

**SHRI MADHAV COLLEGE OF
EDUCATION & TECHNOLOGY
KESHAV NAGAR
MODINAGAR ROAD HAPUR**

B.Ed. 2nd year

E-CONTENT

Gender school and society (E-302)

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GENDER ,SCHOOL AND SOCIETY

Curriculum:-

Unit 1 : Gender Issues : Key Concepts

- ❖ Gender , Sex, sexuality, Patriarchy, Masculinity and Feminism- in Cross cultural Perspectives
- ❖ Gender bias, Gender Stereotyping and Empowerment
- ❖ Equity and equality in relation with Caste, Class, Religion, Ethnicity, Disability and Region

Unit 2: Gender Inequality in the Schools

- ❖ In the Structure of Knowledge.
- ❖ In the Development of curriculum, gender and Hidden curriculum.
- ❖ Gender in text and context (text books inter sectionalist with other disciplines, Classroom Processes Including Pedagogy)
- ❖ In the Classroom
- ❖ In the Management of School
- ❖ Teachers as agent of Change

Unit 3: Women in Indian Society

- ❖ Situational Analysis of Women in India Society (focus on sex ratio Pattern, education , Health, Work Participation Violence Against Women)
- ❖ Women's Access to and Participation in formal and Non-formal education (Gender bias in Enrolment , curriculum content , Dropouts)
- ❖ Participation of Women In Planning And Decision Making
- ❖ Human Right and Empowerment of Women

Unit 4: Theories on Gender And Education : In Indian Context

- ❖ Socialisation Theory
- ❖ Gender Difference Theory
- ❖ Structural theory
- ❖ Deconstructive Theory

Unit 5: Gender, Sexuality, sexual Harassment and Abuse

- ❖ Linkage and difference between Reproductive Rights and Sexual Rights.
- ❖ Development of Sexuality, Including Primary Influences in the Lives of Children (Such as gender, Body Image, Role Models)
- ❖ Sites of Conflict: Social And Emotional
- ❖ Understanding the Importance of Addressing sexual Harassment in Family, Neighborhood and Other formal and informal institution.
- ❖ Agencies Perpetuating Violence: Family, School, workplace and Media (Print and Electronic)
- ❖ Institutions Redressing sexual Harassment and Abuse.

UNIT -1

GENDER ISSUES – KEY CONCEPTS

Unit -1

Gender Issues – Key Concepts

SOCIETY

Meaning and definition of society :-

Society is the central place where human being takes birth in the form of a boy or girl .The word society has been taken from the Latin word ‘**Societas**’ ,Which is used to describe a bond or interaction between parties that are friendly, or at least civil.

Society is a web of Relationship, the Pattern of norms of interaction by which the number of the society maintain themselves.

A large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. All the people in a country, or in several similar countries, can be referred to as a society:

A classless, multicultural, capitalist, civilized society

There's a danger that we will end up blaming innocent children for society's problems.

We must also consider the needs of the younger, older members of society.

According to Mac lever and Page, “Society is a system of usages and procedures of authority and mutual aid of many grouping and divisions, of the control of human behavior and liberties.”

Morris Ginsberg defines Society as “A collection of individuals united by certain relations or mode of behavior which mark them off from others who do not enter into these relations or who differ from them in behavior.”

August Comte, the father of Sociology, Saw society as a Social Organism, Possessing a harmony of structure and function.

Society is a web Of Social Relationship , the Pattern of Norms of Interection by which the Member of the Society Maintain Themselves.

Thus , We see that there are different types of societies that exist in the different form, i.e., Harijan Society, Brahma Samaj, Arya Samaj, etc. These Societies foam of group of people. These groups of people are mainly male or female, i.e., gender that has their own norms, traditions, cultures, and so on.

CHARACTERISTICS OF SOCIETY

BASED ON SOCIAL RELATIONSHIP

COMMONNESS

A SENCE OF BELONGINGNESS

DIVISION OF LABOURS AND SOCIAL RULES

DIVERSITY

DYNAMIC

COMPETITION

CONFLICT

- **BASED ON SOCIAL RELATIONSHIP:-** People live together in communities there are social rules and regulation Which should be followed by all members of society.
- **COMMONNESS:-** There are commonness in terms of peoples in their understanding, their aims their life style and responsibilities.
- **A SENCE OF BELONGINGNESS:-** There is a sence of belongingness between members of society .They live together with a sence of oneness. So unity is the major characteristics of a society .
- **DIVISION OF LABOURS AND SOCIAL RULES:-** In a Society every has a particular duty to perform as per his level ,caste and education ,e.g., sweepers usually clean the streets . so we can find assigning or job or work.

- **DIVERSITY:-** In India, there are People of different religion ,culture live together a society but we can also find diversity in terms of different Values, beliefs, life styles and language economy and so on . so society is dynamic .
- **COMPETITION :-** Various types of competition have been found in society every field of survival of the society.
- **CONFLICT:-** There are conflict lie in between two neighbours,or for the requirements of justice, etc. so, there are conflicts both Positive and Negative.

For example:- Environmental organization and global warming are the universal conflict for all societies.

GENDER MEANING AND DEFINITIONS:-

“Gender is used to describe those Characteristics of women and men Which are Socially constructed, Which sex refers to those Which are biological determined. People are born female or male but learn to be girls and boys who grow into women and men . This Socially ingrained behavior makes-up gender identity and determines gender roles.”

According to WHO:- Gender refer to “ The Socially constructed roles, behavior, activities and attributers that a given Society Considers Appropriate for Men and Women.”

CHARACTERISTICS OF GENDER

Characteristics of gender are as followed:-

- Gender is learned behavior
- It changes over time
- It differs between Culture
- It differ Within Culture
- It is Relational
- It is Instructional
- It is Hierarchical and
- It is Context Specific

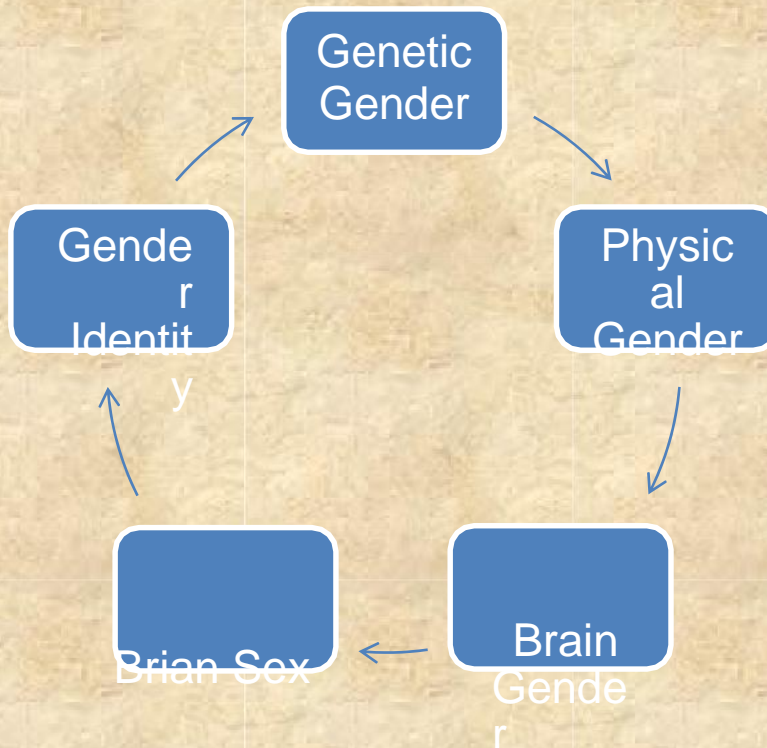
CHARACTERISTICS OF THE MASCULINE GENDER:-

- Abstract Thinking , Activeness, Ambition, Conditional Love , Courage, Creativity, Daring, Dependability, Discipline, Force, Independence, Individuality , Knowledge, Leadership, Originality, Positivity and Will Power.

CHARACTERISTICS OF THE FEMININE GENDER:-

- Accommodation, Adaptability, Caring, Companionship, Consideration, Cooperation, Diplomacy, Friendliness, Gentility, Giving, Harmony, Informative, Materialism, Nurturing, Receptivity, Responsiveness, Rhythm, Visual thinking, Unconditional Responsiveness, Rhythm, Visual Thinking, Unconditional Love .

TYPES OF GENDER



- **Genetic Gender :-** It can be rather Mixed. Most People are 46,xy (male) or 46,(xx) female; but Some are 47,xyy (Kline feiter syndrome Male), Some are 45,xo (Turner syndrome Female).
- **Physical Gender:-** Usually follows Pattern laid down by the genes, but mutations such as Complete Androgen Insensitivity Syndrome Can turn Genetic Males into Phonotypical females, and Congenital adrenal Hyperplasia.
- **Brain Gender:-** This is reflected in behavioral differences measurable even in the earliest days of childhood.
- **Brian Sex:-** Love/ Sex Patterns, how we relate to others, on a social and Interpersonal as well as sexual level.
- **Gender Identity:-** Our subjective Gender, Our Sexual Self-Map, How we fell ourselves to be; male or female.

SEX AND SEXUALITY

Sex is nothing but the natural tendency of human being, being male and female. Sex Can be Determined on the basis of Biological sex, Including sex Chromosomes, gonads, internal reproductive organ and External genitalia.

CHARACTERISTICS OF SEX

- Sex is natural tendency, being male or female.
- It is Physical and biological anatomy.
- Sex differ from gender.
- Sex is not culturally influenced in a direct way.

DIFFERENCE BETWEEN GENDER AND SEX

Social Scientists and development experts use two separate terms to designate biologically determined differences between men and Women, Which are called “sex Differences”, and those Constructed socially, Which are called “ Gender Differences”. Both define the differences between men and Women, but they have very different Connotations. The difference between these two terms can be seen on the basis of following ground:

Table1.1: Differences between Gender and Sex

Basis of Differences	Gender	sex
Meaning	Gender refers to the attitudes, feelings and behaviors that a given culture associates with a person's biological sex.	Sex refers to the biological and Physiological Characteristics that separate male or female
Category	Masculine and Feminine are gender Categories.	Male or Female are sex Categories.
Aspect	It may vary greatly in different human societies.	It will not vary substantially between human Societies.
Determination	Gender is determined by Social, Cultural Affiliation, Learned Behavior and Social Interaction, and larger cultural values that determine gender identity and affiliation .	Sex determined by Physical Anatomy, Biological Description like Genitalia, facial hair, body structure and composition.
Nature	Gender is Perceived as a Secondary Construct Which Is Imposed over the top of this natural distinction.	Sex is natural and comes first.

SEXUALITY

MEANING OF SEXUALITY:-

It is a natural activity . It is The natural tendency of Human being which is largely depends on the thoughts of human being, i.e. Men or Women. Sexuality may be Experienced and Expressed in a Variety of Ways, Including thoughts , fantasies, desires, beliefs, attitudes, values, behaviors, role and Relationships.

Human sexuality refers to People's Sexual Interest in and attraction to others, as well as their Capacity to have erotic experiences and responses. The biological and Physical aspects of Sexuality largely concern the human reproductive functions, including the human Sexuality response cycle and the basic biological drive that exists in all species.

Emotional aspects of sexuality include bonds between individuals that are expressed through Profound feelings or Physical Manifestations of Love , Trust and Care.

Social aspects deal with the effects of human Society on One's Sexuality, While Spirituality Concerns an Individual's Spiritual connection with others through sexuality. Sexuality also impacted by Cultural, Political, Legal, Philosophical, Moral, Ethical and Religious aspects of Life.

MEANING AND DEFINITION OF PATRIARCHY

Patriarchy is a Social system in Which the father or eldest male is head of the household having authority over women and Children.

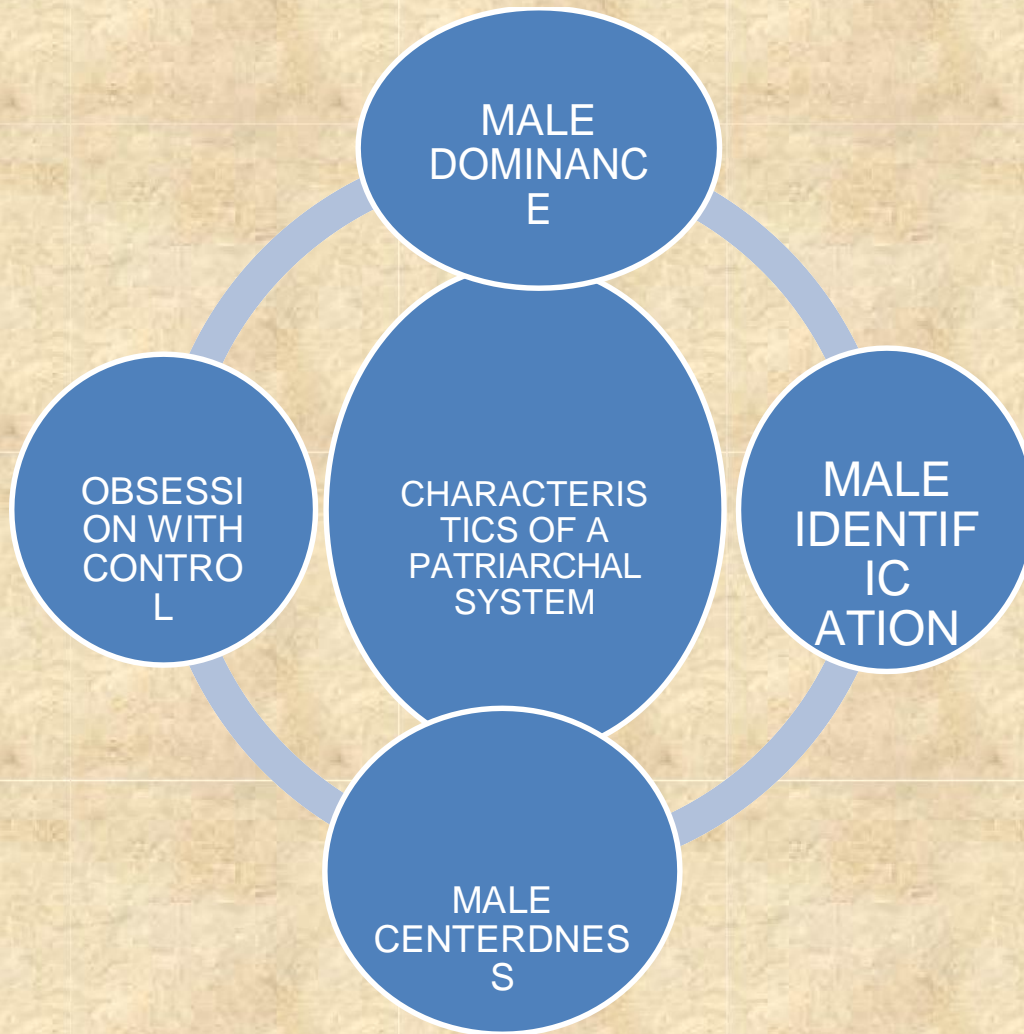
Patriarchy may be defined as “The systematic Societal Structures that Institutionalize male Physical, Social and Economic Power Over Women.”

Simply, It can be said that the Patriarchy Means “The Absolute rules of the father or eldest male member over his family.”

According to Zillah Eisenstein,” Patriarchy is “A Political Structure which favors man.”

According to Sylvia Walby, Patriarchy is “ A System of Social Structure and Practices in Which Men dominate, Oppress and Exploit Women.”

CHARACTERISTICS OF PATRIARCHAL SYSTEM



- **MALE DOMINANCE:-** In this system men have the authority to rule over women, they take all decisions in both society and in their family unit, hold all positions of power and authority, and are considered superior.
- **MALE IDENTIFICATION:-** Men are concerned with identification that includes qualities of control, strength, strong work ethic, and competitiveness. Each of these qualities contributes to male identification in a Patriarchal system.
- **MALE CENTEREDNESS:-** man will be focus and developer of all events and inventions, men will be the heroes in all situation, and men will be the centre of social engagement, fun, and entertainment.
- **OBSESSION WITH CONTROL:-** Men have desire to control all social and family situations and must make all decisions regarding finances and education.

FORM OF PATRIARCHY:-

- 1. Private Patriarchy**
- 2. Public Patriarchy**

Private Patriarchy:- Private Patriarchy is based upon household production as the main site of Women's Oppression. In Private Patriarchy the Expropriation of Women's labour takes place primarily by Individual Patriarchies Within the household.

Public Patriarchy:- Public Patriarchy is based Principally in Public sites such as Employment and the state. The Household does not Cease to be a Patriarchal Structure in the Public form but it is no longer the chief site.

MERITS OF PATRIARCHY

- Patriarchy determine supreme Power and Place to head of the family unit, so that the family has a Protector and a Provider, It gives him a role to fulfill and doesn't displace him to turn on the family.
- It asserts the leader in a family so there are no questions who rules, only suggestions and advise offered.
- It follows a natural logic that the Stronger Person should be in a position of Power.
- This system brings greater unity to a married Couple.
- A male Only head gives other members the sense that they have some thing Unique to contribute, and encourages them to serve others.

DEMERITS OF PATRIARCHY

- In Patriarchal system women are neglected and they are not allowed to go ahead.
- A Number of women(and some men as well) find the system intolerable.
- Women's Voices and Perspectives are not much represented in the decision-making, and are only represented to a limited extent.
- It Potentially makes it more difficult for men to see women as equals.
- Women don't have the chance to develop what Capacities they might have for spiritual leadership.

WOMEN SUBORDINATION

Subordination is the situation in which one is forced to stay under the control of other. So women's subordination means the social situation in which Women are forced to stay under the control of men. In this way to keep women under men's control, Patriarchy operates some social Customs, traditions and social roles by Socialization Process.

According to advanced Learners Dictionary:-

“Subordination means having less Power or authority than Somebody else in a Group or an Organization.”

Kate Millet's Theory Of Subordination argue that women are a dependent sex class under Patriarchal domination.

The Subordination that we experience at a daily level, regardless of the class we might belong to, takes various forms such as discrimination, insult, control, exploitation, Violence within the family, at work Place, in society.

For Example:- Son Preference, discrimination against girls in food distribution, burden of household work or women and Young girls, lack of Educational opportunities for girls, lack of Inheritance or Property right for women.

MATRIARCHY VS. PATRIARCHY

A Matriarchy is a society in Which Females, especially Mothers, have the Central roles of Political leadership, moral authority, and Control of Property at the Specific exclusion of men , at least to a Large degree.

According to William A. Havilland:-

“Matriarchy is rule by Women.”

According to the Oxford English Dictionary:-

Matriarchy is a “ Form of social Organization in which the mother or Oldest female is the head of the family , and descent and relationship are reckoned through the female line; government or rule by a Woman or women.”

- **Example:- The Mosque Culture in China(Matriarchal Society)**
- **Amazon Society Matriarchal Society.**

DIFFERENCES BETWEEN MATRIARCHY AND PATRIARCHY

BASIS OF DIFFERENCES	MATRIARCHY	PATRIARCHY
MEANING	Matriarchy is essentially a Women-Oriented Society, Where in all the leadership and authority rest in the hands of women.	Patriarchy is a social System, where in Males enjoy all the Powers, Control and Authority and Women are given Subordinate roles.
DYNASTY	The Dynasty of the generations is traced through their Mother's side. This Means that children get their title from their mother and that the Property is Passed on from the Mother to the Daughter.	In Patriarchy the dynasty is traced from the father and Property is Passed On from the father to the son.
OWNERSHIP	The Matriarchal approach emphasizes on the Private ownership by both, female and males of the society, of household items, the concept of Private Ownership Pertains to small things, Which Occupy an Important Place in daily life.	The Patriarchal approach rest's on the Idea of only the males having a right to Private Ownership. Accordingly, they not only own Physical, Mobile and Immobile Property, such as Money ;house; land etc. but also own People Which Include One's Wife ,Children and Slaves.

NATURE	The Matriarchal System is Nature-Oriented The Matriarchs Regards nature as an Organic Whole , and lay emphasis on maintaining its balance at all times. Conservation and Recycling of Resources are considered important, in other to maintain the balance of nature.	It is Consumer Oriented The Patriarchies believe that nature has Immense resources , Which can be used by Humans, in order to make Profits . Accordingly, Nature is Considered as a thing to be exploited; and Often, non-recyclable resources are used up leaving by products that can be harmful for natural balance.
OUTLOOK	The Matriarchal society is Pretty Liberal When It Comes to Research and Experimentations. They are Open to Change, and Always tend to have a Holistic approach of looking at things.	The Patriarchal Society has a very conservative out look. They do not seem to be very open to change at all times.

MASCULINITY AND FEMINISM

Meaning and concept of masculinity:-

Masculinity is the Characteristics of men. It Specifically describes men and boys that are Personal and human , unlike male which can also be used to describe animals, or Masculine Which can also be describe noun classes. When Masculine used to describe men. It can have degress of comparison-more Masculine, most masculine.

Raeuyn connell defines Masculinity as a broad set of Processes which Include gender Relations and gender Practices between men and Women and “the Efforts of these Practices in Bodily Experience, Personality and Culture.”

Meaning and definition of feminism

Feminism is the organized movement Which Promotes equality for men and Women in Political economic and Social Spheres, Feminists believe that Women are Opposed Simple due to their sex based on the dominate ideology of Patriarchy.

Feminism:- Refers to the belief that men and women deserve equality in all Opportunities, treatment, respect and social Rights.

According to Mary Evaus:- “Feminisms the critical examination of the Present and Past Situation of the women-a challenge to the majority of values that are Presented to women about themselves.”

Types of feminism

- **Radical Feminism**
- **Socialist Feminism**
- **Cultural Feminism**
- **Liberal Feminism**

1. **Radical Feminism:-** It is believe that men are not only benefited from the Exploitation of Women but are also responsible for it as well-Radical feminism is a movement that believes sexism is so deeply rooted in Society that the only Cure is to eliminate the Concept of gender Completely.
2. **Socialist Feminism:-** Socialist Feminism is a Movement that calls for an end to capitalism through a socialist feminism agrees that capitalism strengthens and supports the sexist status quo because men are the ones who Currently have Power and Money.

- 3. Cultural Feminism:-** Cultural Feminism is a movement that Points out how Modern Society is hurt by encouraging Masculine behavior , but Society Would benefit by encouraging feminine behavior instead. Cultural feminism believes in encouraging feminine behavior rather than masculine behavior.
- 4. Liberal Feminism:-** Liberal feminists do not see Women’s equality as requiring a Reorganization of society, but they do Seek to Expend the rights and Opportunities of Women.

Basic Feminist Ideas

Both female and males who identify themselves as feminists disagree on many things. It is said that most feminists agree on five basic Principles:-

- 1. Working to Increase Equality :-** Feminist thought link ideas to action, insisting w should push for change toward gender equality and not just talk about it.
- 2. Expanding Human choice:-** Feminists believe that both men and Women should have the freedom to develop their human interest and Talents ,even if those interests and talents conflict with the status quo . For example , If a Women Wants to be a Mechanic, she should have the right and opportunity to do so.
- 3. Eliminating Gender Stratification:-** Feminists oppose laws and cultural norms that limit income, educational and job Opportunities for Women .
- 4. Ending Sexual Violence and Promoting Sexual Freedom:-** Feminists feel that women Should have control over their sexuality and Reproduction.

GENDER BIAS:- CONCEPT AND MEANING

Gender Bias is behavior that shows favoritism toward one gender over another. The term Gender Bias is often used inter changeably with the term sexism.

Sexism is typically defines as the subordination of one Sex, Usually female , based on the assumed superiority of the other sex or an ideology that defines female as different from and inferior to males.

The Term ‘Gender Bias’ is more inclusive than the term ‘sexism’, as it includes both, Prejudice (attitude) and Discrimination (behavior) in its definition.

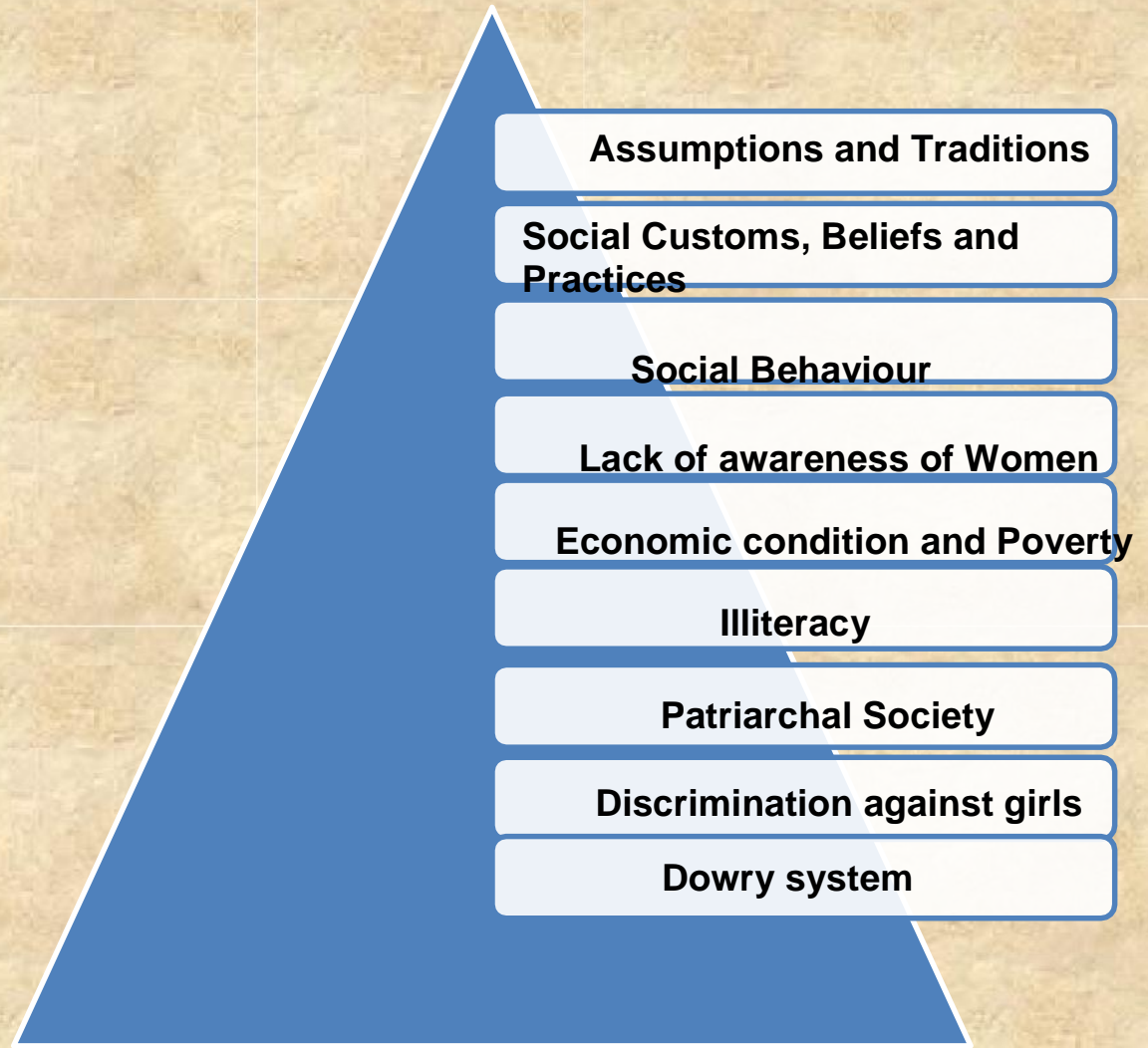
Gender bias is so deeply in the system that the discrimination begins from the time a couple plans a baby. Today; science has advanced so far that it is possible to separate male and female sperm, so as to predetermine the sex of a child.

The sexual division of labour

The work done by women has always been treated as less important than men, which in turn was dependent on the cultural, social, economic and historical context of the society. The concept explains why men do some kind of work and why women do other kind of work.

The sexual division of labour was explained as a woman's biological destiny. Child birth was explained as a part of a woman's biological make-up. Women stay at home rear children and undertake all the domestic chores, while men undertake all the arduous tasks as apart of their biology. The work done by men created the productive and valued as labour. The concept of sexual division of labour conceals the fact that the relationship between men and women is a relationship of dominance feminist writing centre around the issue of dominance of men over women through the sexual division of labour.

REASONS OF GENDER BIAS



MEASURES TO REMOVE GENDER BIAS

1. Prevention of Social assumption and Traditions.
2. Creating awareness.
3. Focus on Girls Education.
4. Improve Educational System.
5. Provide Equal Opportunity.
6. Promote Gender Equality in school.
7. End Forced Early Marriage and Premature Pregnancy.

GENDER STEREOTYPING

MEANING AND DEFINITION:-

Gender Stereotypes are one-sided and exaggerated images of men and women Which are deployed repeatedly in every life.

Sociologists often see stereotyping as part of the Process by Which children are Socialized into sex roles and by which adults and Children are denied Opportunities for more individually varied development.

A stereotype is a label which involves a process of Categorization and Evaluation.

According to kuppup swami:- In a broad way we can define the stereotype as” a False classificatory concept with strong Emotional feeling tones regarding other group of People.”

There are Certain Stereotypes that are different for men and women . Because these stereotypes are social and Cultural, They have the Potential to shape the Lives Of Individuals . If society is to be fair, then gender equality must be a Priority.

There are four basic example of gender Stereotypes:-

1. **Personality Traits**
2. **Domestic Behaviors**
3. **Occupations**
4. **Physical Appearance**

- **Personality Traits :-** Women are supposed to be shy , passive and submissive. Men are expected to be tough, aggressive, dominant and Self- Confident.
- **Domestic Behaviors:-**women are supposed to cook and do housework. Women are better at raising Children. On other hand , Men are better at household repairs . Men always tell their Wives what to do. Men Cannot cook, sew or care for their Children as like women.
- **Occupations:-** Women are supposed to have “clean” jobs such as teachers, Nurses, Secretaries and Librarians. Men are supposed to have jobs like Mechanics, Construction Workers, Plumbers and Engineering.
- **Physical Appearance:-** Generally Speaking Women are delicate While Men are supposed to be tall with broad shoulders . However, Physical Appearance gender stereotyping Varies from Culture to Culture.

IMPACT OF GENDER STEREOTYPING

1. Gender Stereotyping Leads to Wage discrimination at work place.
2. Gender Stereotyping also leads to Resulting Discrimination in Employer hiring, firing and Promotional Practices.
3. Gender Stereotyping also leads to sexual harassment at Work Place .
4. Even with Progress in the legislature and in the courts, Gender Stereotyping and its Resulting discrimination is still a significant road block to Women's success in the Workplace.

In a Organization as a whole , Gender Stereotyping can do the following:-

- Lost Productivity
- Promotions on the basis of the Stereotyped roles.
- Destruction

Normal Gender Stereotype:-

Some qualities regarding women stereotyping:- submissive, Quite, Clumsy, Housewife Nurturing, Illogical , Emotional, Neat/Clean, Artsy, Child rearing , Irrational.

Some Qualities regarding men stereotyping:- Aggressive, No emotions athlete, CEO, Unemotional and level headed ,loud, Messy, Math's and Science Oriented ,Money Maker, Logical.

GENDER EMPOWERMENT

Empowerment means having control over the decisions and issue that affect one's life. It means Bodies and Control over the distribution of resources. Where Women are Underrepresented in decision –Making for a, deliberate action to redress the imbalance is necessary Participation in Planning and decision –Making Processes has the additional benefit of Increasing a sense of Commitment to and Ownership Of a Plan's Objectives.

Empowerment is defined as what “happens when People, Individually or collectively; Conceive of; define and Pursue better lives for themselves.”

IMPORTANCE OF EMPOWERMENT

- 1. Reduction in Domestic Violence**
- 2. Reduction in Corruption**
- 3. Reduce Poverty**
- 4. National Development**

Government's Effects for Gender Empowerment :-

Measures taken by the government of India include the establishment of the:-

1. National Commission for Women (NSW)
2. Rashtriya Mahila Kosh (RMK)
3. Launching of Indira Mahila Yojna (IMY)
4. Balika Samridhi Yojna (BSY), and
5. Rural Women's Development and Empowerment Project (RWDEP).

Formulating a National Policy for Empowerment of Women and Setting up a National Resource Centre for Women are other Efforts of the Context Undertaken By government in the interest of women.

EQUITY AND EQUALITY IN RELATION WITH VARIOUS ASPECTS

CONCEPT OF EQUITY AND EQUALITY:-

GENDER EQUITY:- Equity is a normative Concept, one Which has a long history in religious, Cultural and Philosophical Traditional and is Concerned With equality, fairness and social Justice, topics Which are also the Subject of Fierce debate among Political Philosophers.

It means fairness and Impartiality in the treatment of women and men in terms of right, benefits and opportunities.

Gender equity takes into consideration the difference in women's and Men's lives and recognizes that different approaches may be needed to Produce out comes that are Equitable.

GENDER EQUALITY:-

“ Gender Equality is more than a goal in itself . It is a Precondition for meeting the Challenge of Reducing Poverty, Promoting Sustainable development and building good governance.”

It comes when women and men enjoy equal rights. Opportunities and Entitlements in civil and Political life.

Gender Equality is the notion that men and women should have the same Opportunities in life.

According to Aristotle:- “ Equality Consists in the same treatment of similar Persons.”

VARIOUS ASPECTS OF EQUITY AND EQUALITY

1. CLASS

2. CASTE

3. RELIGION

4. ETHNICITY

5. DISABILITY

6. REGION

Equity and Equality in relation with Class

Meaning and definition of Class:- A 'Social Class' is a group of People of similar Status ,Commonly Sharing Comparable levels of Power and wealth.

According to Karl Marx, "Class is determined entirely the Extent to which an Individual or Social group has Control over the means of Production."

MacIver and Page:- defines social Class, as " any Portion of the Community marked off from the rest by Social Status."

CHARACTERISTICS OF A CLASS

Class System is associated with class consciousness. It is a sentiment that Characteristics the relations of men towards the member of their own and other classes.

1. A Social Class is Essentially a status group.
2. Class is related to status.
3. Status in the Case of Class System is Achieved and not Ascribed.
4. Birth is not the Criterion of status.
5. Different status arise in a Society as People do Different things, engage in different activities and Pursue Different Vocations.

TYPES OF CLASS

UPPER CLASS

- UPPER-UPPER CLASS
- UPPER-MIDDLE CLASS
- UPPER - LOWER CLASS

LOWER CLASS

- **UPPER-UPPER CLASS:-** This Class represent institutional leadership, Head of Multinational Corporation, Foundations ,Universities.
- **UPPER-MIDDLE CLASS:-** Owner of lands, stock and bonds, Engineers, Accountants, Lawyers, Architects, University Faculty, Managers and Directors of Public and Private organizations.
- **UPPER-LOWER CLASS:-** Clerical Workers, Small-Businessmen and Teachers.
- **LOWER-UPPER CLASS:-** In this Class Many People have more valued possession and wealth.
- **LOWER-MIDDLE CLASS:-** Clerical-Administrative, Engage in data collection, Skilled Workers.
- **LOWER-LOWER CLASS:-** Craft Workers, Laborers in Factories, Restaurant Workers, Nursing Home Staff, Repairs shops, Garages, Delivery Services.

EQUITY AND EQUALITY IN RELATION WITH RELIGION

The Sanskrit word Dharma translated as ‘Religion’, Which means ‘Law’. The Word Religion has been derived from the Latin Word ‘Religio’ Which Means ‘Obligation’ bond.

Religion is a belief in Supernatural Power or it refers to the Performance of Practices Which binds together or Links human being with the unseen super Power.

According to Kant, “Religion is the Recognition of all our duties as divine Commands.”

According to E.B Tylor , Religion is the “ Belief in Spiritual Things.”

CHARACTERISTICS OF RELIGION

- It is Universal
- It Provides Common Worship.
- It has Common Rituals.
- It is Based on Antiquity.
- It is a Source of Social Cohesion.
- It Explains Individual Suffering.
- It believes in Supernatural and Superhuman, Creatures (like God, Angels, Jinn, etc.)
- Separation of Sacred and Mundane.
- Worship, Rituals and Ceremonies are Included in Religion.
- Written and Non–Written tradition (Sacred book, Moral code of laws) are included in it.
- View on this World and Man, and life and after life.
- Emotions Related to Supernatural and Superhuman Creatures and The Sacred (like fear, trust, Sinfulness, Worship, Devotion).

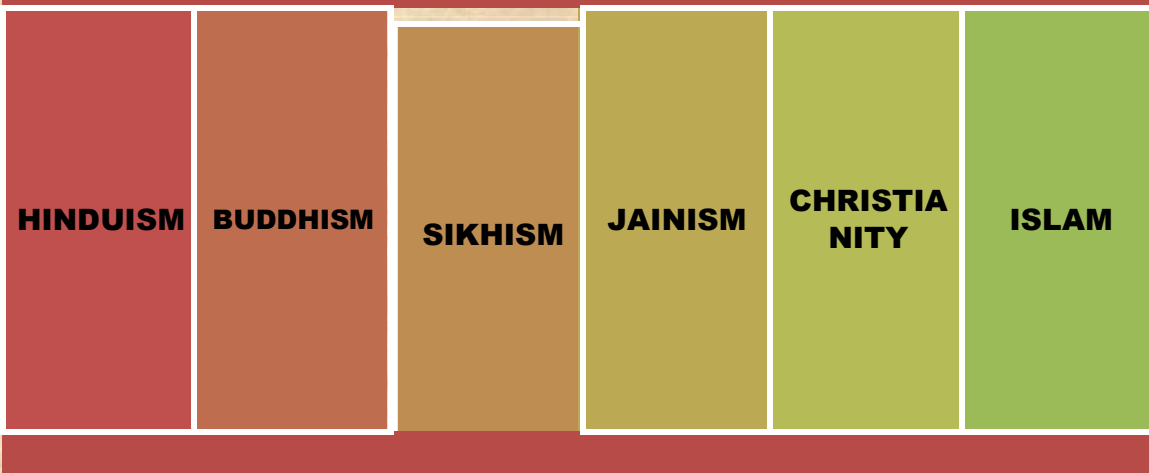
COMPONANTS OR ELEMENTS OF RELIGION

1. **Belief in Supernatural Forces:-** Like God; gods and some call them nameless.
2. **Man's Adjustment to Supernatural Powers:-** For doing Kirtans, Yagyas, Prayers.
3. **Acts Defined as Sinful:-** Each Religion defines certain acts as Sinful. Such acts destroys Man's harmonious relationship with God and Gods and he Suffer the Wrath Of God.
4. **Method Of Salvation:-** Man needs some method by Which he can regain harmony with the gods through removal of guilt . Thus Buddhism Provides for Nirvana, and Hinduism Provides Salvation in the Release from the bondage of Karma .

FUNCTIONS OF RELIGION

- ❖ It Contains human being Life.
- ❖ It is means used by man to adjust to his belief in the Existence of Supernatural Powers.
- ❖ It Unites People and brings social solidarity.
- ❖ It Provide guidelines regarding everyday life, Societal behavior towards others, and Soon.
- ❖ It Provides Individuals with a Sense of Identity.

TYPES OF RELIGION



DIFFERENCE BETWEEN RELIGION AND SPIRITUALITY

BASIS OF DIFFERENCES	<u>RELIGION</u>	<u>SPIRITUALITY</u>
MEANING	Religion is ‘anything that the Person desires’.	‘Something that develops in the person’ or is found deep within oneself.
DEFINITION	Religion can be anything that the person Practicing it desires. Religion is often times forced.	Spirituality is Something Which Comes from God and is defined by god. Spirituality is chosen.
SEPARATED FROM GOD	Religion is all about people Controlling Other People. Religion distances you from God and from the sacred.	Spirituality is the “true” way to reach God and the sacred. It is the right thing to centre your life on.
IMPACT	Religion may have bad Impact.	Spirituality is Really good.

IMPACT OF RELIGION ON INDIAN SOCIETY

Positive Impact Of Religion:-

- ❖ **Solidarity:-** People belonging to a Particular Religion Closely Identify Themselves With The Religious Group.
- ❖ **Ethical Values:-** Religion helps in the development of ethical values; e.g. Care for the Parents, Protection of Children , Helping the Poor and Disabled, Honesty etc.
- ❖ **Social Control:-** By Imbibing certain ethical values, Religion enable to regulate the Conduct of Individuals.
- ❖ **Basic Law:-** Over a Period of time religious Customs and traditions gain the force of Law . e.g. Maintenance of Wife and Children the duty of the husband.
- ❖ **Management Perspective:-** Example:-
- ❖ Festival advance schemes, Declaration of holidays for Particulars Religious festivals.
- ❖ Payment of Bonus for Certain festivals.
- ❖ Celebration of Some Pooja like Lakshmi pooja on Friday's Ayudh Pooja in Organization .

NEGATIVE IMPACT OF RELIGION:-

- ❖ **Groupism:-** Religion divides People. Such divisions may come in the way of development of the Country.
- ❖ **Frequent Conflicts:-** People belonging to different religions feel that their religion is superior. They even try to impose their religious Practices on others Which Would lead to conflict Situations. In India, Communal conflict has become a common feature.
- ❖ **Blocks Social Change:-** Religion acts as a hindrance for Social Change. It is Highly Challenging to transform the attitude of Conservative People, e.g., Restrictions on Marriage expenses.
- ❖ **Dogmatism:-** Every Religion has a set of beliefs Which may be Superstitious quite often. Such ideas block the development of Society and the Progress of Individuals. E.g.; In Some Communities there is no improvement the status of Women on account of Religious attitudes.

EQUITY AND EQUALITY IN RELATION WITH CASTE

MEANING:- Caste is defined as a system of graded inequality in which castes are arranged according to an ascending Scale of Reverence , and a descending Scale of Contempt.

According to Cooley:- “When a Class Is Some What Strictly hereditary We May Call it Caste.”

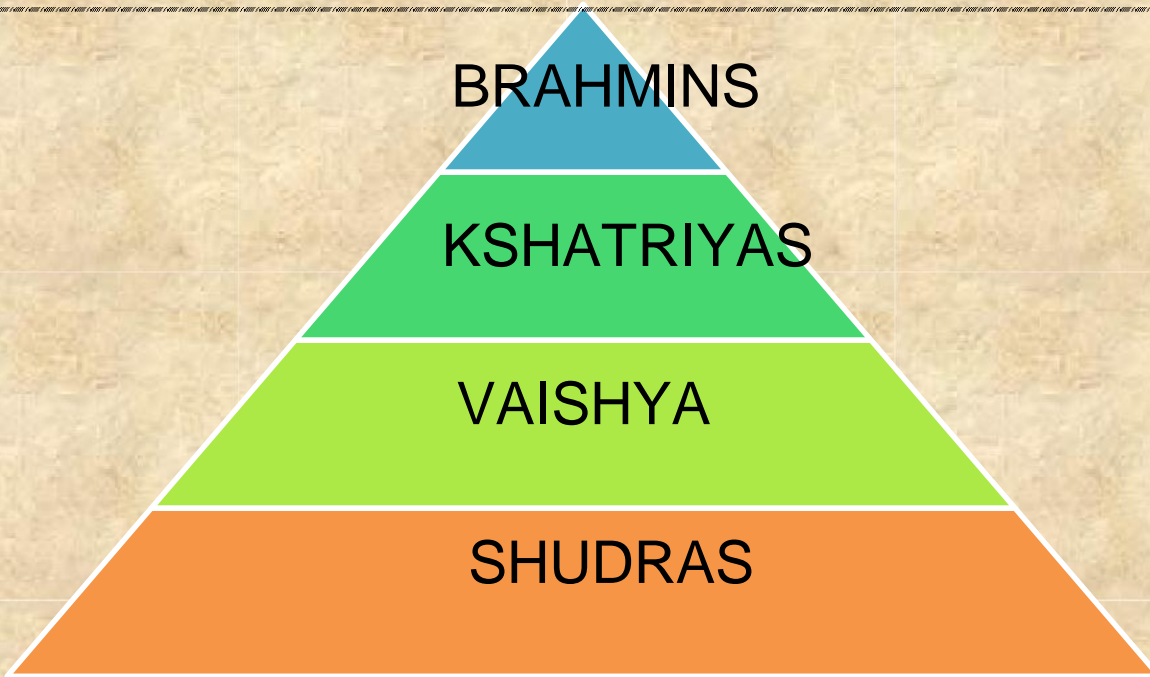
According to Dumont:-“ Caste is not a Form of Stratification but as a Special form Of Inequality.”

CHARACTERISTICS OF CASTE :-

- Caste System is innate.
- It is Inherited.
- It is Hierarchical.
- It is Permanent in Nature.
- It Creates Control Over People.
- It Works as Social Stratification.

CASTE SYSTEM IN INDIA:-

According to Hindu Shastras, Caste System in India Consists of four groups, Known as Varna, Which are further divided into following sub Categories:-



GENDER AND CASTE DISCRIMINATION IN INDIA:-

Discrimination in the name of caste is equally bad in the Indian Society. In spite of being the house for Dalit Communities with 200 Million People in them , they are still Treated as untouchables and discriminated against . It has been also Reported that:-

- In 37.8% of the government school, Dalit Children had to sit Separately While Eating.
- 27.8% of the Villages has Police Stations where Dalit's Were Restricted entry .
- 23.5 % of the villages do not deliver mail to Dalit's home.
- In 48.4% of the Villages Dalit's did not have any access to drinking water.

ILLS OF CASTE SYSTEM:-

Social Stratification on the basis of Caste is the Main Reason behind Various Types of Exploitation against So- Called lower Castes , Especially those described as Shudras and Untouchables.

From the beginning of this System, Shudras and Untouchables Were treated as Slaves by So-called Upper Castes. They were allowed only to do

menial works and all the lowly works but they were given no Powers or Privileges. All The Leadership Position in religion, Polity, Economy or Society was Assumed and taken hold off by two of the so-called Upper-Caste.

However there was various social reformers such as Raja Ram Mohan Roy Who devoted their lives for the upliftment of these downtrodden People . But it was so ingrained in our Social fabric that it was next to impossible to Change the Situation on ground.

CONSTITUTIONAL PROVISIONS TO CASTE SYSTEM OF INDIA

The Indian Constitution makes Clear the “Principle of Non –Discrimination on the basis of Caste or Gender.” It guarantees the “right to life and to security of Life.”

- **Article 46 :-** Specifically “ Protects Dalits from Social Injustice and all form of Exploitation.” Add to this the Important **Scheduled Castes and Tribes**
- **(Prevention of Atrocities) act of 1989**, and a Well-armed legislative army is formed.
- **The Constitution Guarantees Equality before Law (Article14)**, and enjoins upon the State not to discriminate against any citizen on ground of Caste(**Article 15(1)**).
- **Untouchability** is abolished and its Practice in any form is forbidden (**Article 17**) .
- **It empowers** the state to make Provisions for Reservation in Educational Institutions (**Article 15 (4)and (5)**).
- Reservation of Seats for SCs in the Lokshabha is Provided Under **Article 330**, in the Local self-Government bodies under **Article 243D and 340 T**.

EQUITY AND EQUALITY IN RELATION WITH ETHNICITY

MEANING:- Ethnicity refers to the Shared social, Cultural, and historical Experiences, from common National or Regional backgrounds that make subgroups of a Population different from one another.

Ethnicity Consists of Cultural Characteristics (such as Language, history, values, and Customs) that are shared by and Distinctive of a group of People.

EFFECT OF ETHNICITY

- In India With its Variety of Pluralities in terms of language ,race, religion and so on ethnic Conflict has become a part of Political Scenario.
- The Processes of development and change have generated Conditions for Ethnic conflict as the fruits of these development Processes have been Distributed Unevenly.
- Ethnicity Results From many aspects of differences, including social and Political Influences, Race, Cultural, Religion and Nationality. People May Identity themselves with more than one Ethnic group, although to allow data to be collected and Analyzed on a Large Scale, Ethnicity is Often treated as a fixed Characteristics.

EQUITY AND EQUALITY IN RELATION WITH DISABILITY

The term Disability is used to refer to individual functioning, Including Physical impairment, Sensory Impairment, Cognitive Impairment, Intellectual Impairment Mental Illness, and Various Types of Chronic Disease.

The Disability Services Act (1993) defines ‘disability’ as meaning a disability:

1. Which is attributable to an Intellectual, cognitive, Psychiatric, Neurological or Physical Impairment or a combination of those impairments.
2. Which Result in Substantially Reduced Capacity of the Person for Communication, Social Interaction, Learning or Mobility and a need for Continuing Support Services.

CENSUS 2011 USED THE FOLLOWING DEFINITION OF DISABILITY:-

- 1. Physical Disability :-** It Includes People with varying types of Physical disabilities include Upper Limbs disability, Manual Dexterity, Disability in co- ordination with different organs of the body. People Who have a broken bone also fall into the category of disability.
- 2. Mental Disability:-** It is a Condition that affects a Person's thinking, feeling or mood. Such Conditions may affect Someone's ability to relate to others and function each day.
- 3. Social Disability:-** In Social Disability the Interaction between People living with Impairments and An Environment filled with Physical, attitudinal, Communication and Social Barriers.

EFFECT OF DISABILITY:-

Disabilities affect People in Different Ways. Many People Associate the ' disabled' with some one who is in a Wheel Chair, or Who Is blind or deaf. They have the Attitude that People With a disability are totally different and therefore need to be treated differently .This Kind Of Stereotyping is in Itself a form Of Discrimination.

EQUITY AND EQUALITY IN RELATIONWITH REGION

MEANING OF REGION:- The Word 'Region' has been taken from the Latin Word 'Regio' Which also been derived from 'regere' , that means 'to rule' .

A Region is an area of land that HAS COMMON FEATURES. A Region can be defined by Natural or artificial features. Language, government, or religion can define a region "as forest, Wildlife, or Climate."

For Example:- Eco Region a term used in Environmental , Geographical, Cultural Region in Cultural Geography , Bioregion in biogeography, and so on. The Field of Geography that Studies regions themselves is called regional geography.

CHARACTERISTICS OF REGION

1. The first nature is its natural environment (land form, Climate, etc.)
2. The Second nature is their Physical Elements Complexes that were built by People in the Past.
3. The Third Nature is its Socio-Cultural Context that could not be Replaced by New Immigrants.

NEED AND IMPORTANCE OF EQUITY AND EQUALITY IN RELATION WITH DISABILITY AND REGION

The Need and Importance of Equity and Equality almost in all Sphere of human being life have become popular . To Educate disabled People and Removing Regional Disparity is the Main Concern of Indian Society.

- **The Disability Discrimination Act (DDA)** Originally came in force in 1995 and it was significantly amended and extended over the following 15 years, gradually bringing more Protection for Disabled Students.
- **The Equality act came into the force in October 2010.**Bringing together different laws that cover discrimination into one.
- **The Equality Act 2010 Says** Changes or adjustments should be made to ensure one can access the following things If he/she is disabled:-
 - **Education, Employment, Housing**
 - **Goods and services Like shops ,Banks, Cinemas, Hospitals.**

Thus the need and importance of equity and Equality in terms of Disability and Region is Useful for:-

- ❖ Creating Universal Values,
- ❖ Establishment of democratic values and dynamic society,
- ❖ Increasing Awareness,
- ❖ Universal Educational to all,
- ❖ National Integrity,
- ❖ Increasing self –Confidence and Dependence,
- ❖ Avoiding Separation and
- ❖ Overall development of Country.
- ❖ Establishing dynamic Society.



UNIT -2

GENDER INEQUALITY IN THE SCHOOLS

UNIT -2

GENDER INEQUALITY IN THE SCHOOLS

Meaning :-

Gender Inequality refers to “Unequal treatment or Perceptions of Individuals based on their Gender. “

Gender Inequalities refers to “The Obvious or hidden disparities among individuals based on the Performance of gender . This Problem is Simple term is Known as Gender Bias Which in Simple terms means the gender Stratification or Making difference between a girl and a boy ;i.e., a male or a female.

Causes of Gender Inequality :-

- 1. Patriarchy System**
- 2. Poor Socio- Cultural Condition**
- 3. Poverty**
- 4. Poor Education**
- 5. Poor Nutrition System**

Types of Gender Inequality

- Birth rate Inequality
- Professional or Employment Inequality
- Ownership Inequality
- Household Inequality
- Special Opportunity Inequality

Gender Inequality Indicators

1. Female Foeticide and Female Infanticide:-

It is a Shame that in India these Practices are Prevailing at large Scale. Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act , 1994 Sex Selective abortion is still on the Rise. One Estimate done by Macpherson shows that more than 100000 illegal abortions are being

Performed every year in India Mainly for the reason that the Foetus is of girl child .

2. Child Sex Ratio (0-6Age Group) :- There is a major Problem that in the Report of 2011:- The Sex Ratio between (0-6) year age group is 919 girls as per 1000 boys. In 2001 The Sex Ratio is 927 girls per 1000 boys.

3. Sex Ratio :- The overall sex Ratio of Gender is 943 as per 1000 boys in2011 .In 2001 the sex Ratio is 933 as per 1000 boys.

4. Female Literacy :- The Female Literacy is 65.46 Percent in 2011as against 82.14 percent male Literacy.

5. Maternal Mortality Rate :- 178 deaths per 100000 live births. All the Indicators Points towards the Poor Condition in India Regarding gender justice and Women's human right.

MEASURES TO ELIMINATE GENDER INEQUALITY

1. Change the Mindset of the Society
2. Increase the Education Level
3. Provide Equal Opportunities
4. Support Women Empowerment
5. To Stop Violence against Women

PRESENT SCENARIO OF GENDER INEQUALITY IN INDIA

1. **UNDP'S GENDER INEQUALITY INDEX 2014:-** According to this India's ranking is 127 out of 152 Countries in the List .

2. **WORLD ECONOMIC FORUM'S GLOBAL GAP INDEX 2014:-** It Indicates that India's Rank at 114 in list of 142 Countries of the World.

India's Position on these Indicators was as follows:-

- India's position was 134th in economic participation and opportunity.
- India's Position was 126th in Educational Achievements
- In Health and Life expectancy it was 141th Place .
- In Political Empowerment it was 15th Place .

Constitutional Provisions against Gender Inequality

Article -15 of the Constitution Provides for Prohibition of discrimination on grounds of Sex also apart from other grounds Such as Religion, race, Caste or Place of Birth .

Article 15(3) authorizes the state to make any special Provision for Women and Children .

Sati Prevention Act ,1987

Dowry Prohibition Act, 1961

Special Marriage Act, 1954

Pre-Natal Diagnostic Techniques (Regulation and Prevention Of Misuse) Bill:- Passed in 1994.

GENDER INEQUALITY IN SCHOOL

In India ,the Probability of Girls getting Primary Education is about 42 Percent Lower than boys and it Remains so even When Other Variables, such as Religion and Caste, Are Controlled.

In Primary Education ,The Current Enrollment Ratio Of 940 girls per 1000boys seems Perfectly in Synchronizing With India's Overall gender ratio of 940 females Per 1000 Males.

There are 1017 girls Enrolled for every 1000 boys in government School and Only 804 girls for 1000 boys in Private Schools.

In Haryana (639 girls per 1000boys)

Rajasthan (643and 1060 boys)

Delhi (677and 1019)

Gujarat (689 and 936)

CAUSES OF GENDER INEQUALITIES IN SCHOOL

- 1. Considering Bad Investment Educate a Girl**
- 2. Poverty**
- 3. Patriarchal Society**
- 4. Discrimination against Girls**
- 5. Dowry**
- 6. Money Problem**

MEASURES TO ELIMINATE GENDER INEQUALITY IN SCHOOL

- Providing Better Facilities In school to Girls
- Increase the Education Level
- Increase the number of Vocational Schools
- Provide Equal Opportunities
- Support women Empowerment
- Provide Full Government Support to School
- Social Integration
- Boosting and Mentoring Women

GENDER INEQUALITY IN THE STRUCTURE OF KNOWLEDGE

Meaning :- Gender Knowledge was developed by the German Sociologists Sunne Andresen and Irene Dolling 2005.

It was developed as an analytical device and recently it has entered into gender research in the fields of Sociology and Political Science.

The Concept of Gender Knowledge not Only Captures Implicit and Explicit Representations of, or beliefs about the Sexes, and Normative Positions on the Justification or Appropriateness of Relationships between the sexes; it also encompasses Perceived evidence of these gender differences.

The term Gender Knowledge refers to “ how gender relations are Perceived and on What grounds.”

According to Anderson/ Dolling:-

“ Gender Knowledge is the Knowledge about the difference between the sexes, the reasoning of the Self-evidence and evidence of these differences and Prevailing Normative Ideas about the ‘correct’ gender relations and divisions of labour between Women and ,men.

Level of Gender Knowledge :-

- 1. Connectively held or Objective Gender Knowledge:-** This type of Knowledge refers to the ideas or notions Concerning and related to gender ; which are Commonly Accessible.
- 2. Subjective Gender Knowledge:-** This Knowledge refers to individual’s own subjective Knowledge of their gender and Position in Society.

Forms of Gender Knowledge

- Practice, everyday Knowledge
- Institutional Produced Knowledge
- Popular Knowledge

Structure of Knowledge

Meaning:- A Knowledge Structure is an Interrelated collection of facts or Knowledge about a Particular Topic . It is Composed of Concepts linked to other Concepts by labeled Relationship .

Cognitive Model of Knowledge

- ❖ Conceptual Knowledge
- ❖ Factual Knowledge
- ❖ Representational Knowledge
- ❖ Strategic Knowledge
- ❖ Meta-Cognitive Knowledge
- ❖ Self- Knowledge
- ❖ Operational- Knowledge
- ❖ Procedural Knowledge
- ❖ Problem- State Knowledge

Importance of Knowledge structure

- For Retention of Knowledge
- For Quick and Efficient search Processes
- For fitting in new elements of Knowledge without Restructuring Knowledge already Present.

Gender Inequality in the Development of Curriculum

Curriculum refers to the means and materials with which student will interact for the Purpose of Achieving identified educational outcomes.

Keer defines Curriculum:- “ All the learning Which is Planned and guided by the School; Whether it is carried on in groups or Individually , inside or Outside f School.

Gender Inequality in curriculum development:-

- Different Subjects are associated with Masculinity and Faminity
- Teachers teach Different Material, Or Treat it Differently, According to Whether They are Teaching Girls or Boys.

Creating Gender Equality through Curriculum Development

- **Teaching and Learning In Curriculum**
- **Making the Curriculum Gender Equitable:-**
 - **Curriculum Content**
 - **Learning Materials**
 - **Language of Instruction and Literacy**
 - **Methods of Evaluation and assessment**

Measures to Improve Gender Equality through Curriculum

1. Setting up appropriate Policies.
2. Encouraging girls and Boys
3. Use conceptualized Books
4. Integrate Boys and Girls in the Classroom
5. Impart Sex Education to Both.
6. Encouraging for Extra – Curricular Activities.
7. Role Models.
8. Suggestion for Career Counseling

Gender In Text and Context

Text books:- In Relation context; textbooks are an important repository of Knowledge . It is an important teaching and learning material that teachers and students rely upon across the Country.

According to J.A Lauwerys and H.c. Barnard , A Text book is “ a book Prepared specially to assist learners in mastering a subject or a Part of a subject.”

Gender Inequality in Text Books

- Numerically , There are fewer images of Women and Girls Compared to men and Boys . Generally the Proportion of females represented decreases as grade level Increases. Men also appear to have more text Space devoted to them; for example, Through longer stories about men.
- Men and Women are generally Portrayed in Sterotypical roles and Professions such as Women are often shown in the home, engaging in domestic task. While men are Portrayed in more leadership or Professional roles.
- Men and Women are described as having Specific Gendered attributes:- **For Example** , Men are described as brave and strong, While Women are seen as Passive, Self-Sacrificing, and Caring. For Example:- In some cases, there were negative Portrayals of Women, as gossipy or Mean-spirited.
- Contribution of important Women (as values minority groups) were ignored or given less consideration.

Context

Context is the Part of a text or Statement that Surrounds a Particular word or Passage and determines its Meaning.

Context helps readers to understand what they otherwise wouldn't be able to Comprehend.

Indicators of Contextualization:-

Teachers:-

1. Begins Activities with what students already know from home, Community, and school.
2. Designs instructional activities that are meaningful to Students in terms of local community norms and Knowledge.
3. Acquires Knowledge of Local Norms And Knowledge by talking to students, Parents or Family members; Community members, and by Reading Pertinent documents.
4. Assist Students to connect and apply their learning to home and Community.

Gender and Hidden curriculum

Hidden curriculum indicates that teachers and administrator's behaviors, Conversations and approaches for Students, Cooperative and Competitive education, Quality of school Climate, research or memorization of teaching Process, teaching staff's values, Learning Environment created by the school, in Short , student's attitude and behaviours of Interactions in the school.

According to Jackson," Hidden Curriculum Which Makes Students more adapted to real life in the Classroom is a Curriculum Making students as a Social Individual."

The hidden curriculum may reinforce traditional gender roles in the following ways:-

- In first and Middle school vast majority of teachers are women they found that effect of encouraging girls relative to boys with their reading skills.
- Girls and boys might be asked to help around the school in gender specific ways , Example:- As when boys move furniture and girls serve coffee to parents at evening.
- Differences in boys and girls school uniform rules could be seen as emphasizing gender differences.

Padagogy

Pedagogy Comprises what teachers do in the classroom but also their ideas, Knowledge and attitudes in relation to the learners , the teaching and learning Process and the curriculum.

According to Watkins and Mortimore:- defines Pedagogy as any conscious activity by one person designed to enhance learning in another.”

Padagogy Approaches:-

- Learner or Student- Centered
- Child –Centered
- Activity –based Learning

Padagogical Methods

- ❖ **Lecturing**
- ❖ **Demonstration**
- ❖ **Direct-Instruction**
- ❖ **Inquiry- based Learning**
- ❖ **Problem- Based Learning**

Gender Inequality in the Classroom

Gender Inequality in Classrooms is that not treating all the Students same. There are two Problems with this Statement.

1. Students are diverse and have different learning issues; thus treating all students in the same way means that some students will have a better learning experience than their Peers.
2. Teachers may be ignoring their unconscious gender biases towards their students, their schools and themselves.

Activity involved in Classroom Management

<u>Sr. no</u>	<u>Class Management</u>	<u>Boys</u>	<u>Girls</u>	<u>both</u>
<u>1.</u>	<u>Seating arrangement</u> I. Random II. Mixed III. Separate			
<u>2.</u>	<u>Teaching Learning Materials Available</u> I. Textbooks II. Supplementary/Resource Materials III. Stationary Items IV. Any other			
<u>3.</u>	<u>Bulletin Boards</u> I. User Friendly II. Not user friendly			
<u>4.</u>	<u>Roles Assigned</u> I. Boys II. Girls III. Both			

<p><u>5.</u></p>	<p><u>Monitors</u> I. Boys II. Girls III. Both</p>			
<p><u>6.</u></p>	<p><u>Assignment of Responsibility</u> Cleaning Classrooms, Black Boards, Bulletin Board, any other. Getting Water, Chalk, Duster, Copies, Books, Register.</p>			
	<p><u>Create Different Groups</u> <u>Academic Groups:</u>-Such as debate and quiz, reading, Writing essay, Any other. Cultural group such as music, dance, any other. Another activities Participation in Classroom Questioning Answering 1.Frequently 2.Sometimes 3. Not Responding</p>			
<p><u>8.</u></p>	<p><u>Providing Additional Information</u> 1. Frequently 2. Sometimes 3. Not responding</p>			

Addressing Gender Equality in the Classroom

- Gender Stereotypes, i.e.; Challenging Stereotypical Views such as girls being unable to benefit from secondary education.
- Ideologies in the Curriculum.
- Sexual Violence, abuse and Harassment raising awareness of these issues and using teachers to raise awareness of learners.
- Encouraging girls to take Mathematics, science and technology subjects.
- Teaching styles, Including differential attention Paid to boys and Girls.
- School Organization and Discipline Making Schools More Girls friendly.
- Providing Sporting Opportunities for Girls As well boys.

Gender Inequality in the Management of school

Meaning of school Management:- School Management and decision-Making hold the Normative View of Being Masculine Occupations in many Countries World Wide.

School Management is “ A Process of Leading the School towards development through not only the optimum use of the human resources, Physical Sources, Principals and Concepts that helps in Achieving all the Objectives of the School but also the Proper Coordination and Adjustment among all of them.”

Thus , school Management is Considered as :-

1. A Process
2. A Social Process
3. Involves group Effort
4. Aims at achieving Pre- Determined Goals.
5. A Distinct Entity
6. System Of Authority
7. Required at all Levels Of Organization

Classroom Management Entails Three Basic Functions Viz.

1. **Planning:-** By Which objectives, Procedures are Selected.
2. **Control:-** By Which the Conformity of Performance to Plans is assured
3. **Communication:-**By Which Information is Transferred both internally and Externally.

Objective of School Management

1. To determine the objectives of the Process involved in the School Organisation and the Management.
2. To Formulate a System of Co- Ordinate Activities for Classroom Processes.
3. To Determine the Quality index for the Processes involved in the school.

Efforts for Creating a Gender Equitable School

1. Managerialism and Marketization:-
2. Smooth Operation of the Educational Organisations.
3. Expansion of Female Teachers in Senior Posts:-
4. Focus on ‘ Underachievement’ of Girls:-

Steps Involved in Managing School

School Management Establishes a framework for engaging students and Providing a Comprehensive school Education. Management of School Encompasses Various steps in Managing Overall Environment of the School In Terms of:-

1. Attendance
2. Behaviors
3. Curriculum and Educational Programmes
4. Enrollment
5. Gifted and Talented Children
6. Inclusive Education
7. Planning and Management
 - I. Dress codes for Students
 - II. Configuration of the School day.

Teachers as an Agent Of Change

Teachers are Considered as the Person Who can help to bring about positive changes in the Lives of students.

Teacher support gender equality, Promote and Strengthen the Constitutional Culture and Stability.

Roles of Teachers in Removing Gender Inequality

Teachers should change in the Education System like:- Policy advocacy, Policy formulation, Implementation, Monitoring and Evaluation.

- ❖ Teacher change the Mindset of society
- ❖ Change the Thinking Of students
- ❖ Teachers act as a Role Model
- ❖ Teachers Guide the Learners

❖ Bring Innovation in Education

❖ Community Change

❖ Institutional Change

❖ Learners Centered Change

