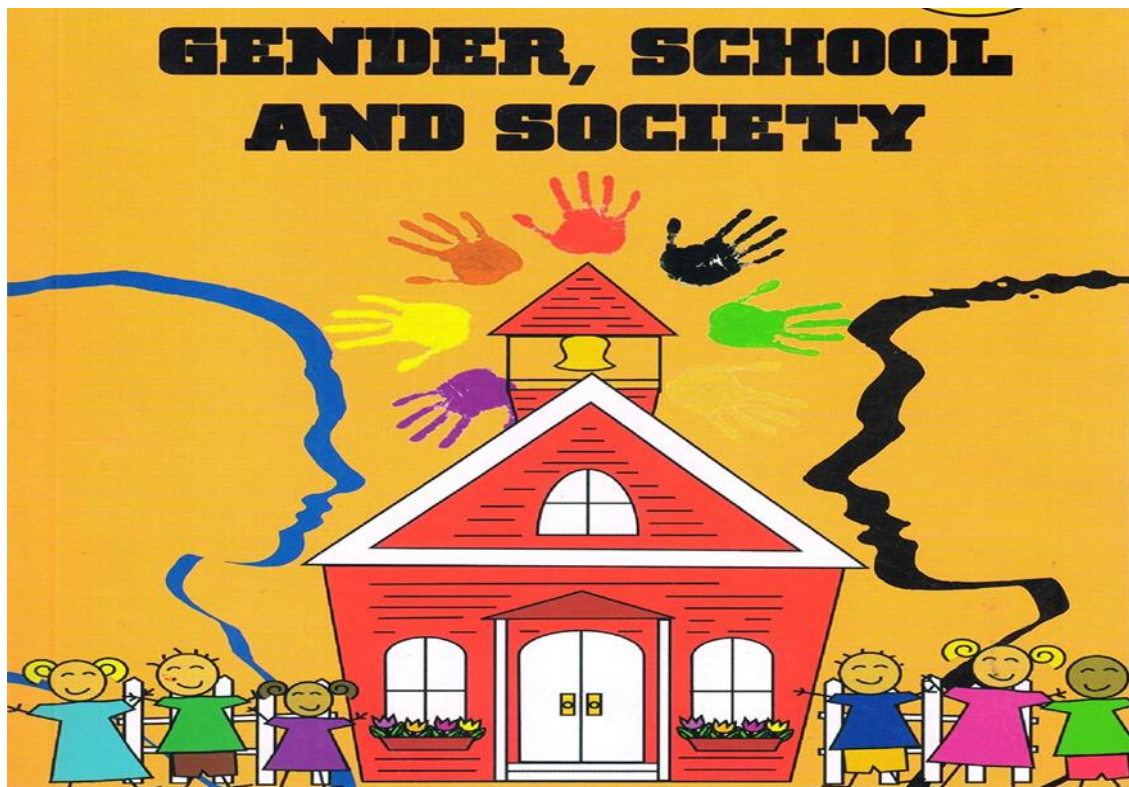


GENDER, SCHOOL AND SOCIETY



COURSE

B. ED 4TH SEMESTER

KHRAGPUR VISION ACADEMY

GENDER ISSUES: KEY CONCEPTS

DEFINITION OF GENDER

GENDER refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures.

gender roles are learned. They can change over time and they vary within and between cultures.

WHO defined gender as socially and constructed characteristics of men and women such as norms, roles and relationships of and between groups of men and women.

RELATED TERMINOLOGIES WITH RESPECT TO GENDER

- ❖ GENDER ROLES- It is the particular economic, political and social roles and responsibilities that are considered appropriate for men and women in a country
- ❖ GENDER EQUALITY- It is absence of discrimination on the basis of a person's sex in authority, opportunity, allocation of resources or benefits, and excess to services.
- ❖ GENDER EQUITY- It is the process of being fair to men and women. Equity leads to equality.
- ❖ GENDER AWARENESS- It the understanding that there are socially determined differences between men and women.

- ❖ GENDER SENSITIVITY- It is the ability to perceive existing gender differences and issues and to incorporate these into strategies and actions.
- ❖ GENDER ANALYSIS- It is the process to identify the inequalities that arise from the different roles of men and women and analyse the consequences for their life's health and wellbeing.
- ❖ GENDER MAIN STREAMING- It is the process of assessing the implication for men and women of any planned action, including legislation, policies or programs, in all areas and at all levels.
- ❖ GENDER NORMS- It refers to beliefs about men and women, boys and girls that are passed from generation to generation through the process of socialisation.
- ❖ GENDER RELATION- It refers to the social relations between and among women and men that are based on gender norms and rules.
- ❖ GENDER RESPONSIVE- It is defined as a policy or programs that considers gender norms roles and inequality with measures taken to actively reduce their harmful effects.
- ❖ GENDER STEREOTYPES- It is images, beliefs, attitudes or assumptions about certain group of men and women. It is usually negative and based on assumed gender norms, roles and relations.

- ❖ GENDER DYSPHORIA- It involves a conflict between a person's physical or assigned gender and the gender with which he/she/they identify. People with gender dysphoria may be uncomfortable with the gender they were assigned, sometimes with their body or with the expected roles of their assigned gender.
- ❖ TRANSGENDER- It is an umbrella term for persons whose gender identity, gender expression or behaviour does not confirm to that typically associated with the sex to which they are assigned by birth. Transgender is both male to female and female to male gender transgression.
- ❖ TRANSEXUAL- It refers to an individual who seeks or has undergone a social transition from male to female or female to male. In many cases this also involves a physical transition through cross sex hormone treatment and genital surgery.
- ❖ GENDER DYNAMICS- It is defined as the relationships and interactions between and among boys, girls, men, women.

WHO describes some aspects of gender according to their level with respect to gender responsive assessment skills:

<p>Level1 GENDER- UNEQUAL</p>	<ul style="list-style-type: none">• Privileges men over or vice versa• Reinforces un-balanced norms, roles and relations.• Often leads to one sex enjoying more rights or opportunity
<p>Level 2 GENDER- BLIND</p>	<ul style="list-style-type: none">• Ignores gender norms roles and relations• Reinforces gender-based discrimination• Ignores differences in opportunities and resource allocation for men and women• Based on the principle of being fair
<p>Level 3 GENDER SENSITIVE</p>	<ul style="list-style-type: none">• Considers gender norms, roles and relations• Indicated gender awareness, although no remedial action is developed• Does not address inequality

<p>Level 4 GENDER SPECIFIC</p>	<ul style="list-style-type: none"> • Considers gender norms, roles and relations and how they effect access to and control over resources • Considers women’s and men’s specific needs • Makes it easier for men and women to fulfil their duties • Intentionally targets and benefits a specific group of men and women to achieve certain goals or meet certain needs
<p>Level 5 GENDER TRANSFORMATIVE</p>	<ul style="list-style-type: none"> • Considers gender norms, roles and relations and that these affects access to uncontrollable resources • Considers men’s and women’s specific needs • Address’s the causes of gender-based health inequalities • Includes ways to transform harmful gender norms, roles and relations • The objective is often to promote gender role and equality • Includes strategies to foster progressive

	changes to power relationships between men and women.
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DIFFERENCE BETWEEN SEX AND GENDER

<u>ATTRIBUTE</u>	<u>SEX</u>	<u>GENDER</u>
DEFINITION	It describes the biological difference between men and women, which are universal and determined at birth.	It refers to the roles and responsibilities of men and women that are created in our families, societies and cultures.
CONCEPTUAL FRAMEWORK	Sex is based on biological difference	Gender is based on social and cultural differences
ASPECT TO CULTURES AND TIMES	Sex remains the same regardless of time and culture	Gender roles, expectations may differ across time and culture

TYPES	Sex has two main categories: male and female	Gender has two main categories: masculine and feminine
CREATION	Sex is created by the reproduction needs, that is biological features.	Gender distinctions are created by social norms
CHANGING FEATURE	Sex is very difficult to change	Gender can be changed as is determined by society.

GENDER INCLUDING TRANSGENDER AND THIRD GENDER, SEX, PATRIARCHY

TRANSGENDER

- The term transgender was coined in the mid-1990s from the grassroots community of gender different people.
- In India there are different types of socio-cultural groups of transgender people like hijras/kinnars and other transgender identities like shivshaktis, jogtas, jogappas, aradhis, sakhi etc.
- The constitution provides the fundamental rights to equality, and tolerates, more discrimination on the grounds of sex caste creed or religion. The constitution also guarantees political rights and other benefits to every

citizen. But the third community(transgender) continues to be ostracized.

- The transgender community is highly deprived of several rights including the rights of participating in economic activities including employment. The interrupted education and social exclusion further limit their employment opportunities and quality of life.

Four Approaches related to Transgender

<p style="text-align: center;">First Approach</p>	<ul style="list-style-type: none"> • First approach provides a role model, an identity, a script and ideology. • By Implication the model allows for females becoming men, for females to renounce feminity and embrace masculinity. • The separation of gender from sex and sexuality that provides the foundations for the newly proposed legislations arguably provides, among other things, and endorsement of the contemporary viability of first approach.
<p style="text-align: center;">Second Approach</p>	<ul style="list-style-type: none"> • The second approach is commonly known as the “Umbrella Sense” of transgender which has

	<p>the advantage of both the full range of transgendered people and their various servicers.</p> <ul style="list-style-type: none">• Approach two is neutral on classification, ideology, explanation and script. The neutral approach provided a fertile resource for the development of alternative positions some of which involved organising for greater acceptance for society, greater legal recognition and so on.
<p>Third Approach</p>	<ul style="list-style-type: none">• The third approach is known as transgender as transgression which entails a redefining and a going beyond existing formulations of the binary gender divide• Transgender theorists have put forward a vision of sex, sexuality and gender fluidity.• The future of this approach is inevitably tied up with the future of post modernity

<p style="text-align: center;">Fourth Approach</p>	<ul style="list-style-type: none"> • The fourth approach mainly deals with transgender studies and considers all aspects of transgender diversities. • This approach privileges the social construction of reality • It focuses on mapping their origins, developments and consequences. • It is the widest ranging and inclusive of the approaches
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THIRD GENDER

- This term broadly refers to individuals being categorised as neither man nor woman, either by society or by themselves.
- Third gender is frequently used to conceptualise transgender and represents a third option apart from male and female
- In the year 2014, Indian Supreme Court declared transgender to be a 'third gender' in Indian law.

THIRD GENDER AS AN UMBRELLA TERM

In Sociology Third Gender is used to describe any gender role outside the male and female binary and embraces most of the alternative gender identities

around the world such as hijras, muxes, Albanian sworn versions and more. The term also includes androgynous, bigender, pangender, agender and all those remaining unnamed.

Moreover, representing one of the gender categories on official document such as passport, third gender along with indeterminated and unspecified allows such people to remain legally recognized and respected and emphasises the actual and serious meaning of this data.

THIRD GENDER FROM A LEGAL PERSPECTIVE

The majority of the countries do not legally recognize the term third gender at all. From a legal perspective, a person has to identify one self as either male or female determined by either sex assigned at birth.

India legally recognizes third gender, what lets hijras remain separate from women and men, as the Supreme Court stated that a choice of one's gender is the right of every human being. Since November 11, 2013, Hijras were recognized as a separate gender by the Bangladeshi Govt. and so are they identified on official documents.

As the awareness of the existence of third gender is gradually raising worldwide, discrimination towards people identifying themselves with gender other than male or female is being combated and tolerance is being spread.

SEX

Sex refers to the biological and physiological differences between male and female sex. Thus, when an infant is born, the infant comes to be labelled 'boy' or 'girl' depending on their sex. the genital difference between

Biological males learn to take on masculine roles. They are socialized to think and act in masculine behaviour. Biological females learn to take on feminine roles. They are socialized to think and behave in feminine ways.

JUDITH BUTLER argues that sex is natural and comes first. Gender is perceived as a secondary construct which is imposed over the top of this natural distinction.

PATRIARCHY & MATRIARCHY

The term patriarchy refers to any form of social power given disproportionately to men. It literally means the rule of the male or father. The structure of the patriarchy is always considered the power status of male, authority, control of the male, and operation, domination of the man, suppression, humiliation, subordination and subjugation of the women. It implies that men hold power in all the important institution of society and that women are deprived of access to such power. It does not imply that women are either totally powerless or deprived of rights, influence, and resources.

Matriarchy is a social system in which female hold primary power, predominate in roles of political leadership, moral authority, social privilege and control

of property at the specific exclusion of men at least to a large degree. A matriarchal system is a social system in which the mother is the head of the household. In a matriarchal society the governance of the society is also in the hands of women. When examining the human history, there is very little evidence of matriarchal society.

GENDER BIAS, GENDER STEREOTYPING, AND EMPOWERMENT

Gender Bias

Gender Bias is behaviour that shows favouritism towards one gender over another. Most often Gender Bias is that of favouring men and/or Boys over Women and/or Girls. It is defined as a preference or prejudice towards one gender over the other. Bias can be conscious or unconscious and may manifest in many ways both subtle and obvious.

Gender Stereotyping

Gender Stereotype consists of beliefs about the psychological traits and characteristics of, as well as the activities appropriate to men and women. Gender roles are defined by behaviours but gender stereotypes are beliefs and attitudes about masculinity and femininity. Gender Stereotypes are very influential. They effect conceptualization of women and men and establish social categories for gender. These categories represent what people think and even when beliefs vary from reality. The beliefs can be very powerful forces in judgement of self and others.

Women Empowerment

Women empowerment refers to increasing and improving the socio, economic, legal and political strength of the women to ensure equal right to women and to make them confident enough to claim their rights such as

- **Freely live their life with a sense of self- worth, respect and dignity**
- **Have full control of their life; both within and outside of their home and workplace**
- **To make their own choices and decision**
- **Have equal rights to participate in social, religious and public activities**
- **Have equal social status in the society**
- **Have equal rights for social and economic justice**
- **Determine financial and economic choices**
- **Get equal opportunity for education**
- **Get equal employment opportunity without any gender bias**
- **Get safe and comfortable working environment**

IMPORTANCE OF SWWOMEN EMPOWERMENT

1. **UNDEREMPLOYED OR UNEMPLOYED-** women population contributes about 50% of the world population. World economy suffers because of unequal opportunity of women at workplace.
2. **EQUALLY COMPETENT AND INTELLIGENT-**women are equally competent. Nowadays women are even ahead of men in many socio- economic activities.

- 3. TALENTED-women are as talented as men, women were not allowed higher education as men hence their talent wasted. But nowadays women are also allowed to go for higher education and it encourages women to show their talent.**
- 4. OVERALL DEVELOPMENT OF SOCIETY- The money that women earn does not only help their family or themselves but also helps to develop the society.**
- 5. ECONOMIC BENEFITS- women empowerment leads to more economic benefits not to the individuals but to the society as well. It helps women to stand on their own feet, become independent and also to earn for their family which grows country's economy.**
- 6. REDUCTION IN DOMESTIC VIOLENCE- women empowerment leads to decrease in domestic violence. Uneducated women are at higher risk for domestic violence than an educated woman.**
- 7. REDUCTION IN CURROPTION - women empowerment is also advantageous in case of corruption. Women empowerment helps women to get educated and know their rights and duties and hence can stop corruption.**
- 8. REDUCE POVERTY - women empowerment also reduces poverty. The added earning of women helps the family to come out of poverty.**
- 9. NATIONAL DEVELOPMENT - women are increasingly participating in the national development process. They are making the nation proud by their outstanding performances in almost every sphere.**
- 10. IRREPLACEABLE IN SOME SECTORS - women are considered irreplaceable for certain jobs.**

EQUITY AND EQAULTY IN RELATION WITH CASTE, CLASS, RELIGION, ETHNICITY, DISABILITY AND REGION

Gender Inequality Gender Inequality refers to the broad range of conditions by which women are being disadvantaged including their economic opportunities, political standing, legal status, personal freedom, family obligations, access to education and cultural representation. Gender Inequality has three specific characteristics:

- 1. Gender Inequality duals not only outside the household but also centrally within it.**
- 2. Gender Inequality stems not only from pre-existing difference in economic endowments but also from pre-existing gendered social norms and social perceptions.**
- 3. Gender Inequality not only pre-exists in the noted forms, but they can also arise from newly defined rules and procedures.**

Gender Equality

The concept of Gender Equality is based on the idea of providing equal opportunities to both men and women that is avoiding discrimination based on gender. According to WHO, Gender Equality is defined as equal chances or opportunities for groups of men and women to access and control social, economic and political resources, including protection under the law. It is also known as equality of opportunity or formal equality.

ROLE OF SCHOOL IN REINFORCING GENDER EQUALITY

- **Undertaking gender sensitization of parents, community leaders and members, teachers, girls and boys in order to raise their awareness and understanding on the need to support girl's education.**
- **Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys.**
- **Empowering girls with the skills for self-confidence, assertiveness, speaking out, decision making and negotiation in order to overcome gender based constraints**
- **Empowering boys with skills to de-link from gender oppressive attitudes and practices and to develop the self-confidence needed to accept gender equality positively.**

GENDER EQUITY

Gender equity is the process of being fair to men and women. It provides equal opportunities to women and men so that they can have equal benefit. The goal of gender equity is to create an equal field of women and men. Gender equity leads to gender equality.

According to WHO, gender equity refers to the different needs, preferences and interests of men and women. This may mean that different treatment is needed to ensure equality of opportunities.

SOCIAL STRATIFICATION

Social stratification is a particular form of social inequality. All societies arrange their members in terms of superiority, inferiority and equality. Stratification is a process of interaction or differentiation whereby some people come to rank higher than others. It means division of society into different strata or layers. Members of a particular layer have common identity.

THE MAJOR TYPES OF STRATIFICATION ARE AS FOLLOWS:

- 1. Caste-it is a hereditary social group in which people's rank and its accompanying rights and obligations are ascribed on the basis into a particular group.**
- 2. Class- this stratification is dominant in the modern society. In this the person's position depends to a very great extent upon achievement and his ability to use to advantage the inborn characteristics and wealth that he may possess.**
- 3. Estate- this system of medieval Europe gives much emphasis to birth as well as to wealth and possessions. Each estate had a state.**
- 4. Slavery- in slavery, every slave had a master to whom he was subjected. The master's power over the slave was unlimited.**

CHARACTERISTICS OF SOCIAL STRATIFICATION

- 1. Social stratification is universal- There is no society in this world which is free from stratification. Modern stratification differs from primitive ones. It is a worldwide phenomenon.**
- 2. Stratification is social- It is true that biological qualities do not determine one's superiority and inferiority. Factors like age, sex, intelligent as well as strength often contribute as the basis on which statues are distinguished. But one's education, property, power, experience, character , personality etc are found to be more important than biological qualities. Hence stratification is social by nature.**
- 3. It is ancient- stratification system is very old. It was present even in small wondering bonds. In almost all the ancient civilization, the differences between the rich and poor, humble and powerful existed.**
- 4. It is in diverse forms- The forms of stratification is not uniform in all the societies. In the modern world class, caste and estate are the general forms of stratification. In ancient Aryans were divided into four Varnas: the brahmins, kshatriyas, vaishyas and sudras.**
- 5. Social stratification is consequential-it has two important consequences one is 'life chances' and the other one is 'lifestyle'. A class system that only affects the life chances of an individual but also their lifestyle.**

RELIGION

Religion has played an important role in the formation of many nation-states. As a powerful source of identity it can enhance both cohesion within groups and heighten conflict between them.

ETHNICITY

The term ethnicity has been defined in broader sense to self-consciousness of a group of people united or closely related by shared experience such as language, religious, belief, common heritage etc. while race usually denotes the attributes of a group, ethnic identity signifies creative response of a group who consider themselves marginalized in society.

DISABILITY

Disability studies is an academic discipline that examines the meaning, nature and consequences of disability as a social construct. Initially the field focussed on the division between impairment and disability, where impairment was the impairment of an individual's mind or body and disability was considered a social construct.

REGION

A region is a large area where there are good many resemblances among the inhabitants. The community feeling within the region is called regionalism. There is a difference between regionalism and sectionalism. The former implies an integral relationship with a larger whole, while the latter suggests segregation, separation and isolation.

Regionalism gives man a feeling of oneness with his fellows and with the earth they share. It involves a cultural wholeness.

TYPES OF REGIONS

There are five kinds of regions:

- 1. A physical region is one which is demarcated by geographical factors. A large river valley surrounded by mountains is a well-known type of physical region.**
 - 2. A metropolitan region is a large city with its suburbs and all the surrounding areas whose trading activities are carried on in the city.**
 - 3. A sectional region is one in which a particular set of folkways prevails.**
 - 4. An administrative region is governed by political boundaries determined by convenience or by accident or by political planning.**
 - 5. Then there is the group-of-states region which usually possesses physical similarity, homogeneity and cultural uniformities.**
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