them to disseminate the desirable attitude based on mutual respect and trust between girls and boys.

- They take responsibility for improving their practice.
- They see setbacks and feedback as an opportunity to learn and grow their skills.
- They actively seek learning opportunities and new challenges.
- They have positive and high expectations of their students.

We all know that the teachers sometimes “inadvertently” make disparaging remarks about capabilities or characteristics of either gender, so we need to cope with knowledge, attitude, skills and methodologies that promote gender equality.

Gender-equitable education systems can contribute to reductions in school-related gender-based violence and harmful practices, including child marriage and female genital mutilation. Gender-equitable education systems help keep both girls and boys in school, building prosperity for entire country

Gender Sensitive Classrooms:

Classrooms need to be gender sensitive. The imbalance in attention accorded to girls and boys in the classroom, coupled with the quality and quantity of interaction, resulting the lowering the self esteem and levels of achievement. We have to take care of few do's and don't for making classroom interaction gender sensitive.

- Encourage both males and females to be class leaders (perhaps one of each sex). Appoint two monitors in each classroom, a boy and a girl
- Address and call on girls and boys equally. Do not segregate boys and girls in the classroom in primary classes
- Make mixes groups for group activities and games
- Try to 'switch role' for breaking down gender barriers and stereotyping of gender roles
- Make both boys and girls share activities like cleaning, moving furniture, to the chalkboard during a lesson.
- Plan and conduct activities that give opportunity to all children accepting one another as equals.

Gender Sensitivity in Curriculum and Text:

Academic contents with lessons on gender sensitivity and moral traditions will unconsciously mould the character of the tender mind. It is time to transform all text reading materials and books which should be free of notion of gender equality as bias is embedded in textbooks. In this connection, our government has started taking initiatives regarding gender concerns have been included in the curriculum and in the textbooks drawn up by the National Council of Educational Research and Training (NCERT). Textbooks contain instances of gender bias. Bailey (1992) found that textbooks portray fewer women than men as developers of history or initiators of events.

Strategies:





- Change in curriculum/hidden curriculum is must to provide equal platform for all genders in an inclusive setup. Technology and economics can be compulsory, physical education and sex education to be taught in mixed groups. Science and technology should be feminist in nature.
- Educational material should be non-biased. Govt. Should take initiatives towards no tolerance towards gender biasness in

curriculum, educational material, textbooks and day-to-day school practices through equality in school programmes.

- Author and content developers should be gender sensitive and do social justice to all. They should create awareness by using different examples to explain its importance.
- The curriculum must cut gender barriers.
- The curriculum must foster gender empowerment.

Gender bias in Content

- **Subject image**
 - **Feminine:** Home science, cookery, typing, biology, nursing
 - **Masculine:** Physics, chemistry, maths, woodwork
- **Thematic content**
 - Invisible women
 - Unequal or inadequate representation of women
 - More importance to males, men, or boys.
- **Gender stereotypes**
 - Role stereotyping
 - Character stereotyping
 - Polarization of 'male' and 'female' characteristics

GENDER INEQUALITY IN TEXTBOOK



In this visualization, Stereotype situation is quite visible, where a boy is shown as having ambitions towards future profession, but at the same time girl's future plan is to be a baby producer.

Is such type of discrimination appropriate?

Gender stereotypes about occupational and domestic roles	Gender difference in games
<p>Identify</p> <p>Driver, Doctor, Teacher, Carpenter, Farmer, Nurse, Cook, Pilot, Policeman, Postman, Soldier, Tailor</p> <p><small>Competency: Draw the words relating to occupation. (5.4) Note to the teacher: Show the pictures related to different occupations and their related places.</small></p>	<p>Match me</p> <p>Hockey, Cricket, Football, Carrom, Tennis, Chess</p> <p><small>Competency: Draw the words relating to games. (5.4) Note to the teacher: Show the pictures of the games and their places.</small></p>

2006	2019
<p>2019</p> <p>2.3 Let's Speak</p> <p>a. Look at the pictures and say 2 - 3 lines about them.</p>	

15 It's Time for Play!

Hop Scotch

Football

Drawing and Painting

Making toys with clay

Pebble game

72



Language

Generic use of terms:

'Man' 'he'=both sexes
 Men'= 'people' or 'human'--e.g..
 'ascent of man', 'evolution of man'
 'He' =Doctor, Leader, and Child etc
 'She'=Nursery teacher, Nurse,
 Housekeeper.

Common phrases:
 'Pioneers moved west
 taking their wives and
 children'



Derogatory representation
 Women are presented as
 objects of sex.




Men of science



Farmer and his wife





Illustration

Men are figured predominantly than women;





Pictures of workers are usually of men;

Pictures of professionals or high earning persons are of men only,

Drawing of men and women together show men as prominent

Line drawings of hands are male in technical books, and female in domestic science or needle workbooks;

Background images- female typist in office scene, nurses in hospital.

School life is indeed the most beautiful and memorable part of our lives. It's the school that helps an individual in making an impact in life, which is not just related to academics but also the environment which helps in behavioral and mental development. As such, studying in a single-gender school or a co-ed school has a massive impact on our lives and the kind of people we grow up to be.

School hierarchy should be divided more equally between men and women. Seating arrangement can be mixed. Learning, games can be in mixed team.

- Care should be taken to include gender-neutral language.
- Language textbooks must be compiled mindfully so that both male and female authors are sufficiently represented.
- Textbook should avoid stereotypes in depict the career.
- Textbook should have equal participatory approach.
- Gender Equity movement in school (GEMS) should be encouraged.

Check your Progress:

1. How can the curriculum promote gender equality and gender equity?

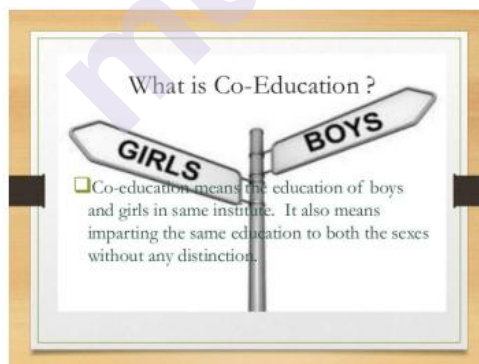
2. 'Textbooks plays a significant role in promoting gender equality and gender equity'. Illustrate with examples.

3. Elucidate the role played by educational institutions in ensuring gender equity.

4. Elaborate the role of teachers in promoting gender equality and gender equity.

5. What guidelines need to be borne in mind to ensure that textbooks help in gender empowerment?

2.6 CO-EDUCATIONAL SCHOOLS : CONCEPT AND SIGNIFICANCE



Co-education (co-ed) refers to the integrated education system, where the education of both gender are arranged in the same environment, mainly at schools, colleges and universities.

Importance of Co-education:

Co-education refers to providing education to both girls and boys together, without any discrimination (specifically gender discrimination). The education system plays a very important role in making the world a better place to live in the most civilized way. In this education system, Co-education system also know as “mixed sex education” has its own advantages and disadvantages.

Gender sensitization promotes equality for men and women by allowing men and women to view what is stereotypical of and reasonable for their gender. The concept of gender sensitivity is a way to reduce the barriers caused due to discrimination and gender bias. Creating the right kind of gender-sensitive environment leads to mutual respect regardless of their gender. Common set of rules for both stops bullying and labelling.

Advantages of Co -Education System	Disadvantages of Co -Education System
Develops mutual respect	Chances of distractions could be more
Helps to overcome the fear of opposite gender	Unethical activities
Healthy competition	More involvement in personal feelings
Develops self-esteem among the genders	Unwanted arguments and issues can create an unhealthy environment
Encourages the survival in future	Reduces the options for schools or colleges for the genders
Character enhancement	Governance is harder
No space for discrimination	
Resource handling	
Promotes a controlled environment	
More effective in recruiting of teachers	
Social skills can be enhanced.	
Eliminates curiosity towards the other gender	

Significant:

Co-education provides a more realistic way of training young people to take their places naturally in the wider community of men and women. It helps to break down gender misconceptions and provides an excellent foundation for the development of realistic, meaningful and lasting relationships in later life.

Implications of co-education system:

There are both advantages as well as disadvantages for any kind of education system including the co-education system. Good social environment will nurture the positives of society and help in dealing with the negatives in a dignified manner.

Mindset of teachers:

Mindset changes are all about emotions and feelings. When feelings are channelized in the right direction, a certain amount of mindset change can

really occur and this will obviously trigger positive changes in the entire ecosystem. One is obviously in it for the long haul. In India also if we give more importance to teachers of primary classes and appoint well-qualified people there will be a very good development. To change the mindset of a teacher we have to infuse confidence in them.

According to CEDAW, the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women constitutes the main challenge to identify new education policies.

The Global Campaign for Education works for the full integration of gender equality in its policy frameworks, planning processes and political engagement.

2.7 CONCLUSION

Girls' education is the way to achieve real development in the developing world as is proven by the developed world. It refers to the provision of the girl child in society to access education and the educational facilities she requires without any discrimination against them.

Women in top positions

The strategy: Encourage the girls to enter the field that enable a person to reach top positions.

But ? Increased academic achievements of and employment opportunities for middle class or upper caste women have little to improve the position of working class and other socially marginalized women.



Female illiteracy in India is a crucial problem in today's world. In order to fully understand this problem, it is important to see what is causing the illiteracy, the effects of it and what has been happening to solve this problem. The culture and economic causes of this problem, like gender biases and inadequate money lead to drastic effects such as female infanticide and a sex ratio.

Governments and societies around the world strive to improve their education systems and ensure that all children and youths have the

opportunity to go to school and acquire the knowledge and skills they need to lead healthy and productive lives.

Key inputs to the education system, such as curricula, teachers, and education infrastructure, help to improve the quality of education. The Sustainable Development Goals, which are defined by the United Nations and scope the development agenda for all countries in the world, require countries to “build and upgrade education facilities that are child, disability and gender sensitive, and provide safe, non-violent, inclusive, and effective learning environments for all.

There have been formulation of programs and schemes, which have the major objective of generating awareness among the individuals, belonging to all categories, backgrounds and communities to treat girls and women with respect and make provision of equal rights and opportunities to them. When the individuals and communities will provide equal rights and opportunities to the girls, then it would not only promote their effective growth and development, but also well-being of the communities and the entire nation. The factors that influence the attainment of education are, socioeconomic factors, accessibility to learning materials and resources, time devoted towards formal learning activities and cultural viewpoints regarding the education of girls.

Furthermore, there have been initiation of programs and schemes that promote education among women. These are, The Right of Children to Free and Compulsory Education (RTE) Act, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Kasturba Gandhi Balika Vidyalaya (KGBV). When the girls are encouraged for getting enrolled in schools and acquisition of education, it is vital for them to receive support and encouragement from their family members. In other words, it is necessary for them to be efficiently prepared for pursuing their academic goals. Apart from support and encouragement, it is vital for the parents to ensure that they provide their children with educational resources and take care of their well-being to enable them achieve academic goals. Furthermore, in schools there should be formation of a suitable learning environment, with infrastructure, resources and facilities, which would encourage the enrolment and retention of students.

Awareness to educators:

Department of education should provide mandatory gender-equity resource modules to in-service teachers, and gender bias needs to be addressed with all pre-service teachers.

Educators need to be made aware of the bias they are reinforcing in their students through socialization messages, inequitable division of special education services, gender biased texts. Gender responsive pedagogy helps in creating a conducive environment.

2.8 STUDY QUESTIONS

1. Discuss the relation between caste and gender.
2. Critically examine the role of women in caste based society.
3. Discuss the association between the chastity of women and caste status.
4. 'CO-Education is an important agent of gender socialization. Comment.

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STRATEGIES AND PROGRAMMES ON GIRL'S EDUCATION

Unit Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Mahila Samakshya, Kasturba Gandhi Balika Vidyalaya
- 3.3 Girl's Education in SSA, DPEP
- 3.4 Role of NGO's and Community for gender equality in education
- 3.5 Conclusion
- 3.6 Study Questions
- 3.7 References

3.0 OBJECTIVES

1. To enable the students to understand the importance of education for women.
2. To help the students to understand the strategies and programmes on girl's education.
3. To enable students to understand the importance of Mahila Samakshya and Kasturba Gandhi Balika Vidyalaya.
4. To enable students to analyse the objectives of girl's education in SSA, DPEP.
5. To enable students to understand the importance of the role of NGO's and Community for gender equality in education.

3.1 INTRODUCTION

“Education is the most powerful weapon which you can use to change the world.” UNESCO slogan.

Gender equality and empowerment of women are human rights. The Universal Declaration of Human rights emphasizes the equality of all human beings without distinction of colour, sex, language, religion, political, social and national origin. Women play a pertinent role in the progress of a man and family. Education plays a vital role in the development of every nation, therefore, there is a premium on both quantity and quality of education. India is the second largest education system in the world.

When a girl is educated and stands on her feet, then definitely she is independent to take her own decisions and fight against the injustice. In

this chapter, we have discussed the different strategies and programmes on girl's education.

Swami Vivekanand has rightly said that the country and the nation which does not respect women will never become great now and nor will ever in future and in pursuit of making India a great nation, let us work towards giving women their much deserved status.

3.2 MAHILA SAMAKSHYA

The Mahila Samakshya programme was implemented in 1989 in the guidance and motivation of the New Education Policy (1986). The programme was totally based on the education and empowerment of women in rural areas, particularly for women who belongs to socially and economically marginalized groups. The National Education Policy in 1986, acknowledged that the empowerment of women could be possible by the participation of girls and women in the education process. The main aim was to achieve the goals of the New Education Policy and the programme of action.

The Mahila Samakshya programme was an initiative taken by the Department of Education of Central government means Government of India, with the aim to improve the status of the women in the village/rural areas particularly belonging to marginalized groups.

This programme was initially implemented in nine states namely Andhra Pradesh, Assam, Bihar, Kerala, Gujarat, Uttarakhand, Uttar Pradesh, Jharkhand and Karnataka. This Mahila Samakshya is a registered society which is controlled and funded by the MHRD and work in close association with the state government. It is an autonomous body and each state has set different goals for the empowerment of women depending on the needs of the state. Here, the main aim of the programme is to develop a bridge between NGO and the Government.

Objectives of the Programme:

1. To enhance self-esteem and self-confidence of women.
2. To develop ability to think critically
3. To build a positive image of women by identifying their contribution to the society, economy and policy of our country.
4. Fostering decision making and action through collective processes.
5. To enable women to make informed choices in areas like education, health, employment.
6. To provide them information, knowledge and skill for economic development.
7. To ensure them for equal participation in developmental process.

8. To enhancing them the access to legal literacy, information relating to their rights in society with a view to enhance their participation equally in all areas.

Areas on which Mahila Samakshya works:

Basically the Mahilla Samakshya programme launched for the development of women aimed to work on the following areas:

1. Creating gender awareness
2. Economic development
3. Health action
4. Developing organizational capacities within sanghas and federations
5. Networking with government and other agencies for economic empowerment
6. Women's issues that include legal awareness and violence against women.
7. Education which stresses the education of adolescents and is the main strength of the programme.
8. Political participation and so on.

The Mahila Samakshya programme has adopted the best thing from Government and Non-Government area which has given rise to a flexible and vibrant structure. The programme is continuing to evolve more innovative based on experience and understanding. The strategies of the programme are continuously reviewed and developed so Mahila Samakshya Sanghas become independent. Therefore it is kept in mind that the procedure, plans and budgets for the programme are always be simple.

Universally, the Mahila Samakshya Programme has proved to be very beneficial in improving women and more than two lakhs women and organizations are being benefited from the programme launched by the government. The involvement of people other than the government had made this programme successful.

Mahila Samakshya is a women's movement which has transformed the lives of women in 1400 villages in 60 districts of nine states of India. It was started as an awareness programme by the Ministry of HRD in pursuance of the National Policy on Education 1986 as it was updated in 1992. Today it has entered in the area of education health, human rights and governance with the objective of creating a gender just society. The Mahila Sangha which are giving main importance to progress, run scholls, banks, markets, dispensaries and participate in Panchayat Raj institutions. The "Nari Adalats" first started by Gujarat have been adopted by all Mahila Samakshya (MS) states and are emerging as credible alternative easily accessible not only to sangha women but to the community at large.

The Mahila Samakshya strategy has been adopted by other state also such as Haryana where women agitated successfully against alcoholism, in Himachal Pradesh where they demonstrated against polygamy and in Tamil Nadu where they protested against the Devadasis. They have also taken up issues such as dowry, violence against women, infanticide, foetus deaths, child labour, 'Didi-banks', 'Kishori Sanghas', 'Jago Behna', etc programme of the Mahila Samakshay.

The programme has helped in generating a demand for literacy, increased women recognition in the family, society and the community, given women the strength and determination to demand accountability and transparency from the government. Here, education is playing an instrumental agent for the basic change in the status of women. Definitely, the National system will play a positive interventionist role in the empowerment of women. It will develop new values through re-designed curricula, text-books, training and orientation of teachers, decision makers and administrators, the active involvement of educational institutions.

KASTURBA GANDHI BALIKA VIDYALAYA:

The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme was launched by the Government of India in August 2004. It is a residential girl's secondary school run by government of India for the weaker sections in India. The plan was integrated with Sarva Shikshan Abhiyan programme to provide educational facilities for girl's belonging to scheduled castes, scheduled tribes, other backward classes, minority communities and families below the poverty line in educationally backward blocks.

The scheme has been implemented in 28 states and Union Territories. Total 2578 Kasturba Gandhi Balika Vidyalaya was sanctioned by the government of India. Out of these, 427 KGBV's have been sanctioned in Muslim related blocks, whereas 612 in ST blocks, 668 in SC blocks and 750 residential schools have been opened in educational backward blocks.

Gender disparities still persist in rural areas and among disadvantaged communities. Looking at enrolment trends, still remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels.

The objective of KGBV is to ensure that quality education is feasible and accessible to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level.

The scheme is implemented by State Governments through the Mahila Samakshya (MS) society in MS states and through the Sarva Shikshan Abhiyan society in case of other states. In this scheme funds are released as per SSA pattern to the State SSA societies. It is also stated that the monitoring and evaluation at the State and district level is undertaken by the MS State Resource Centres and in Non-MS States through the committee created for the National programme for Education of Girls at the Elementary level in the SSA society. For Kasturba Gandhi Balika Vidyalaya residential school training for teachers and staff is coordinated

by the District Institutes of educational Training Block Resource Centres and Mahila Samakshya Resource Groups.

Financial Norms under KGBV:

1. It is explained that pattern of the Central Government and State Government/UT's (Union Territory) for the KGBV Scheme will be the same as per the Sarva Shikshan Abhiyan as it is a component of SSA with effect from 1st April 2007.
2. The SSA Society shall ensure convergence of KGBV with National Programme for Education of Girl's at Elementary Level (NPEGEL) and Mahila Samakshay Programme. It ensures that funds allocated are used properly.
3. The government of India would directly release funds to the SSA State Implementation Society. Then funds will be released to the MS Society wherever applicable.
4. The State society should open a separate saving bank account for operating the funds of KGBV.

From the preceding section, it is obvious that major progress had been taken by the government in ensuring higher enrolment in schools and bridging the gender gap in education through targeted policy programme.

Institutional Arrangement:

There are 3451 Educationally backward Blocks in the country and 3609 KGBV's have been sanctioned. Initially KGBV's were opened in rented or available government buildings. Later on suitable building can be constructed to accommodate KGBV. Three models are prescribed for such residential schools

- A. Model I:** Schools with hostel for 100 girls
- B. Model II:** Schools with hostel for 50 girls
- C. Model III:** Hostels in existing schools for 50 girls

By June 2014, there were 2260 Model I KGBV's, 194 Model II KGBV's and 1155 Model III KGBV's. Education department/SSA authority at the State level is working as the nodal agency in all the selected states for managing KGBV. Either the Secretary/Commissioner of the Education Department or the State Project Director (SPD), SSA are designated as the nodal officer. Same way, at the district level the District Education office/District project office of SSA is the nodal agency and the concerned District Education Officer/District Programme Manager (SSA) have been designated as district level nodal officer for the implementation of KGBV.

In some states some NGOs have been involved for implementation of the schemes. Such as,

1. Arunachal Pradesh:

- (i) R.K Mossang Memorial
- (ii) Oju Welfare Association.

2. Odisha:

- (i) CARE (Co-operative for Assistance and Relief Everywhere)
- (ii) UNFPA (The United Nations Population Fund)

3. Jharkhand:

- (i) CEDPA India (Centre for Development and Population Activities)

4. Rajasthan:

- (i) UNICEF (United Nations International Children's Emergency Fund)
- (ii) SANDHAN (All Gujarat Integrated Classroom)
- (iii) FEGG (Federation of Educating Girls Globally)
- (iv) BODH (Bodh Shiksha Samiti)

5. Save the child

6. Plan India

7. RKCL (Rajasthan Knowledge Corporation Limited)

Targets and Achievements:

The responses of State level officials on the state wise targets and achievements on various KGBV are as follows:

Open new KGBV, upgrading the existing schools to KGBV's, appointment of male and female teachers', construction of school buildings and additional classroom. Almost targets at state wise level, more or less achieved except appointment of female teachers and construction of school buildings.

Role of teacher:

Role of teacher in KGBV is important because they have to teach in KGBV. But teachers are mostly appointed on temporary/contractual basis. Even retired teachers are appointed as principal if the posts are not filled by regular teachers. In Madhya Pradesh, the post of Superintendent is permanent. About 77 of teachers are not satisfied with the amount of salary they are receiving. However, 337 male teacher and 21% female teachers are satisfied with their salary. This feeling of inadequacy is more among the temporary than permanent teachers. Beside this, the authorities

at different levels were asked to enumerate the innovative activities taken for meeting the objective of KGBV.S

3.3 GIRL'S EDUCATION SSA, DPEP

Sarva Shikshan Abhiyan (SSA):

Sarva Shikshan Abhiyan means "Education for All Movement". This programme was initiated and implemented by Government of India in 2002. However, its root goes back to 1993 -1994 when the District primary Education programme (DPEP) was launched with the aim of achieving the objective of Universal primary education. This programme aimed at the "Universalization of Elementary education in a time bound manner". The 86th Amendment to the Constitution of India states that to give free and compulsory education to children between the ages of 6 to 14 year which was estimated to be 206 million children in 2001. It is a fundamental right given in Article 21A of the Indian Constitution. The former Prime Minister of India has educated all children between the ages of 6 to 14 by 2010 but the time limit has been pushed forward indefinitely. The SSA programme is implemented in partnership with the State government to cover the entire country and the requirements of children. The Sarva Shikshan Abhiyan and the Rashtriya Madhyamik Shiksha Abhiyan were subsumed and merged to form the Samagra Shiksha Abhiyan Scheme.

Features of the Sarva Shikshan Abhiyan:

1. It was the programme with a clear time frame for universal elementary education.
2. A partnership between the central, state, the local government.
3. A response to the demand for the quality basic education all on the need of the country.
4. An opportunity for promoting social justice through basic education to children.
5. An expression of political will for universal elementary education across the country.
6. An opportunity for states to develop their own vision for elementary education.
7. An effort of effective involving the Panchayati raj institutional school management committee, village and urban both level education committee, parents teachers association, mother teacher associations, tribal autonomous councils and other grass roots level structure in the management of elementary school.

Objectives of the Sarva Shikshan Abhiyan:

The Sarva Shikshan Abhiyan programme seeks to positively impact curriculum, educational planning, teacher education and management. The objectives of the SSA programme are as follows-

1. To provide useful, quality, elementary education and life skills for all the children at the age group of 6 to 14.
2. To promote equal education opportunity to children of households belonging to SC/ST, landless agricultural labourers, the muslim community, etc.
3. To promote the education of children with special needs or differently abled children.
4. To promote girl's education for belonging a change in the status of women.
5. To provide and increase the strength of teachers by appointing additional teachers in the schools where they have a shortage of teachers.
6. To provide uniforms and free textbooks to the school children.
7. To manage maintenance, grants and school improvement grants.
8. To strengthen the existing school infrastructure by providing drinking water facilities, toilets and additional classroom.
9. To establish new schools in such place where they do not have any schooling facilities.
10. To bridge social, regional and gender gaps with the participation of community in the management of schools.
11. To realize the importance of 'Early Childhood Care Education' and looking at the age of 0 to 14 as a continuum.
12. To inculcate value based learning. This allows children for the opportunity to work for each other's well-being rather than to permit more selfish pursuits.
13. To allow children to learn about and master their knowledge about environment in order to develop the potential about spirituality and materiality.
14. To bridge the digital device by giving computer education to children.
15. To develop the capacity and skills of the existing school teachers through training, providing aids for developing materials of teachers learning and academic support structure at a block, cluster and district level.

Initiative taken by Sarva Shikshan Abhiyan:

The SSA programme initiated 'Padhe Bharat Badhe Bharat' programme in 2014. This programme helps to improve the reading and writing skills of class I and II children and their mathematics skills also. It helps the children to understand the joys of reading and writing from a real life perspective. It emphasizes the importance of children's literature in helping them to become best writers and readers. Padhe Bharat Badhe Bharat programme ensures that the schools should become better at providing quality education.

Regarding funds, its initial outlay was 7000 crore rupees and in 2011-12 the Government of India allocated rupees 21000 crore for this project. Many persons and trusts have also contributed in funds and as the programme became more popular than its funds also grew. Now, CCEA (Council for the Curriculum, Examination and Assessment) has approved Samagra Shiksha on 5th April 2018. Samagra Shiksha subsumes the three schemes of sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). The Union Budget 2018-19 has proposed to treat school education holistically without dividing from pre nursery to class 12. It is an important programme for the school education sector extending from pre-school to class 12th has been therefore prepared with the broader goal of improving school opportunities for schooling and equitable learning outcomes.

After the initiative taken by SSA, Padhe Bharat Badhe Bharat government has launched a dedicated web portal ShaGun in January 2017 for monitoring the progress of Sarva Shikshan Abhiyan (SSA). The portal was developed by World Bank in collaboration with Union Ministry of Human Resource Development. ShaGun name has been derived from the words Shala (means schools) and Gun (means Gunvatta as quality). It will collect and report data to enable the government and administrators to track the efficiency of SSA and its funds are being utilized as well as the results are been given.

District Primary Education Programme (DPEP):

District Primary Education Programme (DPEP) was launched in 1994 keeping as major initiative to reenergize the primary education system and to achieve the objective of universalization of primary education. It was centrally sponsored scheme of DPEP.

District Primary Education Programme has accepted an integrative approach to universalize access, retention and improve learning achievement and to reduce disparities among social groups. It seek to strengthen the capacity of national, state and district institutions for planning, management and professional support in the field of primary education. DPEP is based on the principle of 'additionally' and is structured to fill in the existing gaps by providing inputs over and above the provisions made under central and state sector schemes for primary education. In DPEP, the state governments are required to maintain

expenditure in real terms at base year level. The DPEP programme consists of a scheme spread over seven years to achieve the following.

1. It focuses on enhancing capacities of teachers by providing workshops for teachers and development of new teaching learning materials to improve student's achievement of learning.
2. To provide specific strategies to increase enrolment and retention of girl student's, SC and ST students.
3. To promote decentralized and participatory planning and administration at the district level, involving village leadership, NGOs, schools, district and block staff/employees.
4. To help in the administrative capacity building at the block and district levels.
5. To help in the collection of data and setting up an Education management and Information System (EMIS)

The bulk of the funds for DPEP came from international bodies such as the UNICEF, ODA (UK), SIDA (Sweden), Netherlands etc. The first phase programme was launched in 42 districts in the states of Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu and Madhya Pradesh. After this the programme was launched in 80 districts of Orissa, Himachal Pradesh, Andhra Pradesh, U.P, West Bengal and Gujarat. It is stated that the impact studies of the first phase projects are very positive. DPEP was funded by external assistance. Though flow of money becomes easier the conditionality attached to the aid can be dangerous. The World Bank aided multi phased District Primary Education Programme (DPEP) which was launched in 1997. It currently ensures primary education for nearly 2.7 crore children in the 6 to 11 age group in nearly 11000 primary schools across the state. Of the total Rupees 904 crore released by the World Bank and Rs 828 crore has been spent. The World Bank had advised that initially the programme covers villages where the female literacy rate was below the national average of 39.2% as computed in the 1991 census. At that time, the rural literacy rate in Uttar Pradesh was 19.02% this increased to 25.3% by 2001.

The Objectives of the programme are:

1. To provide access to all children to primary education through formal primary schools or its equivalent through alternatives.
2. To reduce disparities of all types to less than 5%.
3. To increase achievement levels by 25% points over and above the measured baseline levels.
4. To reduce overall dropouts at the primary level less than 10%.

It is also stated that the focus of each plan may vary depending upon the level of development of primary education in the selected district. Even

the criteria to identify districts under the programme are (A) Educationally backward district with female literacy below the national average and (B) districts where TLC's (Total literacy Campaign) have been successful leading to enhanced demand for primary education. The priorities and planning concerns may be different in these two categories of the districts.

DPEP generally include five programmes such as levels of management, strategic planning, women entrepreneurship, ethics, centralization and decentralization.

DPEP – Progress Towards Achieving Goals:

1. A new Department of Elementary Education and literacy has come into existence and for the first time in the coming year a separate budget for the department has been presented before Parliament.
2. Moving towards the super goal of ensuring universal access to all children, started more than 30000 alternative schools in unserved habitations national workshop for alternative schools discussed the solution for different problems related to children.
3. Seen progress in universalizing physical access in tribal area and enrolment rates of tribal children has increased significantly in most districts.
4. School quality remains with the highest importance DPEP. Various pedagogical renewal processes were started such as textbook development, teacher training and development of TEM.
5. The Distance Education Programme has reached the stage of producing print, audio and video materials for the use of teachers and other primary education employees.
6. Community mobilization and participation has remained an integral intervention in DPEP cutting across different functional areas.
7. DPEP has succeeded in establishing an Educational Management Information System which is superior to any other educational statistical system in the country.
8. Orissa and West Bengal have been 'special watch' states for some time.
9. The proposal of enhancement of the ceiling on civil works from the current level of 24% to 33% has been approved by the expenditure finance committee.
10. Expenditure trends under the programme have been varied. Expenditure under DPEP II has been encouraging.
11. Uttar Pradesh (UPBEP) and DPEP I state have undertaken sustainability state/report. These states have identified activities and processes of DPEP.

Though DPEP was initiated in 1994 as a unique and innovative effort towards achieving the objectives of UPE in educationally backward districts of India. Later the task of developing a school based statistical system was initiated by NIEPA during 1995 with the financial assistance from UNICEF. NIEPA designed a software for implementation at the district level and provided the necessary technical and professional support to DPEP district. So DISE (District information system for education) was released. Thus, DPEP is leading toward success and due to this children are growing progressively towards their future.

Check Your Progress:

1. On which area the Mahila Samakshya works successfully?
2. Why the role of teacher is important in KGBV?
3. Briefly explain any one girl's education programme (SSA/DPEP)?

3.4 ROLE OF NGO'S AND COMMUNITY FOR GENDER EQUALITY IN EDUCATION

Non-Governmental Organization (NGO's):

NGOs perform worldwide and have a wide range of services aimed towards human well-being and social welfare. These organizations continuously work towards development and bringing positive change in the society. NGOs may have different structures, activities and policies but all NGOs are committed towards their cause and perform their functions to achieve their respective goals. Basically, they will be funded by various means and run primarily by volunteers. Level of NGO depends upon the scale at which it works like local, district, national and international.

NGOs can play the important role in assisting the government strategies. It can help to improve the educational quality and distribute more funds in education to implement the educational fees exemption programme. The roles may be conducted by embarking on campaign for education. It may lead to increasing number of educational enrolment and enlarging the opportunity for children and women to attain sufficient education.

NGOs gave women an opportunity to participate in social and political field which were not easily given by the for profit and public sectors. NGOs play an important role in enforcing rights provided by legislation in India. It plays a significant role towards promoting self-employment of women by the following ways:

1. By providing training and skill development.
2. By making them aware of legal and property rights.
3. By helping those to cut down on middlemen and ensure producers get a fair price for their work.

4. NGOs target and help women by providing credits as they have a history of being better re-payers of loan.
5. By capacity building as equipping self-employment women with information, knowledge, technology, training and managerial techniques.

Women self-help groups (SHGs) have been recognized as an effective strategy for the empowerment of women in rural and urban areas. This groups works and fight on various issues such as agriculture, nutrition, health, forestry, income generation activities and so on.

NGOs are involved in the following activities to empower women:

1. It helps in representing the problem faced by rural women to the concerned authorities and also carries out the effect assessment of the policy decisions affecting women.
2. It helps in educating and creating awareness among women especially the rural women.
3. It helps in promoting the use of information and communication technology (ICT) for empowering women.
4. It helps in providing maximum resources, plans and implements the projects so that help in bearing upon women empowerment.
5. It helps in supplementing efforts of government in women empowerment.
6. It helps in developing leadership quality among women and make sure their participation in their empowerment.

Every year 8th September is celebrated as International Literacy day by UNESCO to remind the international community of the importance of literacy to achieve equitable growth. NGOs that are working among impoverished communities are encouraging education.

1. Community Action for Rural Development (CARD):

CARD works in the various district of Tamil Nadu and helped girls from destitute background to go for secondary and higher secondary education and achieve their goals in life. It also works in the areas as health, livelihood of women, women development project and environment. It focuses on enrolling more and more girls to the government run high schools and sponsoring materials like school bag, notebooks, stationery and toiletries required for one year.

2. Seva Mandir:

Seva Mandir NGOs works in Rajasthan and focuses on ensuring education for school dropouts mostly girls. It helps children to acquire basic Hindi, Maths and English skills and motivate them to enroll in government school.

3. Vidya and Child:

Vidya and child NGO began in 1998 with the single aim of making a difference in the lives of under privileged children belonging to social economically marginalized sections of society. It has helped over 1800 children across five locations in semi-rural and rural setting through its school and after school support programmes.

4. Amar Seva Sangam:

This NGO runs a school for specially abled children called Sangamam which provide free education in rural areas and help them to achieve their potential. The Siva Saraswathi Vidyalaya (SSV) is a model school that brings together differently abled students and regular students in the same classroom to provide them with integrated education.

5. Vatsalya:

This NGO began its work in 2001 by focusing children in Rajasthan. Its school Vatsalya Shiksha Niketan provides free education until class 8.

Thus, we can say that NGOs play very important role in social development of a state, nation or a community. It is very important to bring education and awareness to the people about their rights and duties. NGOs are important because they provide a way for people to get involved in their community.

Community:

Education is an important instrument for human resource development. Human resource development for the progress of country requires the capacity building of both the genders. In recent years, the enrolment of girls of elementary level has increased but gender disparities still persists and the dropout rate is higher among girls as compared to that of boys at the primary and upper primary stage.

As per the discussion of previous sub unit we are aware that government had implemented various schemes and programmes for the education of girls and had made special provisions and provide special incentives to promote girl's participation in education such as SSA, DPEP, Mahila Samakshya, KGBV, ECCE, NPEGEL, EGS/AIE, Mid-Day meal scheme, integrated children development scheme, ICDS, Kishori Shakti Yojana and so on. All these programmes require effective decentralization for the effective implementation. Here, community participation can play important and pivotal role in improving the educational status of girls in India.

In Indian society, the education of male child is important whereas education for girl child is secondary. The Eleventh Five Year Plan focuses on the importance of community involvement and also participation in the school management as well as in programme implementation. It will be effective strategy to promote girls education at elementary level and to achieve UEE.

Girls from a disadvantaged section due to cultural prejudice attached to them because they have not been able to take the full advantage of the available opportunities and facilities due to several social-cultural and economic factors. Some barriers and challenges make the girls difficult in accessing education.

Community participation for Girls Education:

The role of community for gender equality in education is that community can participate for the girls education in several ways for the different programmes. The strategies include-

1. To make girls education a community agenda. For that advocate enrolment and education benefits for girls' education through awareness campaign.
2. To monitor and evaluate the implementation of educational equality programmes for girls.
3. To check students and teachers attendance especially female teachers.
4. To help gender friendly classroom learning and environment.
5. To help in the improvement of teacher training and aganwadi.
6. To help in the availability of school facilities such as separate toilets.
7. To provide safe and easy transition of girls to and from schools.
8. To help in proper delivery service in form of textbooks, school bags, stationery, uniform, bicycles, scholarships and midday meal.
9. To provide help in improving the home environment of girl's for participation in school and proper learning.
10. To make provision of vocational training, health awareness, physical training, life skill training through community support.
11. To provide support to schools in form of manpower, financial and physical resources to improve girl's education.
12. To help in clearing the perceptions about a number of issues related to school education management such as holiday, time, curriculum etc should receive due consideration.
13. Community can extend its support for the construction and maintenance of kitchen shelves, contribution of food grains, storage, cooking, serving of food, cleaning of kitchen and utensils.
14. To help in giving proper solution for social problems associated with girls that are hampering their education such as sexual exploitation, early marriage, female foeticide and infanticide, dowry etc. It should be discussed by women Samooths/Women SHGs/ Mother Associations and appropriate actions to be taken out to solve these problems through women empowerment.
15. To help in constructing, repairing and improving school facilities.

16. To help in recruiting, providing safety and residential facilities to female teachers in the rural areas.
17. Community members should actively attend school meetings to learn about girls learning progress and classroom behavior.
18. Community members should have regular/weekly discussion on girls education, enrolment, achievement and retention in PTAs, MTAs and VECs and so on
19. Community should support girls with disabilities and provide them special services by arranging home based learning and with adjustable disabilities to schools.

Thus, we can conclude that community participation is believed to make schools and teachers more accountable to lead to a more efficient school system and this will definitely help girls in leading their life with progress.

Check Your Progress:

1. Why the participation of community is must in girl's education?

2. How NGO's are involve in empowering women and girl's?

3.5 CONCLUSION

Let us conclude our chapter, strategies and programmes on girl's education. Education is a opportunity for the awakening of women because it enables them to respond to opportunities, challenges their traditional roles and changes their lives. Education is one of the most important means of empowering girl and women with the knowledge, skills and self- confidence necessary to participate fully in the development process towards women autonomy.

The Mahila Samakshya programme was implemented in 1988 in the guidance and motivation of the New Education Policy (1986). It helps in enhancing the women and girl's to access the legal literacy, information relating to their rights in society with a view to enhance their participation equally in all areas. The objectives of KGBV is to ensure that quality education is feasible and accessible to the girl's of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level. The Sarva Shikshan Abhiyan (SSA) programme initiated "Padhe Bharat, Badhe Bharat" programme in 2014. Whereas, District Primary Education Programme (DPEP) was launched in 1994 keeping as major initiative to reenergize the primary education system and to achieve the objective of universalization of primary education. NGO's play the important role in assisting the government strategies. It helps to improve

the educational quality and distribute more funds in education to implement the educational fees exemption programme. Community plays important role in girl's education by helping in gender equality in education. This will help girl's in leading their life with progress.

3.6 STUDY QUESTIONS

1. Explain the concept of Mahila Samakshya Programme?
2. How the Kasturba Gandhi Balika Vidyalaya Scheme is working effectively?
3. Briefly explain the objectives of Sarva Shikshan Abhiyan?
4. How the DPEP is achieving its goal?
5. "NGO's plays a significance role to improve the educational quality". Discuss.
6. How the Community participation for girl's education is helpful for gender equality in education?

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CHALLENGES AND OPPORTUNITIES IN GIRL'S EDUCATION

Unit Structure

- 4.0 Learning Outcomes
- 4.1 Introduction
- 4.2 Governmental incentives for girls' education
 - 4.2.1 Government of India schemes to promote girls' education
- 4.3 Corrosion of values and its impact on girls
- 4.4 Measures to overcome problems faced by girls' schools
 - 4.4.1 Role of UNICEF to promote girls' education
- 4.5 Let's sum up
- 4.6 Major Questions
- 4.7 References

4.0 LEARNING OUTCOMES

After thoroughly reading this module you will be able to:

- Define the challenges in girl's education
- Identify the opportunities in girl's education
- State the governmental incentives for girl's education
- List the Government of India initiatives for girls' education
- Understand the corrosion of values
- Figure out the impact on girls schooling
- State the measures to overcome problems faced by girls' schools

4.1 INTRODUCTION

Education plays an important role for the development of the entire mankind; it creates awareness, understanding and knowledge among the learners for the betterment of the society. The Indian education system is considered as the biggest education system in the whole world that caters different levels of education. But, it is impossible to achieve success in true sense keeping half of the population outside the classrooms. There exist many hurdles in the process of getting education that creates obstacles especially for the girl students to continue their education and are forced to leave mid-way due to various reasons.

Good quality education can tap the potential of the learners to put them on the path of achieving success. Educating a girl is one of the best investments not only for herself but for her family, community and

country as a whole. For instance, an educated girl may marry later and have healthier children, educate them, earn more money and re-invest to their families and communities, more likely to take a positive stand against any type of injustice or violence. They are also supposed to have a higher level of psychological well-being, thus, an educated woman plays an active role as a leader of the nation. Despite the various benefits of educating girl students, it is believed that over 129 million girls are not enrolled in school; it is indeed a massive figure.

Thus, investing for their education can in turn uplift them and also contribute positively towards the development of the nation. But, poverty, cost, child marriage, menstruation, household chores, gender-based violence, conflict and crisis areas & trafficking are other factors stopping girls from realizing their dreams. Therefore, the government and all other stakeholders must take keen interest and active participation in providing education for the girl students without which girls may lack the skills needed to cope with any crisis and help rebuild their families and communities.

4.2 GOVERNMENTAL INCENTIVES FOR GIRLS' EDUCATION

In a patriarchal society, girls have been subjected to ages of discrimination in the all fields especially education. This has been changing but the rate of change is slow. There needs to be more awareness about the significance of educating a girl student. It is highly crucial to understand the importance of providing girls with equal opportunities in all fields of life beginning with the provision of education. According to a recent report, COVID-19 pandemic has left millions of girl students out of schools due to the inability of the parents to pay the school fees and other financial liabilities. The other reasons are lack of provision for the remote learning facility or limited devices and lack of internet services in remote areas. Other reasons include the responsibility of taking care of the siblings and family often falls on the shoulders of the girl child.

Even before the COVID-19 pandemic the situation for girl students was not of much difference. According to a recent UNICEF report, nearly one out of three adolescent girls has never been to school, especially from the poorest households across the world. The report also suggests that just a quarter of all the girls from the low-income countries belonging to poorest families complete their primary schooling. This in turn may contribute to the vicious circle of poverty and it is being one of the major causes of all the existing problems related to girls' education. The following recommendations were made in the Brookings book titled "What Works in Girls' Education" based on research findings and the governments along with other stakeholders may take the following five steps to ensure continuation of education for the marginalized girls.

- 1) To lift financial barriers that prevent girls from going to school and that are likely to increase as a result of economic impacts.

- 2) To scale gender-responsive distance education to reach the most marginalized girls.
- 3) To intensify community mobilization and support for girls' education, including for pregnant girls and for those who are out of school.
- 4) To prioritize girls' safety and protection.
- 5) To ensure meaningful participation for adolescent girls.

With such suggestions and the lessons learned from past experiences tells us that there is a need to do more than simply reopen classrooms to make it possible for the poorest and most marginalized girls to return to school. It is a once-in-a-lifetime opportunity to transform education and reimagine the way students learn, so that the schools are more gender-responsive and inclusive in helping all students to learn, look after all students' health and well-being and are also digitally connected. The following subsection discusses some of the Government of India initiatives towards the promotion of the girls' education.

4.2.1. Government of India schemes to promote Girls' Education:

The Government of India has taken numerous measures to ensure the equality of girl children. In order to ensure the welfare of the girl child's education and health a variety of welfare schemes that includes financial aids are regularly introduced. The following are the top ten government schemes for ensuring the welfare of the girl child in India -

1) Beti Bachao Beti Padhao:

This is a central government scheme that helps girls throughout the nation. The main aim of this scheme is to save girls from social problems of gender-based abortions and promote girl child education around the country. Initially meant for low sex ratio districts but later successfully extended to other regions as well. It is an educational scheme with an intention to change societal attitudes towards girl children.

2) Sukanya Samriddhi Yojana:

This is a Government of India supported savings scheme allowing parents to set up a trust for their girls' schooling and to manage marriage expenses. It motivates parents to save systematically for their daughter's higher education and marriage expenses aiming to end the perception of daughters being a liability on parents.

3) Balika Samridhi Yojana:

This is a scheme similar to the Sukanya Samriddhi Yojana but under this scheme the saving opportunities are limited in nature that is being offered for the girl child to the parents.

4) Mukhyamantri Rajshri Yojana:

This is a scheme launched in Rajasthan offering monetary benefits to the parents of the girl child i.e. from birth till their higher education.

5) Mukhyamantri Laadli Yojana:

This is a savings scheme specially designed for the parents of girl child where an initial deposit of some amount has to be made into the post office savings account with a fixed tenure of five years wherein the girl child at regular intervals shall receive the monetary benefits.

6) CBSE Udaan Scheme:

This scheme for girls as the name suggests was implemented by the Central Board of Secondary Education, the then Ministry of Human Resources Development, now the Ministry of Education, Government of India. The main aim of this scheme is to increase the girls' enrolment in reputed engineering and technical colleges all over India where the students shall go to their CBSE schools in order to participate in this programme.

7) National Scheme of Incentives:

To Girls for Secondary Education is a pan India scheme operated by the Department of Education and Education, the then Ministry of Human Resources Development, now the Ministry of Education, Government of India with an aim to mainly benefit the girls belonging to the disadvantaged classes of India. After being selected for the scheme a fixed amount shall be deposited as a fixed deposit on her behalf and after completing the age of 18 years the entire amount with interest can be withdrawn after the girl student passes the standard tenth examination.

8) Mukhyamantri Kanya Suraksha Yojana:

Another reward programme introduced by the Bihar state government for rewarding every girl child where under this scheme a particular amount is released after the birth of a girl child and can avail the benefit of this scheme by reproducing the girl child's birth certificate.

9) Mazi Kanya Bhagyashree Scheme:

It was launched in the state of Maharashtra where monetary benefits are being provided to the mother of the girl child.

10) Nanda Devi Kanya Yojana:

This was launched for the new born girl child in the state of Uttarakhand where a fixed amount is deposited in the name of the new born girl child. As she attains the age of 18 years and completes her higher education the entire amount with accrued interest is given to the girl child.

Considering the numerous barriers that come in the way of a girl child throughout her entire life, the government has designed many schemes

with monetary benefits to make every girl child self-dependent. This is also done to make sure that every girl child is given the right opportunity and additional aid to help herself progress and succeed in life. With this a desired change in the existing education system can take place where girls and boys have equal opportunity to attend school and access quality education.

4.3 CORROSION OF VALUES AND ITS IMPACT ON GIRLS

Even before the birth the girl child faces discrimination on the basis of gender. Female foeticide and infanticide is a devastating phenomenon in India and across the world. As low cost abortion technology is available households with lowest mentality exercise their choice for boys over girls. Hence, government had to come up with strict laws making sex determination as a punishable offence. Previously it was considered that a girl child is lucky if she was allowed to be born, but with such laws the rights of a girl child comes into action even before she is born. Even after the birth, at times the girl child has to face injustice and bigotry as she is not provided with adequate meals in comparison with the male siblings.

Moreover, the girl child's education is not given much priority and in many families the parents enroll their sons to English medium schools and then for higher education whereas daughters are not allowed to resume schooling and are expected to do household work. It is very important to note that the term parents include mother as well, mother being a lady herself can bring a huge change in these negative mindsets. In order to break this vicious cycle of injustice and restore the values of equality, daughters must be treated at par with sons and quality education should be provided to both.

Gender stereotyping communicated in the school through the behavior of the teachers or in the teaching and learning process may have a deep impact on the girl students' academic performance and may negatively influence the choice of field of study. Such attitudes may reinforce messages that may impact the girl students' ambitions and their perceptions about their roles in the society. It is evident that not many young women pursue the science, technology, engineering and mathematics (STEM) disciplines. It has also created disparities in the labor market engagement and occupational segregation.

Child marriage is another critical challenge where mostly girls are pressurized to drop out of the school and marry at a very tender age. They are more likely to have children at a very young age and are vulnerable to higher levels of violence from their partners or in-laws. In turn, it affects their children's health, education and ability to earn. According to a recent report every day thousands of girls below the age of 18 get married or are forced to get married. On the contrary, girls with higher education are more likely to get married a little later, start earning for self and family, it shall also reduce the gender gap in the labor market. Being half of the

population, their contribution can be the game-changer in the nation's growth and development.

Gender-based violence is another factor that causes higher impact on the girl's and girls' education. Data estimates millions of girls are sexually assaulted on their way to school negatively impacting the mental well-being of the girl child. Often walking long distances for school places girls at an increased risk of violence and negative experiences at the schools are also the reasons for lower attendance and the rise in dropout rates amongst the girls. The report from UNESCO estimates that over 129 million girls are out of school out of which 32 million are of primary school age and 97 million of secondary school age around the world.

The genesis of all the crimes against the girl child is due to the absence of self-regulation, lack of integrity and morality or sense of responsibility among the other members of the community. Thus, the degradation of moral values has been identified as the most significant factor that has contributed to the failure of society in order to protect the lives and dignity of girls and women that has led to the emergence of the current major crisis. Women activists who are associated with religious, social and educational organizations have taken the initiative to inculcate moral values especially among the male members of the families and clans.

4.4 MEASURES TO OVERCOME PROBLEMS FACED BY GIRLS' SCHOOLING

Transformation of an individual can be done by providing education to a man but the transformation of the entire society is totally dependent on the provision of education to a woman. Hence, investing in girls' education will transform the nation and the entire world. Our focus for girls' education and mental well-being shall go beyond the school attendance and learning outcomes but rather we shall ensure girl students have safe, joyful and inclusive learning experience with an education system that encourages them for achieving success in life and to become life-long learners. The following are the measures to overcome problems faced by girls' schooling:

1) Removing barriers to schooling:

It is important to address financial barriers. It can be done through scholarships, stipends, grants, conditional cash transfers. Constructing schools at appropriate locations for addressing the problem of long distances, lack of safety to and from school and also by providing various modes of transportation for girls to reach schools. Conduct awareness programmes that may change the narrow perceptions that prevent girls from pursuing education. Conducting and promoting campaigns on the higher returns that an educated girl can give to a family, community, country and the entire world.

2) Promoting safe and inclusive schools:

The stakeholders must construct and maintain a school that offers safe and inclusive learning environments. Creating a school culture and promoting practices that may help in reducing gender-based violence and ensure active mechanisms to report gender-based violence. It is also important to support the hygiene facilities and menstrual hygiene management for adolescent girls.

3) Improving the quality of education:

The quality of education mostly depends on the professionalism of the stakeholders. It is significant to invest in teacher professional development, to eliminate gender biases and gender stereotyping in the curriculum and teaching practices and focus should be given on the foundational learning. Teaching aids used in the teaching and learning process must be gender sensitive with respect to language used, pictorial aspects and implications.

4) Developing skills and empowering girls for life and labor market success:

Promoting girl empowerment by conducting skills development programs and workshops based on social issues. It is important to encourage the girl students also for specializing in the STEM disciplines and pursue a career as per their choice. Scholarship programs for girls to pursue higher education must be provided. Most importantly support must be provided for childcare facilities for women and child care programs for girls joining the labor market.

With such proactive initiatives the parents will be motivated to invest more time and money for their daughters' education where they can foresee the far off benefits in terms of self-dependence and self-identity. Conducting sessions on the job opportunities for educated women and the provision of seat reservation for women in the village council shall create efficient woman leaders and this in turn will inspire several other girls to follow the path. This shall play an impactful role in clearing the misconceptions and overcoming the barriers to the girls' schooling.

4.4.1 Role of UNICEF to Promote Girls' Education:

UNICEF is continuously working to prioritize girls' secondary education initiatives to tackle gender norms that are discriminatory. It also works towards addressing the issues related to menstrual hygiene management in the schools. Education Cannot Wait is considered as the world's first fund that is dedicated for education for promoting safe learning environments, improving teachers' skills and to support gender-responsive education programs.

UNICEF works with various stakeholders such as the communities, Governments and partners to remove the barriers for girls' education even in the most challenging settings and promoting gender equality in

education. It works as one of the most effective and transformative strategies for development where investments are done for girls' secondary education. It attempts to enable all the girls to complete their secondary education and develop the required skills for their life and career. This can be done only when the most marginalized and disadvantaged girls are given support to enter and complete their pre-primary and primary education.

UNICEF is working towards overcoming the following barriers that come across in girls' education:

- To tackle gender norms those are discriminatory in nature
- To curb the harmful practices that deny access to school and quality learning to the girls
- To support the Governments in ensuring that budgets are gender-responsive
- To encourage Governments to plan educational policies that prioritize gender equality
- To help schools in using assessment data for eliminating gender gaps in learning
- To promote social protection measures that may include cash transfers
- To improve girls' transition and retention in secondary schools
- To focus on teacher training and professional development especially on gender-responsive pedagogies
- To remove gender stereotyping instances from the teaching and learning materials
- To address the other obstacles like distance-related barriers to education
- To address the issue of re-entry policies for the young mothers

4.5 LET'S SUM UP

Girls face barriers to education that are caused by poverty, cultural norms, ill-practices, poor hygiene management system or poor infrastructure, violence and related issues. It is a girls' right to receive quality education. Educating the other half of the population will definitely contribute towards the growth and development of the nation. It is the role of the schools and the Government to provide a safe and peaceful learning environment to the girl students.

Girls being the half of the population must gain knowledge and skills to cope with the different socio-emotional phases of life successfully. Both, the individuals and the nation shall benefit from girls' education. Better educated women are more informed about nutrition and healthcare. They are more likely to participate in the formal labor market and earn higher incomes leaving no scope for exploitation on the basis of gender. They may marry at a later age and choose to become a mother, probably shall have fewer children and usually their children are healthier.

Investing in girls' education can increase the national growth rates with a decline in the child marriage rate, child mortality rate and maternal mortality rate. The combining effects of all these factors shall help lift households, communities and countries out of poverty. Ensuring education for all the girls and young women and fostering necessary life-skills for their career and mental well-being is the moral responsibility of each and every member of the society.

“There is no more valuable investment than in a girls' education.”

- Ban Ki Moon, Secretary-General, United Nations

4.6 MAJOR QUESTIONS

- 1) Explain the Government of India schemes for girls' education?
- 2) How do you interpret corrosion of values and state its impact on girls?
- 3) What measures can be taken to overcome problems faced by girls' schools?
- 4) What can we do to make sure that every girl has the opportunity to learn?
- 5) What contribution can research make to address this global challenge?
- 6) State the role of individuals in promoting girls' education.
- 7) What non-governmental organizations can do in promoting girls' education?

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PRACTICAL WORK IN EDUCATION FOR WOMEN

Unit Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 A Film based on Women's Issues
 - a. Introduction
 - b. Presentation
 - c. Conclusion
- 5.3 A Street Play Highlighting Women's Issues
 - a. Introduction
 - b. Presentation
 - c. Conclusion
- 5.4 A Book Written By a Female Writer
 - a. Introduction
 - b. Presentation
 - c. Conclusion
- 5.5 Conclusion on Practical Work in Education for Women
- 5.6 Study Questions
- 5.7 References

5.0 OBJECTIVES

- To enable the students to understand the importance of education for women.
- To help the student to understand the need for the practical work in education for women.
- To enable the students to analyse a film based on women's issues.
- To enable the students to understand the importance of a street play highlighting women's issues.
- To enable students to analyse a book written by a female writer.

5.1 INTRODUCTION

In this chapter that is, Education for women, we are discussing the practical work in education for women.

Shri Ramkrishna uses to say, "As long as I live, so long do I learn." The man or the society which has nothing to learn is already in the jaws of

death. Our duty is to encourage everyone specially girls and women in their struggle to live up to their own highest idea and

Strive at the same time to make the ideal as near as possible to the truth. Education is the gateway to information and it leads women from poverty, ignorance and exploitation, to freedom and knowledge of social and cultural development of the nation.

Women's empowerment is central to human development. Empowerment does not takes place in vacuum. Women's state of powerlessness is the result of the interaction of several environmental factors. Empowerment of women could only be achieved if their economic and social status is improved. This is only possible by adopting social and education policies related to the development of women.

Here, we are discussing three different medium as film, street play and book (specially written by woman), which present the woman with different issues. We have to come forward to solve different issues for the empowerment of women. This could be possible by providing perfect education for girls and women.

5.2 A FILM BASED ON WOMEN'S ISSUES

A. Introduction:

The Indian film industry has an extended viewership across the globe. Cinema or film has become the most popular mode of leisure and entertainment. In a country where actors are become heroes that are idolized and adored, so few responsibility also falls on them to rid the movie industry of such misconceptions and misrepresentation.

Kabir Singh, one of the super hit movie of 2019, was scrutinized for the way it was portrayed in an abusive relationship as a form of love. ShahidKapoor, who played the lead role, treats his lover like his property. ShahidKapoor is the epitome of toxin masculinity, yet is forgiven and wins his lady back at the end. The box office success of such an unapologetic glorification of misogyny shows how there is still a long way to go.

However, changing times have brought into the limelight several successes directed by women, Gully Boy by ZoyaAkhtar, Deepa Mehta's Fire and Earth, and popular film English Vinglish by GauriShinde, are a few of many, who are slowly bringing in a much needed change to the industry, through representation of women for all walks of life.

However, actresses such as Priyanka Chopra and Anushka Sharma are producing and backing movies with women in empowering roles and KanganaRanaout with Queen and VidyaBalan with Kahani are synonymous with strong female leads in movies.

B. Presentation:

There are number of films who revolve with idea of women issues, such as-Arth, Bandit Queen, Fire, Daman, Lajja, Water, Chingaari, SaatKhoonMaaf, and so on.

All the films have feminist themes and in these movie women fix their own problems, unlike a lot of other movies which claim to be women-centric but have men solving the problems in the end. These movies portray women as self dependent, capable of solving their own problems and have the ability to perform all the duties of a man. These films represent women from various social class.

Let us discuss one film:**Lajja (Shame)-2001:**

This film's story revolves around various plights that women suffer in India. Vahedehi played by ManishaKoirala is one of the protagonists, a wife of a rich sophisticated man. The film begins by showing that pregnant Vahedehi is running here and there, in order to hide from her abusive husband, who would kill her as soon as she delivers their child. On her journey, she came across with three different women, named Janaki, played by Madhuri Dixit, Maithili played by MahimaChoudhary and Ramdulari, played by Rekha. All these were belonging to different towns, socio-economic level of society and facing different problems that Indian women face.

Maithili, a bride to be from a middle class family, shows extreme courage by calling off her wedding due to the ever increasing, unreasonable dowry demand from the groom's family.

Janaki, a resident of the small town named Hridaypur and an extremely successful theatre actress. An independent women, living life on her own terms and not caring about society's norms, is pregnant with her lover's child. However, her finance refuses to marry her due to some misunderstanding created by Purasattam, director/producer of her theatre group in the relationship. Unable to bear the pain of this break up, Janaki suffers a miscarriage. Unlike, other women, she is determined to make Purasattam pay for this act.

Ramdulari is a brave widow and a midwife by profession. The only person in the entire village not only supports the education of women but protest against the exploitative nature of the village leaders/zamindars, towards the women. The ZamindarsVirendra played by Gulshan Grover and Gajendra played by Danny Danzongpa vehemently oppose Ramdhulari's efforts to educate the women in the village but she continues with her action with the help of her educated son.. But, an unanticipated situation arises when Ramdulari's son falls for Gajendra's daughter and they elope. The infuriaterGajendra, therefore brutally rapes her and burns her alive to seek revenge for her and her son's actions. All this happenene

in front of Vahedehi's eye and she decided to punish Gajendra for this behavior.

After a few month, when Gajendra shift to politics and was campaigning for himself in the public then knowing this, Vahedehi successfully express his real identity of a killer and a rapist in front of the crowd. His reality outraged the women presented in the croed and is punished by them. The rapist is killed and he gets his punishments.

The story can boast of an unusual ending where Vahedehi gives birth to a baby girl, who is named after Ramdulari. Maithili, happily married to another man. Janaki and Maithili are active members of a women's organization that help women in distress. The story ends by showing that all the money earned from the shows is donated to the central women's organization of India.

This film is a 65 minute long movie and directed by RajkumarSantoshi. This film has wonderful songs and item numbers dance, with A list star cast but failed to fair well at the Indian box office but did a pretty decent business in the U.K. and U.S.A. The movie had won several Indian awards.

C. Conclusion:

Thus Bollywood has seen female leads take on many forms from sacrificing mother, widow and so on. The change is slow and much delayed but now the representation of empowered women on screen is steadily increasing. The success of films such as Tumhari Sulu, NH10, Neerja, etc. has proved that the actresses can be trusted to carry film on their shoulders. However, much work to be done and very important, there should be greater empathy and sensibility towards showcasing real women and the problems they are facing.

5.3 A STREET PLAY HIGHLIGHTING WOMEN'S ISSUES

A. Introduction:

Street play, street theatre, popularly known as NukkadNatak, uses public spaces as a plateform to make people aware of social issues and evils. This art form usually has a taste of everything i.e. humour, political satire, music and of course some powerful performances.

Though the origins of street play can be traced back to the pre-independence era, it continues to have a place in modern India. This form has different names across various regions, such as-Rahs in Punjab, Nautanki in Uttar Pradesh, Jalsa in Bengal, Path Natya in Maharashtra, Path Natika or NukkadNatak in Hindi.

Some of the aspects that sets street theatre apart from other drama is that it has a strong narrative and talks about socio-political issues up front with the audience and the performers don't require a stage because **all the**

world is a stage. SantuGuchait, has been working as a community theatre specialist with Bangla Natak.Com, a social enterprise that is focused on fostering inclusive and sustainable development using culture-based approaches in the areas of women and minority rights as well as child welfare. The main goal behind these street plays was to empower women and girls and encourage them to obtain education and empowerment.

Here, the effort led to an open dialogue with communities and had a strong outreach. Many youth came forward to share their stories of resisting the societal pressure to marry and pursuing further education to fulfill their dreams, also many families began supporting the education of girls after watching the plays.

Since street plays touch upon social and political realities, there may be some tricky situation to deal with while portraying them, especially when they have to keep in mind to not hurt the sentiments of citizens.

The street plays done by Bharat Dekho (AbhijeetBiswas) during the CAA-NRC protests were warmly welcomed by the audience and also extensively covered by the media.

Street plays are important because in the present digital age, there is a chance that people can get consumed in their devices and fall prey to an overdose of both right and wrong information. In this situations, street play can help to communicate an unbiased message to the masses in an interactive manner. Besides this, our huge population is still living in rural and remote regions, where right information is not easily accessible so in such cases street plays can prove to be a great tool to communicate with this society.

b. Presentation:

Street plays on women issues- Here, is an example of street play is given from Byatikram Mass Aware and Development Organization organized many events, including a series of short street plays on the theme **Betibachao, betipadhao**, on International Women's Day i.e. on 8th March.

This plays were staged by a student's group from Pragyotishcollege in front of Dighalipukhuri tank. These events are being held in association with the Telegraph.

It was a short play and had subject like child marriage, female foeticide, girls education, human trafficking and molestation connected to the Centre's Betibachao, betipadhao, and was a social campaign on saving and educating girls.

This play on child marriage depicted a minor being married off to a much older man and how a citizen's group is able to stop the marriage with the help of the police, and also landing the parents of the would be bride behind the bars.

(Note: Student can write the street play in short according to the requirement of the question.)

Another example of street play, **AbToh Bolo Kuch,**” a street play on sexual Harassment, which was presented by the student of Government Law College, (NSS Unit) to take the fight against sexual Harassment, across the Mumbai City in three different location in South Mumbai.

c. Conclusion:

Beside this, there are numbers of street plays, which are presented by different colleges (as NSS Programme and it is compulsory activity in B.Ed Syllabus)and also presented be professional theatre group to make more and more awareness about the different issues which are related to girls and women. It is a suggestion that to create more awareness in a society, street play performance related to social and political issues should be made compulsory to all school and colleges.

5.4 A BOOK WRITTEN BY A FEMALE WRITER-

a. Introduction:

Mahasweta Devi was an Indian writer in Bengal and an activist. Infact, for Devi, the two seem to go together. She was a luminary par excellence. Mahasweta Devi was one of India's foremost literary figures from the late 20th and early 21stcenturies and her literary work include numerous novels, plays, essays and short stories as such she has written, Mother of 1084, Breast stories, The Queen of Jhansi, ChottiMunda and His Arrow, In the Name of Mother, Dust on the Road, After Kurukshetra, and so on. Mahasweta Devi had received the Jnanpith Award, India's highest Literaryhonour in 1996. She was also awarded the Raman Magsaysay Award in 1997.

She is remembered for immersing herself in the lives of India's deprived people as she recounted the discriminations against them in her writings. As you can probably tell from the titles, she writes about women and their place in Indian society. Some of the characters in her stories are old women living in poverty and some of them are exploited because of their lack of wealth, however, some of them are middle class. Regardless of their stat6us, though they all suffer some kind of mistreatment whether it's physical or mental abuse but not all of them are willing to accept their fate. So it would appear that Devi's works, many of which are available in English from Calcutta based Seagull Books, which would definitely offer a powerful experience for the reader.

b. Presentation:

Mother of 1084:

Mother of 1084 is a popular novel which was made into a movie in the late 1990s, is a story at the time of 1970s when Naxalite movement pick up in Bengal. BratiChatterjee was a young and was having charm

personality got excited in the ideologies of Naxal Movement leading him to death. It was his mother, Sujata Devi, who cared for him so far he was born. Others appear to forget about Brati or as he was not an important part of Chatterjee family. It was only Sujata Devi whose mind was always getting upset by the thoughts of Brati. She was still thinking about her son's death, who has just become a number as 1084. As days were passing, Sujata Devi was getting swamped in pain and yet there was no single tear drop one can see in her eyes.

Sujata Devi meets Somu's mother and Nandini with whom Brati has spent his final days. As she speaks with them, then Sujata Devi realized that little did she know about her son.

This book drafted a story of a tough lady Sujata Devi and her extraordinary son Brati. As story process ahead then one can easily understand the pain which Sujata Devi is going through. According to story, it was revealed that Sujata Devi was a tough lady, so may be she did not cry, may be she doesn't tell tale about her son's death but deep down in her heart, she has an unseen prod which is killing her degrees. Within few pages, Mahasweta Devi has profoundly discussed the issues of patriarchy, the enraged among the young minds to change the world and life of an independent women.

Mahasweta Devi's style of writing and her art of delineating humans is definitely impressed the reader. She has given the details of every character.

c. Conclusion:

Here, we can definitely agree that she was undoubtedly a gem of Indian literature. This book, touches the heights of any literature as it presents the psychological fiction, which required the reader to have great understanding about literature.

Besides this, there are various female writer who have done great work by writing excellently about women with their issues.

5.5 CONCLUSION

In conclusion, we can say that any medium of expression, whether in written form (story, novel, book, poetry) or in audio-visual forms as street plays or films, plays important and crucial role to solve various problems related to girls and women. It makes people aware of problems. Media today, from traditional legacy media to online media, still hugely influence our perceptions and ideas about the role of girls and women in society. By creating gender transformative content and breaking gender stereotypes, media can play wonderful role in achieving gender equality in societies. So it is important that not only people of India but world should be aware of various issues related to women and also able to solve their problems and as well as provide whole heartily help to them to get success in achieving their goals for the prosperous life of women.

Jawaharlal Nehru once said, "Education of boy is the education of one person, but the education of a girl is the education of an entire family, society and nation." Nehru remarked that if we want to awaken the people, it is the women who have to be awakened. Once she is on the move, the household moves. The village moves and country moves and through the women her children are brought into the picture and given the opportunity of higher life and better training. Thus, "when we give the opportunity to women today, we build the India of tomorrow."

[Please note that the given material is a guideline for a learner. Students would have to elaborate answers according to the need of the questions.]

5.6 STUDY QUESTION

1. How films can become a strong medium to eradicate women related issues?
2. "Street plays are important for public awareness". Discuss.
3. Why women should come forward to write about women related issues?

5.7 REFERENCES

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