

GENDER SENSITIZATION MODULE

**‘Gender Sensitization and Legal Awareness Programme in collaboration with
Kendriya Vidyalaya Sangathan for Class 11th and 12th of Kendriya Vidyalayas’**



NATIONAL COMMISSION FOR WOMEN

NEW DELHI

September 2019

PREFACE

The National Commission for Women was set up as statutory body in January 1992 under the National Commission for Women Act, 1990 with a mandate to safeguard the constitutional rights of women. In keeping with its mandate, the Commission has, from time to time taken various initiatives for gender awareness and sensitization in the society regarding rights of women. It has been experienced that gender-based discriminations exists in all walks of life and every part of society, including everyday interactions at the workplace and public space.

The Commission believes that introducing Gender Sensitization and Legal Awareness Programme at school level would facilitate inculcating values of equality, inclusivity and diversity, which are essential for building a healthy society among the adolescent boys and girls. Moreover, knowledge of laws relating to women and gender sensitization is not only crucial for balanced development of young minds; it will also help students in building correct values, self-discipline and national spirit.

The National Commission for Women in collaboration with Kendriya Vidhyalaya Sangathan is launching a pilot programme for running Gender Sensitization and Legal Awareness Programme with the target group of students of Class XI and XII of Kendriya Vidhyalays in Delhi Region.

In accordance with the Scheme, Commission decided to prepare a booklet on gender sensitization. Accordingly the Commission constituted an Expert Committee, having expertise in the field of gender studies, comprising of the following experts:-

1. Prof. (Dr) Sabiha Hussain, Director, Sarojini Naidu Centre for Women's Studies, Jamia Millia Islamia
2. Ms. Suneeta Dhar, Jagori
3. Dr. Ellina Samantroy, V. V. Giri National Labor Institute, Noida

The Committee has prepared material for Gender Sensitization of students of Class 11th and 12th, to introduce gender equity to adolescent school children through the material and to address the issues relating to attitudes and behaviors, appropriate for understanding and awareness generation and prevention of Gender based violence among students of class 11th and 12th.

This booklet is based on the material prepared by the Committee. NCW places its appreciation on record for the efforts of the Committee Members presenting the complex subject in a simplified manner.

The Commission is hopeful that the students would find this material useful and interesting. This simple literature on gender issues is expected to ignite young minds to think objectively and rationally to help us to move towards a gender balanced society.

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INTRODUCTION

The module on Gender Sensitization presents a compilation of information on gender awareness, bringing forward the distinction between sex and gender whilst defining other gender-related terminology. The module reflects upon the ways in which gender and other gender related terminology are socially constructed and the important role that education can play in sensitizing the people to change their mindset.

In order to have a better understanding of the concepts of equality and non-discrimination, the two fundamental aspects of our constitution, there is a need to understand the basic concepts like difference between sex and gender, gender roles, gender stereotypes, gender division of labour, gender discrimination, gender based violence, masculinity, patriarchy, gender equality and so on.

These concepts are necessary to understand because “the gender question is not just about women and men and how they interact (the gender question, Human development report, 2000)¹ but understanding these concepts would help in sensitizing people about curbing the gender biases prevailing in the society and would help in empowering girls and women to achieve their goals.

The module is aimed at sensitizing adolescent girls and boys towards existing gender inequalities. With understanding comes ability to bring about attitudinal changes towards Gender based violence.

¹ <http://hdr.undp.org/en/content/human-development-report-2000>

CHAPTER- 1 SEX vs GENDER

Objectives

- *To enable the students to reflect on their understanding of sex and gender*
- *To clarify the differences between sex and gender for the students*
- *To increase the understanding of the concept of gender*
- *To increase the comfort level of the students with these issues*

Case Study:

1. High school basketball coach, age twenty-six. Married, no children. Played basketball in high school and college, majored in physical education. Also likes to play the piano and paint.
2. Architect, thirty-two years old, married with two children. Likes skiing and skating, spends occasional weekends in Vermont. Reads extensively about UFO abductions and psychic phenomena

Whom do you think these persons would be and Why? Do you immediately see Basketball Coach as a tall muscular man in tight tees and sweat pants? Do you imagine a well suited man as the Architect going to Vermont?

i. Definition: SEX

In general terms, "sex" refers to the biological differences between males and females, such as the genitalia and genetic differences. And hence, are anatomical and physiological.

However, there is another category called “**Intersex**”. Generally, this term is used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside

ii. Definition: GENDER

A working definition of gender: People are born female or male, but they learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles.

Gender refers to the learnt roles, norms and expectations on the basis of one’s sex. It is a socio-cultural definition of a boy and a girl, of a man and a woman. Not only their responsibilities are set

by the society but also norms/values, dress codes, attitudes, opportunities, rights, mobility, freedom of expression, priorities and even dreams are determined by the society (Bhasin Kamala). It varies from society to society and can be changed.

Key message:

- *Gender and sex are two different concepts with different meanings.*
- *Sex is biologically determined. Innate, unchangeable (unless changed with Intense surgical intervention) and universal*
- *Gender is a social construct, learnt, dynamic and changeable and differs within and between cultures*

Exercise-1

Identify the characteristic/behavior in the statement whether it is gender or sex and reasons for your statement:

Characteristics/ Behaviour	Sex	Gender	Reason
Men do not need tenderness and are less sensitive than women			
Most drivers in India are men			
Women give birth to babies			
Caring and nurturing of babies is the responsibility of women			
Only women can breastfeed babies			
Men have moustache			
Women cannot carry heavy loads			
Women are scared of working outside their homes at night			
Men's voices break at puberty			
Women are emotional and men are rational			
Most of the women have long hair and men have short hair			
Most scientists are men			
Cooking comes naturally to women			

CHAPTER- 2

SOCIAL CONSTRUCTION OF GENDER²

Objectives:

- *To enable the students to understand the differential behavior norms ascribed to boys/men or girls/women*
- *To identify sources that influence and reinforce these behaviors*
- *To understand the consequences of different behavior for girl/women boys/men*

We are often told that boys and girls are different. They play different roles in society and have to learn different things at home and society.

- Some people say that a **Girl** is one who has long hair
 - But, here is someone *with long hair*
 - *And He is a Boy*



Image 1 Illustrated by Bindia Thapar in Jagori (1997), Pg 4

² Words by Kamla Bhasin (Jagori, 1997)

- Some people say those who wear jewellery are **girls**
- But then, here is someone who also wears jewellery
 - *And He is a Boy.....*



Image 2 Illustrated by Bindia Thapar in Jagori (1997), Pg 6

- *Some people say that **boys** are those that wear shorts and climb trees*
But then, here is someone who also wears shorts and can climb trees very quickly
 - *And She is a Girl.....*



Image 3 Illustrated by Bindia Thapar in Jagori (1997), Pg 8

- Some people think that the **girls'** duty is to help mother in housework – cook and clean
 - But I know someone who helps his mother in cleaning and buying vegetables
 - *And He is a Boy.....*



Image 4 Illustrated by Bindia Thapar in Jagori (1997), Pg 12

- Some people say that **Mothers** work all day
With no rest even on Sunday
But we do know of **Fathers** who make hot cups of tea
While **Mothers** rest and **children** study

Mother

Mother works away all day
Through the week and all Sunday
She always has something to do
She always has some task in view
She bears the burden all alone
She wears herself down to the bone
Not a moment does she stay
Mother works away all day.

Don't you think this is unfair?
Shouldn't we help and do our share?
Father's going to dust the chairs
Meeto will now sweep the stairs
I will help to clean the pots
We'll all wash the clothes in lots.

Housework's everyone's affair
Let's all help and do our share.



Words by Kamla Bhasin / Trans-created from Hindi by Sita Agnani / Illustrated by Micky Patel

Image 5



Image 6

Image 5 & 6 Cards by Jagori, Words by Kamla Bhasin, Trans created From Hindi by Bina Agarwal, Illustrated by Micky Patel

- Now do you agree that boys and girls can both do the same things in life?

The fact is:

Girls are no less than boys

In singing songs or flying kites,

In climbing heights or lifting weights



Then what is a boy, and what is a girl?

Image 7 Illustrated by Bindia Thapar in Jagori (1997), Pg 21

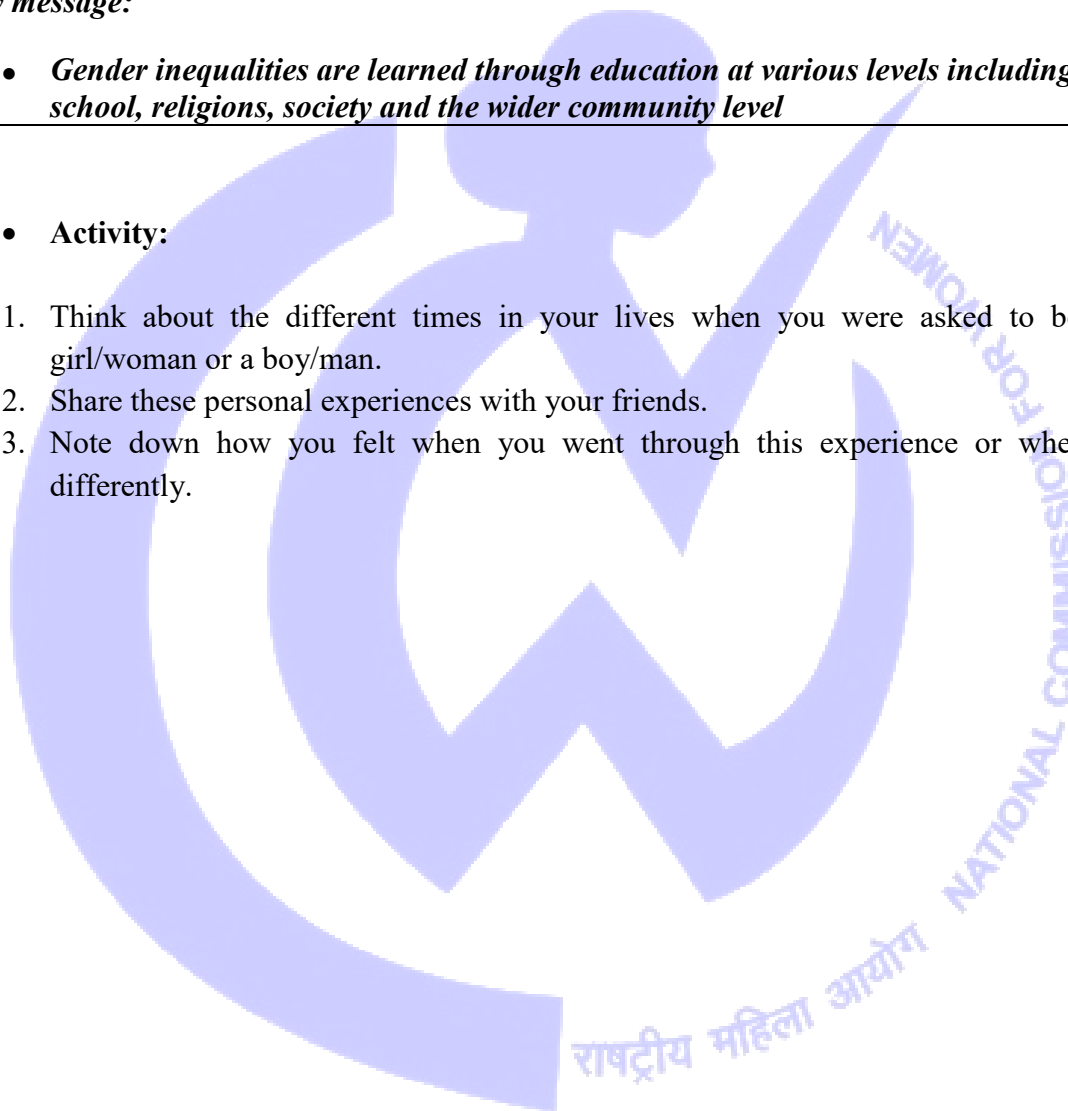
*Having a girl's body does not teach one to do household work or care for others
Having a boy's body does not ensure that they will be fearless, intelligent and strong
These qualities are learnt and taught to us at different stages in our lives within the family,
schools, community, and so on.
It is one's upbringing that determines how one grows, what one becomes.*

Key message:

- *Gender inequalities are learned through education at various levels including the family, school, religions, society and the wider community level*

- **Activity:**

1. Think about the different times in your lives when you were asked to behave like a girl/woman or a boy/man.
2. Share these personal experiences with your friends.
3. Note down how you felt when you went through this experience or when you acted differently.



CHAPTER- 3 GENDER ROLES

Objectives:

- *To understand how gender roles lead to gendered division of labour*
- *To enable participants to understand gender discrimination based on stereotyping of male and female qualities*
- *To understand the social pressures, benefits and costs for men and women to conform to dominant gender roles*

Gender roles are sets of behavior, roles and responsibilities attributed to women and men that the culture defines as appropriate for men and women. Thus gender roles include behaviors and choices that are associated with being male or female.

Our cultural beliefs reinforce what is seen to be acceptable behavior of males or females. This includes what we do, what we like and how we behave. The various Socializing agents include parents, teachers, peers, religious leaders, and the media.

Gender roles are reinforced at the various levels of the society imbibing norms and values through socialization process, household structure, access to resources, specific impacts of the global economy, and other locally relevant factors³

Although deeply rooted, gender roles can be changed over time, since social values and norms are not static

Key Messages

- *Gender roles are learned or conditioned by socialization process through various socializing agents.*
- *Differences do exist, but they are biologically rooted and culturally expanded upon.*
- *Gender roles are not static and vary with culture, society and historical periods.*

³ UN Women Training Centre Glossary

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey&sortorder&fullsearch=0&page=1>

Exercise: 1

Identify the articles, activities and roles attached to boys/men/girls/ women from the following:

<u>Articles</u>	<u>Boys/Men</u>	<u>Activities</u>	<u>Boys/Men</u>	<u>Roles</u>	<u>Boys/Men</u>	<u>Girls/Women</u>
Car keys		Cooking		Chef		
Bike		Washing Clothes		Tailor		
Auto-rickshaw		Reading newspaper		Pilot		
Screw-driver		Breast-feeding babies		Housewife		
Stove		Bathing children		Breadwinner		
Tie		Fixing the electric bulb		Nurse		
Lipstick		Knitting sweaters		Mother		
Briefcase		Rowing the boat		Barber		
Broom		Sweeping		Politician		
				Head of the family		
				Plumber		

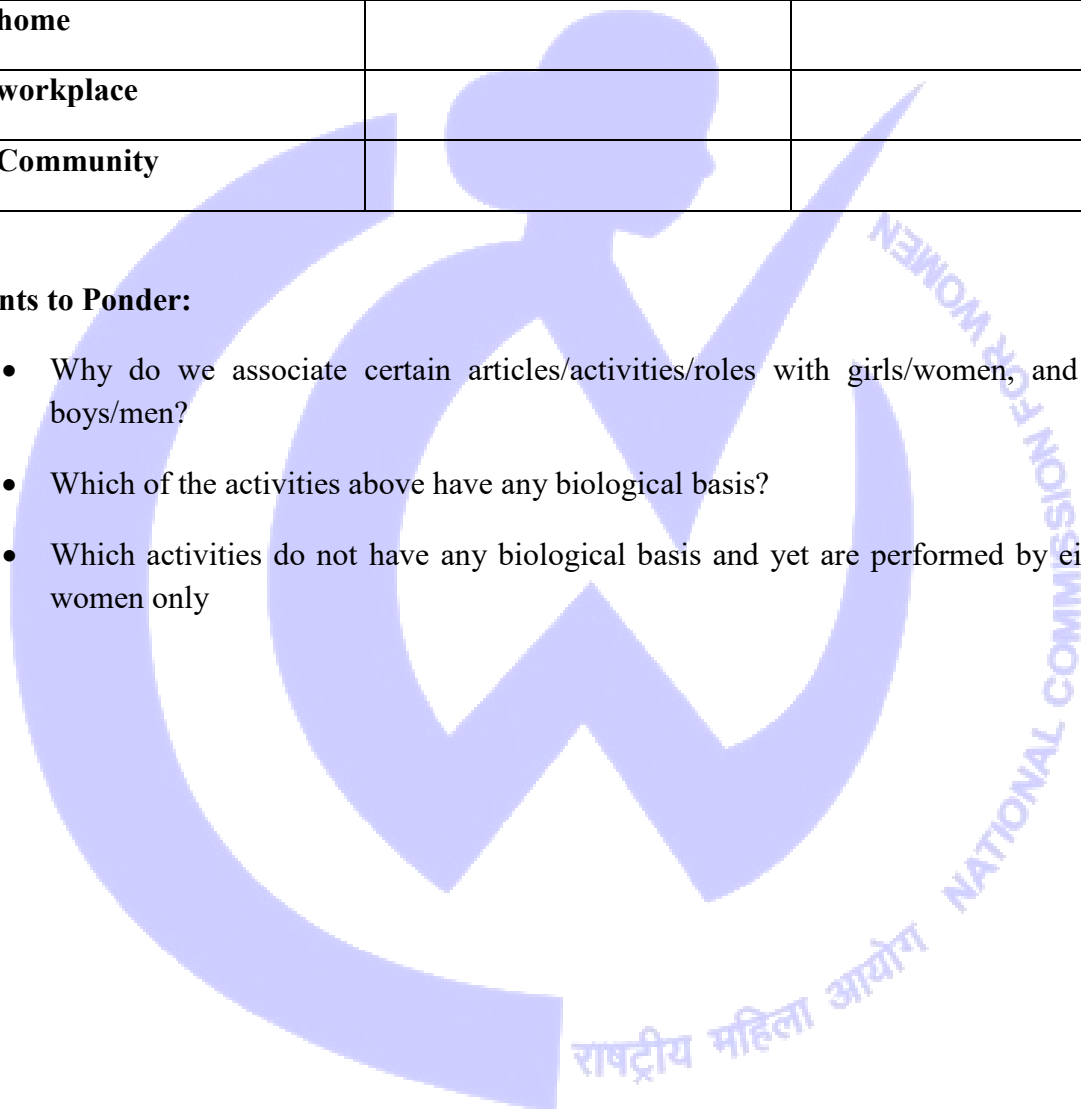
Exercise-2

Fill up the following table of the biologically and socially determined roles of boys/men/ girls/women

Consign	Biologically determined roles	Socially determined roles
At home		
At workplace		
At Community		

Points to Ponder:

- Why do we associate certain articles/activities/roles with girls/women, and some with boys/men?
- Which of the activities above have any biological basis?
- Which activities do not have any biological basis and yet are performed by either men or women only



CHAPTER- 4 GENDER STEREOTYPES

Objectives:

- *To think about characteristics the students ascribe to either boys or girls.*
- *To learn about the idea of “stereotypes” and consider whether gender stereotypes are fair or unfair.*
- *To enable them to understand how it feels to not conform to socially defined gender norms*

Gender stereotypes are fed into the minds of individuals from a very young age thus affecting the gender identity with which they identify themselves.

Gender stereotypes often arise in social situations. Children face a great deal of pressure to be popular and to conform to their peer groups. Acting out realistic social situations in a safe, controlled classroom environment is a good way to prepare students for situations that might come up. It also helps children think about their own roles in both fighting and perpetuating gender stereotypes.

Gender stereotypes are very common in children's literature. Classic children's books and even more contemporary stories frequently portray boys and girls in terms of specific socially defined gender norms

Definition

Gender Stereotypes are ideas that people have on masculinity and femininity: such as what men and women of all generations should be like and are capable of doing.

Gender stereotypes are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups

Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans

The male stereotype is described through the three Ps:

Provider, Protector and Procreator

Female stereotypes:

Belonging to the world of motherhood and wifhood, Nurture (to put her family's welfare before her own; be loving, compassionate, caring, nurturing, and sympathetic)

Key messages

Gender stereotypes are harmful because they take a simple idea and try to say it works for everyone in a group.

Gender stereotypes sometimes make people stop doing an activity they like and really want to do. They make it harder for people to be themselves and to like what they like.

They are constructed through sayings, songs, proverbs, media, religion, culture, custom, education, drama, etc.

Exercise-1

Identify Gender Stereotypes and state whether it is biologically or socially constructed

Gender stereotypes	Girls	Boys	Biological	Social
Colors: pink, purple				
Playing with dolls				
Like race cars				
Like flowers				
Like motorcycles				
Trucks, Legos, math				
Colors: blue, green				
Good interior designer				
Taking care of children				
A taxi driver				
An astronaut				
Overly logical				
Expressing anger				

Caring little about physical appearance.				
Primary or nursery teacher, nurse, home maker				
Doctor, principal, firefighter				

Exercise-2

Look at this Picture and think of some of the challenges in breaking gender stereotypes

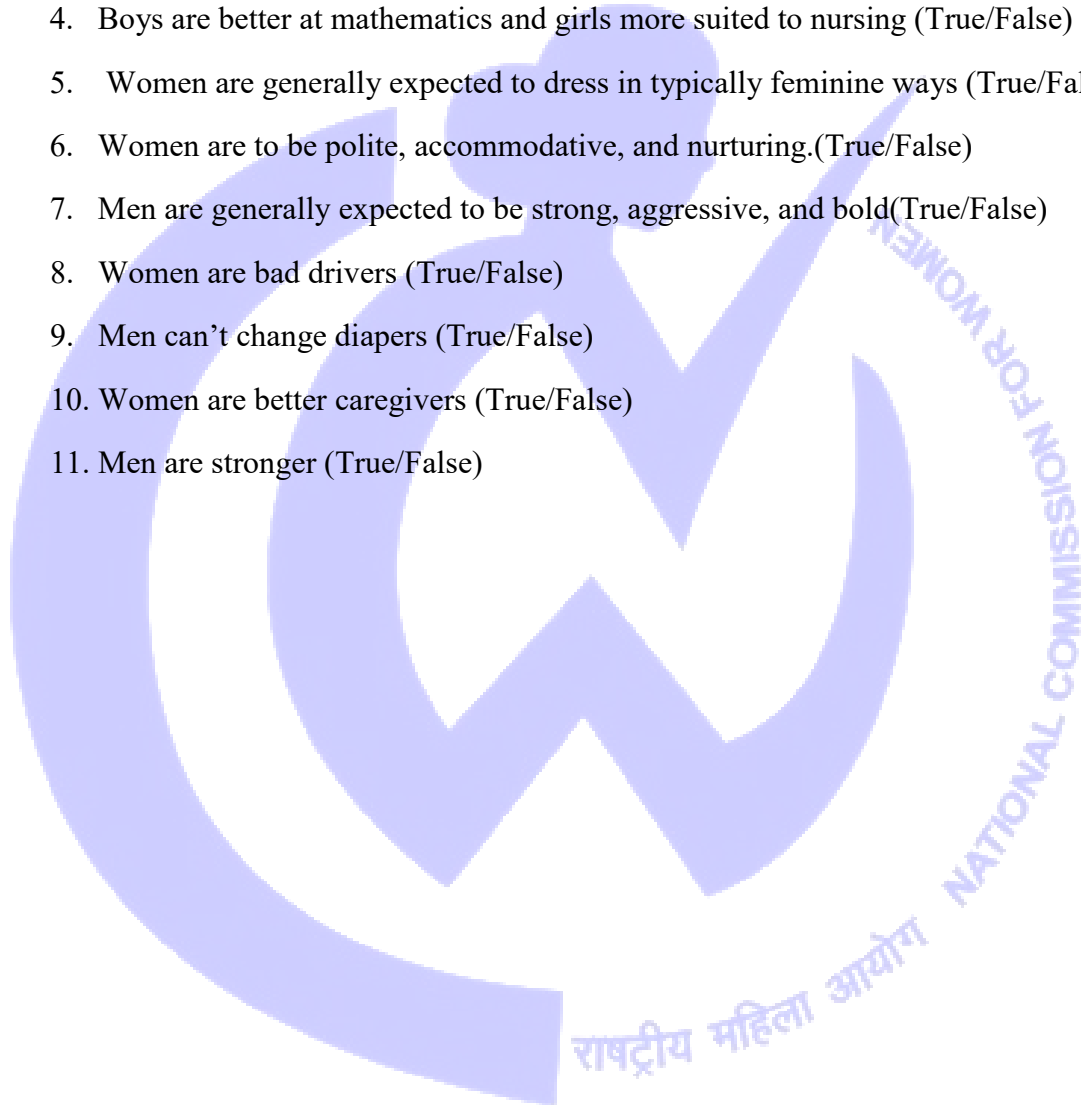


Image 8⁴

⁴ <https://essayclick.net/blog/gender-role-essay>

Exercise-3**Gender stereotype: Tick the correct answer**

1. Girls should be obedient and cute, are allowed to cry (True/False)
2. Boys are expected to be brave and not cry (True/False)
3. Women are better housekeepers and men are better with machines (True/False),
4. Boys are better at mathematics and girls more suited to nursing (True/False)
5. Women are generally expected to dress in typically feminine ways (True/False)
6. Women are to be polite, accommodative, and nurturing.(True/False)
7. Men are generally expected to be strong, aggressive, and bold(True/False)
8. Women are bad drivers (True/False)
9. Men can't change diapers (True/False)
10. Women are better caregivers (True/False)
11. Men are stronger (True/False)



CHAPTER- 5 GENDER DIVISION OF LABOUR

Image 9⁵Image 10⁶

Definition

The process whereby productive tasks are separated on the basis of one's gender is called gender division labour. It results from the social differentiation introduced by the relations between men and women that attributed activities and roles according to the person's sex. It varies from culture to culture.

Both men women have multiple work roles. These include: production, reproduction, essential household and community services, and community management and political activities.

Productive work: This work has great value because development is also measured in terms of economic growth and hence, is work that has monetary remuneration or monetary value. Often women's work is seen as reproductive work as the monetary returns of this are collected by the men of their family. Both men and women are involved in productive activities. Women's productive work is often less valued.

Reproductive work: It not only includes giving birth to babies, but also taking care of the baby by feeding, clothing, etc. and taking care of the needs and demands of an extended family work that has apparently no economic returns. This type of work is usually not recognized, nor is it accounted for in the Gross National Product (GNP). To a large extent, women and girls are involved in carrying out reproductive work in most parts of the world.

Unpaid care work: It includes the production of goods or services in a household or community that are not sold on a market. Unpaid care work in the household includes domestic work (cooking, cleaning, washing, and water and fuel collection). Products of unpaid care work may also benefit

⁵ <https://www.nytimes.com>

⁶ <https://www.nytimes.com>

those in the community (cooking a meal for a neighbour or volunteering in a homeless shelter). Unpaid care work also includes activities that nurture others (taking care of children, and tending to the elderly and the sick).

Key message

The institutional rules, norms and practices that govern the allocation of tasks between women and men and girls and boys constitute the gender division of labour, which is seen as variable over time and space and constantly under negotiation.

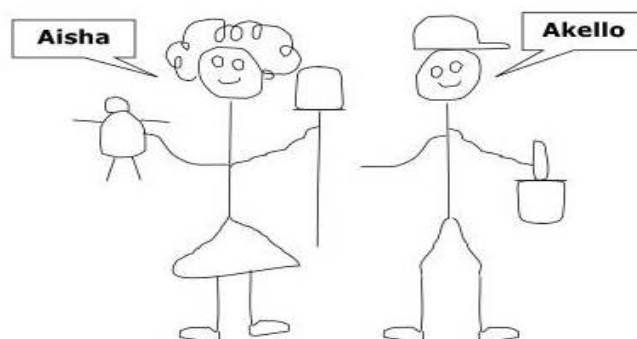
The gender division of labor is a central feature of gender inequality, both in its economic aspects and in the social construction of gender identities

There are cultural variations in the gender division of labour.

Exercise-1

Look at the following Picture and think if Aisha is not capable of doing the work done by Akello?

Division of Labor and Reproductive and Productive Work



Gender roles often define the **division of labor**, which impacts Akello and Aisha's relationship to natural resources. Akello usually ploughs the field and oversees cash crops (**productive work**), while Aisha does the major share of sowing, weeding, harvesting and threshing, manages crops for family consumption, as well as caring for children and family wellbeing (**productive and reproductive work**).

Image 11⁷

⁷ <https://slideplayer.com/slide/711510/>

Exercise-2

Look at this Picture, and answer if you agree with this? If not, why?



Image 12⁸

Exercise-3

Identify the Gender exclusive tasks expected by the society and why.

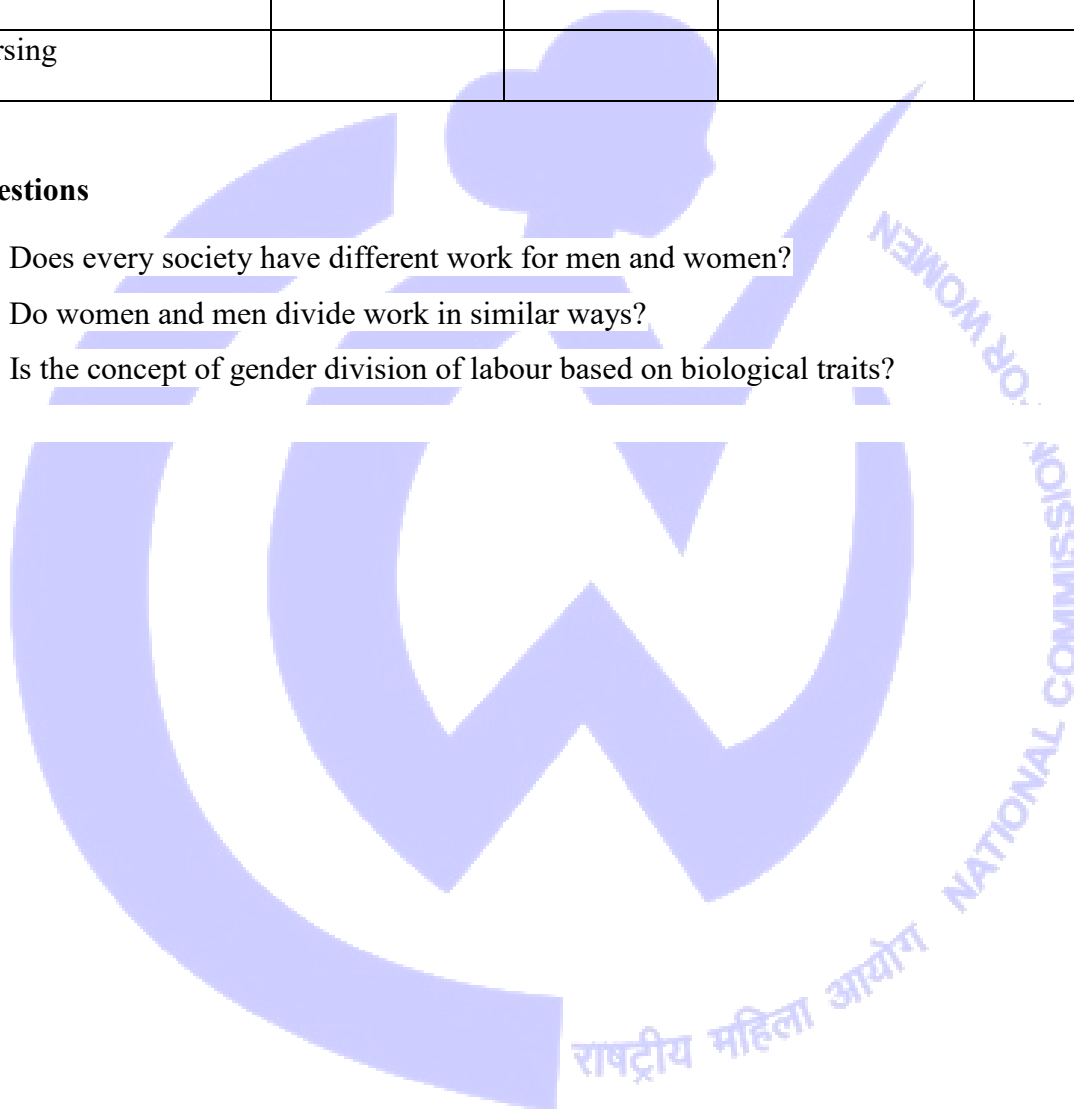
Work	Boys/Men	Girls/Women	Both	Reason
Taking care of child/siblings				
Working in mining				
Heavier and dangerous task				
Electrician/plumber				
Construction workers				
Keeping house tidy, neat and clean				
Serving and laying				

⁸ Source: <http://uerria.witclub.info/dir/>

food				
Sever work				
Driving auto rickshaw				
Nursery/elementary School teaching				
Nursing				

Questions

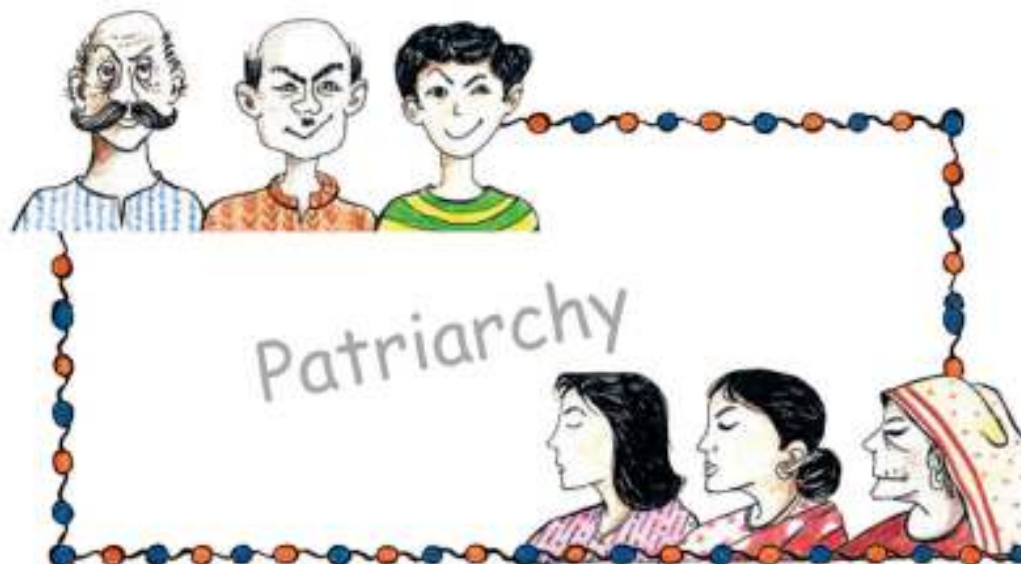
- Q.1 Does every society have different work for men and women?
- Q.2 Do women and men divide work in similar ways?
- Q.3 Is the concept of gender division of labour based on biological traits?



CHAPTER- 6 PATRIARCHY

Objective

- *To enable the students to understand the concept of patriarchy and what it has to do with gender equality*



- **Image 13 Illustrated and Designed by Vandana Bist and Surabhi Singh in Conversations with Adolescents Part II in Bhasin-UNFPA (2016), pg 41**

Patriarchy is a social system where men/boys are considered superior and more powerful than women/girls. Such thinking permeates through all institutions in our society (family, community, culture, economy). Men are seen as heads of households, even though there are many families headed by women, including single women.

Patriarchy is a social construction and the values and implications based on biological differences between men and women are the result of culture.

Patriarchy is defined as the control of the labor, reproductive power and sexuality of women for the benefit of men. Although patriarchy is a structure that operates through various institutions of society, the loose use of the term has led it to mean men oppressing/exploiting women. Patriarchy is a consequence of and contribution to how gender has been employed to perpetuate and maintain social systems. It is a social system that maintains and perpetuates a male-dominated society, where men benefit from a higher status and greater power in most aspects of life. They are the ones who carry on the family name, inherit property and take decisions. Patriarchy prescribes roles to men

and women. These roles prescribed to men and women are ideals of a patriarchal society, and not created by their 'biology'.

Patriarchy also places expectations on **boys/men too** and limits their choices and expressions - boys find it hard to choose to be dancers, musicians, cooks or tailors. They get pushed into being 'muscular' and 'macho' men. Even today, in our society there is a '**son preference**' for various reasons.

The patriarchal mindset affects **girls** deeply in terms of how to dress, what to say, where to go, whom to meet, limiting their choices to great extent. Their autonomy, control over body and mobility is part of their socialization from an early age.

While our society is changing, and women are breaking barriers – **becoming scientists, fighter pilots, athletes, entrepreneurs** - the quantum and direction of change in the socio-cultural-political domain is still rather slow.

Girls and boys are equal.

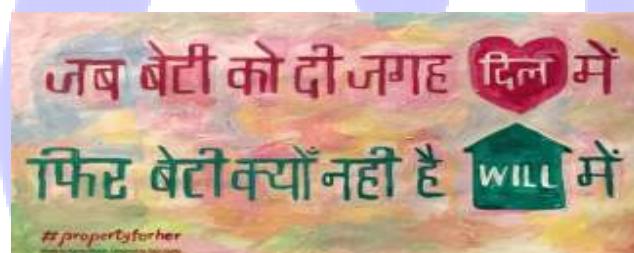


Image 14 Words by Kamla Bhasin, Designed by Sijaya Gupta for #Propertyforher campaign, Sangat (2018)

Key Message

Patriarchy is made up of structures or institutions that exclude women from participation in, or contact with, spaces of greatest power economically, politically, culturally and religiously.

Patriarchy is unjust social system that subordinates, discriminates or is oppressive to women.

We need to challenge patriarchal mindsets & ensure that both boys and girls have equal access to opportunities, decision making, and freedoms.

Exercise-1

Think for yourself. Do you approve this system? Note down the reasons for your approval/disapproval.

Do you think it can be changed? How?

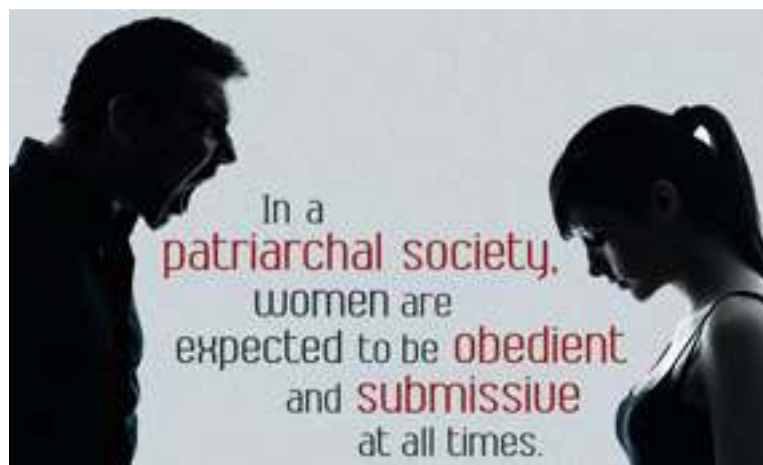


Image 15⁹

Exercise-2

Choose options and reasons for choosing these options:

- A) By sensitizing the boys at an early age that there is no gender difference and both should be provided equal opportunity
- B) By teaching them boys/men are superior and they should be given more opportunity
- C) By providing girls lesser opportunity and assigning more household work
- D) Giving boys more freedom and autonomy to participate in all outside activities

Exercise-3

See this picture and discuss among yourselves:-

Why have girls/women limited choices/opportunities?



Image 16 Illustrated by Vandana Bist and Surabhi Singh in Conversations with Adolescents Part II in Bhasin-UNFPA (2016), pg 59

CHAPTER- 7 MASCULINITY

Objective:

- *To enable the student to understand the meaning of masculinity or the societal ideas of being a 'real' boy*
- *To make them aware about the different ways to encourage positive behaviors in boys towards building gender-equal relation*

Masculinity is a set of social practices and cultural representations associated with being a man. It varies historically and culturally between societies and between different groupings of men within any society. **It is** (also called **manhood** or **manliness**) a set of attributes, behaviors, and roles associated with boys and men. Traditionally masculine traits include strength, courage, independence, leadership, and assertiveness. It is socially constructed.

Every society views and constructs masculinity to suit the social and cultural values of that society, thus, there is always a difference in the method which societies use to construct masculinity.

Case1:

Think and respond

Joseph is gentle. He doesn't like to fight with other boys. His classmates tease him and call him 'girlie'.

- *Is being gentle not equal to being 'man enough'?*

Hemant has tears while watching a sensitive scene in a movie. His brother laughs at him and says boys ought not to be emotional.

- *Is crying considered a 'negative' mannerism for boys?*

Case 2:**Let's look at an incident¹⁰:**

Image 17 Illustrated by Vandana Bist and Surabhi Singh in Conversations with Adolescents Part II by Bhasin-UNFPA (2016), pg 17

Sumit and Vinay study in Std. XI. However, Sumit is a year younger than Vinay. Being neighbours they are good friends. Every evening they take a stroll to the local market. However, Vinay is obsessed talking about girls and stares at them. For him it is fun, and makes him feel like a dude. Sumit doesn't have similar feelings. He does not enjoy teasing girls. Vinay makes fun of him.

Think and respond

1. *Why does Vinay make fun of Sumit?*
2. *How would other friends react? Will they support Sumit, or Vinay? And why?*

Having known about the notion of masculinity and its social construction lets learn about various types of Masculinity:

1. **Hegemonic Masculinity:** Most prevalent, culturally valued and dominant form of masculinity. Qualities; Heterosexual, physically strong and suppression of emotion.
2. **Complicit Masculinity:** Does not fit into hegemonic masculinity but does not challenge it either.
3. **Marginalised Masculinity:** Marginalized masculinity is a form of masculinity in which a man does not have access to the hegemonic masculinity because of certain characteristics he has such as his race.
4. **Sub-ordinate Masculinity:** Men with characteristics opposite of hegemonic masculinity such as physical weakness and expressing emotion, example effeminate and gay men.

¹⁰Breakthrough-SANAM workbook on masculinities by Urvashi Gandhi http://menengage.org/wp-content/uploads/2016/03/Breakthrough_SANAM-Masculinities-Workbook.pdf

Hence, a ‘**real man**’ is considered one who is physically strong or aggressive. Films and advertisements promote ‘daring and angry young man’ imagery. Boys gang up with each other and bully other boys and girls. Such ideas normalize acts of violence.



- **Image 18 Illustrated and Designed by Vandana Bist and Surabhi Singh in Conversations with Adolescents Part I by Bhasin-UNFPA (2016), pg 48**

Actually, such behavior does not come naturally to boys and men.

There are examples in our families, communities and amongst our peers, of boys/men who have adopted alternate ideas of masculinity.

- They are calm and control their anger, share household chores and communicate respectfully.
- There are boys who believe in equality and speak up for the rights of their sisters to get a fair share in parental property.
- They don't feel bad if they have to express their weaknesses. They seek support from friends, whenever needed.
- There are fathers who care for their children. There are men who respect their colleagues at work.

Key Messages:

- *Young boys are associated with certain behaviors considered appropriate for them.*
- *These behaviors are termed masculine and the process of learning these is masculinity.*
- *The construction of Masculinity varies across cultures. But there are certain dominant ideas which are commonly accepted.*
- *Media is also occasionally taking up socially sensitive messaging on positive masculinity*

- Look at this picture carefully and respond to the following questions



Kabir is gentle, full of motherly love, and he looks after his younger sister, and he is a boy.

Image 19 Illustrated by Bindia Thapar in Jagori (1997), Pg 18

Exercise-1

1. Is it against the dominant notion of masculinity?
2. What happens if the set notion of masculinity is challenged?
3. Is masculinity socially constructed?

Exercise-2

Write a few sentences on the following statement:

- *Can you think of someone from your family or friends, who are different from the 'dominant, culturally valued and socially acceptable' idea of Masculinity?*

CHAPTER- 8

ENDING VIOLENCE AGAINST GIRLS/WOMEN: ADVANCING SAFETY AND RIGHTS

Objectives:

- *To enable the students to understand about ensuring the safety of all girls and women*
- *To teach the students, especially the boys, about a Positive role that can be played by boys and men*

Defining Violence

Violence means striking someone physically and causing injury. It may involve verbal abuse or psychological stress without the actual hitting which cause injury to the mind and harm the reputation.

Gender-based violence is a phenomenon deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies. Gender-based violence is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of victims are women and girls. Gender-based violence and violence against women are terms that are often used interchangeably as it has been widely acknowledged that most gender-based violence is inflicted on women and girls, by men

Types of Violence:

1. Criminal violence (rape, murder, abduction, kidnapping, dowry death)
2. Domestic Violence (sexual abuse, wife battering, maltreatment at home)
3. Social Violence (eve-teasing, forcing wife or daughter-in-law for the female infanticide, forcing widow to commit sati, etc)

Things to remember:

- *Violence against girls/women is a global problem, occurs in all countries and societies, irrespective of differences in their economic, social and political status.*
- *Violence does not comprise of random acts. It is associated with deep inequalities between women and men.*

Girls and women experience different forms of violence through their life cycle:

- Gender-biased sex selection, neglect of girl child, forced early marriages, sexual abuse, dowry-related violence, trafficking, discrimination against widows, etc.
- Sexual harassment in public places, streets, bus stops, schools, transport systems, etc
- Serious threat of cybercrimes and cyber-bullying
- Other such sites of violence include – home, educational institutions, community and work spaces.

Violence against Children

Similarly violence against children takes many forms: physical, sexual, and emotional abuse, and may involve neglect or deprivation. Violence occurs in many settings, including the home, school, community and over the Internet.

All children have the right to protection from violence, regardless of the nature or severity of the act. All forms of violence can cause harm to children, reduce their sense of self-worth, affront their dignity and hinder their development

What is POCSO Act?

The Protection of Children from Sexual Offences Act (POCSO Act) 2012 was formed to protect children from offences of sexual abuse, sexual harassment and pornography and to provide a child-friendly system for the trial of these offences. It defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from sexual abuse. It also intends to protect the child through all stages of judicial process and gives paramount importance to the principle of “best interest” of the child

Have you read these statistics? Do they disturb you?

- Kidnapping and Abduction of children continues to be the biggest crime against children, accounting for more than half of all crimes (52.3% per cent, number of crimes of kidnapping and abduction 54,723), as recorded in 2016 by NCRB.
- The next biggest category of crime against children is rape, 19,920 cases recorded in 2016 by NCRB.
- 327 cases relating to Child Marriage were recorded in 2016 by NCRB

- 1 in 3 (34%) adolescent girls (15-19 years) who are married or in a union have experienced physical, sexual or emotional violence by their husband/partner (UNICEF)¹¹

Exercise- 1

Read the story below and answer the questions

Ranu is 16 years old and lives with her parents and three sisters in a nearby basti. While going to school, she finds that some neighbourhood boys continue to harass her. They whistle, circle the cycle around her, pass comments. Sometimes, they also make obscene gestures and take photos on their cell phones and share with other boys.

They sometimes board the same bus, and stalk her on the way. Ranu shares with her friends but is scared to tell her parents.

One day, Ranu's father sees the boys in their act. He immediately decides that she should stop going to school and it is time to get her married. Ranu is married in haste to an older man and leaves the basti. She pleads her case and wants to study, But no luck. Within a year, she becomes a mother. She has a lot of housework to do and becomes physically weak. Her husband drinks sometimes and beats her. No one helps her and she doesn't know what to do (Source: Breakthrough-SANAM)¹²

Think and answer the following questions:

1. Who is responsible for Ranu's condition today?
2. Why did her father not report the case and get her married instead?
3. What options did Ranu have? Who could she have gone to for support?

Exercise-2

Think and discuss with your friends:

1. Whom would you like to share/trust in case of any problems related to sexual harassment in the family or among your friends' circle and why?
2. Do you think sharing any personal pictures or confidential information online would lead to problem of sexual harassment?
3. Do you blame yourself when someone hurts you or bullies you?
4. Do you know whom to report in case you are sexually harassed?
5. What numbers to call for help?

¹¹<http://www.unicef.in/Whatwedo/23/Violence-Against-Children>

¹²http://menengage.org/wp-content/uploads/2016/03/Breakthrough_SANAM-Masculinities-Workbook.pdf

6. Would you like to make public spaces safe? Would you like to do a safety audit of the park, market place, school?

Questions boys should ponder upon:

1. Do you crack sexist jokes and whistle when a girl(s) pass by?
2. Have you seen yourself stare at girls? What would you do when your friends stalk any girl(s)?
3. Have you seen any boys who do not bully, and are gentle?
4. Do you go up to them and learn from them? Do you believe in respecting all people?
5. What do you do if anyone is harassing girls?



CHAPTER- 9 GENDER EQUALITY

Objective:

- *To enable the students to share their perceptions of gender equality and explain how it is a condition that is beneficial to both women and men.*
- *To make students understand that gender equality is part and parcel of delivering our commitments to equal human rights for all*
- *To enable them to understand the role gender plays and to acquire the knowledge and skills necessary for advancing gender equality in their daily lives and work*
- *To reiterate the distinctions between “formal” and “substantive” equality and the importance of equality of results*

Defining Gender Equality

Gender equality does not mean that men and women become the same; it means that their access to opportunities and life changes is neither dependent on, nor constrained by, their gender. It is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the different behaviors, aspirations and needs of women/girls and men/boys are equally valued and favored.

It also implies that the specific interests, needs and priorities of girls/women and boys/men are taken into consideration; that the diversity of different groups, is recognized; and that they can each make choices and not be limited by stereotypes and prejudices about gender roles in society.

India has signed onto the 2030 Sustainable Development Goals (SDGs). The stand alone goal for Gender Equality, SDG 5, focuses on achieving gender equality and empowering all women and girls, and includes ending all forms of discrimination against all women and girls everywhere as its most important target.¹³

Now we must know why gender equality is needed:

- Gender equality is not only a fundamental human right, but is a necessary foundation for a peaceful and sustainable world.
- For building prosperous societies and economies.
- By providing equal access to education, decent work, and representation in political and economic decision-making processes, not only women should have rights, but all of these would benefit humanity at large.

¹³ <https://www.niti.gov.in/verticals/sustainable-dev-goals>

- It would not only make progress on Goal 5 of the Sustainable Development Goals, but also make gains on the alleviation of poverty and promote sustainable economic growth.

For example:

- During menstruation, girls need designated toilets with water and sanitary waste disposals. If schools do not provide such facilities, girls may be forced to take leave, miss classes, and perhaps even drop out of school.
- Girls face gender-based violence and sexual harassment while travelling to schools - this takes a toll on their health, affects their attendance and participation in schools.



Image20 Illustrated by Vandana Bist and Surabhi Singh in Conversations with Adolescents Part II by Bhasin-UNFPA (2016), pg 16

Formal and Substantive Equality:

“Formal equality” promotes the idea that men and women must be treated equally and under the same set of standards (equity). The standards are those which are normally set according to what is relevant and applicable to men.

Formal equality sees equality as a matter of gender-neutral treatment. It requires simply that women and men be treated exactly the same in all circumstances denying that there are any important immutable differences between men and women

Substantive equality recognizes the differences between men and women, and works to address these differences, so as to ensure “equality of results”. It looks at ensuring equal access and equal benefits, but recognizes the need at times for special steps and measures to ensure real (de facto) equality between the sexes.

This means - there should be equal access, equal opportunities, and equal results for all girls and women.

GOAL: PROMOTE EQUALITY OUTCOMES

This requires addressing specific barriers that girls and women face and plan for affirmative actions. Such as temporary special measures have been instituted by India such as:

- The 33% reservations for women in local bodies or panchayats;
- A separate compartment for women in metros/trains.
- Separate buses, autos, taxis, safe transport, etc.



ALL HUMAN ARE BORN EQUAL & FREE IN DIGNITY & RIGHTS



Image 21 Illustrated by Vandana Bist and Surabhi Singh in Conversations with Adolescents Part II by Bhasin-UNFPA (2016), pg 15 & pg 98

Now we also need to know how we could achieve Substantive Equality. For that we need to change:

- i. **Regressive Social Norms:** Such as those that perpetuate inequalities among different genders– women get less pay than men for the same work, house based work considered girls/women’s work primarily, and so on.
- ii. **Access:** Women/girls should have equal access to family assets, property, bank loans, credit and equal opportunities to take part in sports and public activities.
- iii. **Mindsets:** That devalue girls in society and consider them inferior and secondary citizens- Women cannot take decisions in her home, cannot choose her life-partner, her family will decide, and so on.
- iv. **Asserting:** Women/ girls learn to assert themselves and claim their rights and freedoms.
- v. Socio-cultural practices, those that disadvantage girls/women – such as dowry, sex selection of girl child, restricted mobility and dress codes for girls, and that girls are only meant to take care of in –laws and so on.
- vi. **Right to Work and earn for Living:** Girls/women stand up and say NO to dowry practices, assert their right to work and earn her living, be independent and also take care of parents.

For Girl/Women: Do you know about your Constitutional Rights?

Exercise-1 Gender inequality is:

- a. When women are given special opportunities to access training, jobs, and promotions.
- b. The unequal treatment and access to resources, opportunities, and autonomy based on gender.
- c. When men and women are seen as having different physical capacities.

Exercise-2 Tick the correct option

Correct	Incorrect	Gender Equality
	X	Means treating men and women the same
X		Means providing equal opportunities, resources, and rewards for men and women.
X		Aims to redress power imbalances between men and women.
	X	Is something only women can understand and work toward
X		Means that a person’s access to opportunities and life chances is neither dependent on, nor constrained by, their sex.

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