



SESSION ON GENDER SENSITIZATION



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ABOUT THE SESSION

- ❖ Various discourses on Gender :Understanding of Masculinity and Femininity
- ❖ Understanding sex and Gender and their roles.
- ❖ knowledge about greater equality by challenging the prevailing balance of power between men and women.
- ❖ Highlight Practical and Strategic Gender Needs
- ❖ It will discuss Stereotype Gender Bias in society
- ❖ Deeper Response to unequal gender relations in fields

GENDER : AN INTRODUCTION

1. What is gender ?

Gender is a socially constructed definition of women and men.

It usually refers to a set of characteristics that are considered to distinguish between male and female

SEX

- ❖ Sex indicates biological characteristics of man and woman .
- ❖ People are born male or female. With very few exceptions they remain male or female throughout their lives in terms of their biological make-up.
- ❖ The biological differences between men and women are identified at birth. For example: only women can give birth; only men can have sperms ...



GENDER AND SEX

- ❖ "Sex" refers to the biological and physiological characteristics that define men and women.
- ❖ "Gender" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.
- ❖ To put it another way:
- ❖ "Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories.

DIFFERENCE BETWEEN GENDER AND SEX

SEX

- Biologically determined
- Universal for all human beings
- Unchanging
- Inborn (by Birth)

GENDER

- Constructed by society
- Multi-faceted differs within and between cultures
- Dynamic, changes over time
- Acquired

Sex	Gender
Biological Construct	Social Construct
Born with	Learned
Constant	Changes over time
Universal	Cultural

- There are two main genders: masculine (male), or feminine (female), although some cultures acknowledge more genders.
- Androgyny, for example, has been proposed as a third gender. Some societies have more than five genders, and some non-Western societies have three genders – man, woman and third gender.
- Gender expression refers to the external manifestation of one's gender identity, through "masculine," "feminine," or gender-variant or gender neutral behavior, clothing, hairstyles, or body characteristics.

- Gender roles refer to the set of social and behavioral norms that are considered to be socially appropriate for individuals of a specific sex in the context of a specific culture, which differ widely between cultures and over time.
- There are differences of opinion as to whether observed gender differences in behavior and personality characteristics are due to cultural or social factors,

GENDER

Gender indicates the characteristics, positions and roles of man and woman in all social relationships.



EXERCISE

- ❖ A series of statements are given below. After each statement, the participants have to decide whether the characteristic/behavior in the statement is gender or sex
- ❖ Each participant must decide for themselves without discussing it with others.
- ❖ There is no right or wrong response and the participants should freely choose whatever they think is correct according to them. Following are the Statements:

FOLLOWING ARE THE STATEMENTS:


Yes Its Gender

No its Sex

- ❖ Men do not need tenderness and are less sensitive than women
- ❖ Most drivers in AP are men
- ❖ Women give birth to babies men don't
- ❖ Care 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's don't
- ❖ 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

GENDER, SEX, WOMEN OR FEMALE

- “one is not born a woman, one becomes one”.
- A woman is not born as a woman but she is framed as one later. Culture plays a major role here.
- Sex-Biological and physiological
- Gender-When sex differences become a source of cultural symbolism and give individuals characteristics of femaleness and maleness ,Gender is what we achieve

- 
- French word ‘Genil’-how society and culture define female and male term’ explains the way society constructs the differences between women and men and girls and boys.
 - Gender is socially given roles

GENDER ROLES



GENDER ROLES

- ❖ Division of labour is roles and tasks assigned to W/M based on perceived characteristics and attributes, instead of **ability and skills**
- ❖ W/G household and child-rearing responsibilities
- ❖ In general, these different roles usually result in W/G having different and less access and control than M/B to resources and decision-making processes
- ❖ Implications for life choices and opportunities
- ❖ Gender relations are the often unequal power relations between W/G and M/B in a given society

W=women; M=men; G=girl; B=boy

STEREOTYPE ROLE/ CHARACTERISTICS OF WOMEN AND MEN

- ❖ Women stay at home, rear children
- ❖ Men do not stay at home and do not look after children
- ❖ Woman is a housewife and do not go outside Men go outside and earn money,
- ❖ Women are beautiful, delicate and timid
- ❖ Men are adventurous and brave
- ❖ Girls help in kitchen and fetch water
- ❖ Girls do not play and help in rearing her brother and sister (sibling)
- ❖ Boys play and do not help in rearing children
- ❖ Girls do not go to school Boys are taken to school
- ❖ Women talk softly, are protective, subordinate
- ❖ Men use abusive language, are protector, dominant
- ❖ Women must bear violence Men can use violence
- ❖ Women plant fields Men are farmers

SOCIALLY GIVEN ROLES

- ❖ Unlike the sex categories, gender categories are variable and often hierarchical in the distribution of power and privilege.
- ❖ Gender shapes the individual's opportunities for education, work, family, authority and reproduction.
- ❖ It also influences an individual's chances of making an impact on the production of knowledge and culture.

GENDERED LANGUAGE

- ❖ The use of gendered language further helps people to identify themselves with a set of cultural norms and practices.
- ❖ Women and men use separate ***vocabularies***.
- ❖ men often use vocabulary, which has high overtones of sexual connotations. but if women use the same language, they are admonished as uncouth and uncultured beings.
- ❖ We often teach girls and women to speak softly and in a more tender
- ❖ language.
- ❖ This gendering of language has an overall detrimental effect on women because they are discouraged to participate in mainstream public life where men predominate.
- ❖ This helps to further marginalize women.

IS GENDER PERMANENT

- Gender changes from time to time with increasing rapidity due to
- change in cultural, economic development, technology, constitutional and legal-framework.
- Women go outside, work outside and become breadwinner
- Women get opportunities of education and become vegetable-seller, teacher, doctor, engineer, space-scientist, police officer, district administrator, community manager, leader, politician
- Some men start sharing housework and give space to women in decision-making and community leadership.

GENDER ROLES AND STEREOTYPES

- ❖ Gender role is the behaviors, attitudes values, beliefs and so on that a particular cultural group considers appropriate for males and females on the basis of their biological sex. Gender roles and expectations are learned.
- ❖ A gender stereotype is a product of a subjective perception built with an aim of confirming a society in which women have a ***lower status than men***. The consequences of these gender stereotypes are gender inequality, the continuous reproduction of gender inequalities and gender based violence.

GENDER ROLES

- ❖ Men have greater body mass and strength and are better equipped for hunting, warfare, and land clearing.
- ❖ Women do tasks that are compatible with pregnancy, breastfeeding, and child care

QUICK QUIZZ

- These pictures refer to sex or gender?
- What do they talk about men and women?

WHAT WE SEE DAILY...



WHAT WE SEE DAILY...



WHAT WE SEE DAILY...



GENDER ROLES

- Refer to the activities that men and women actually do; can be changed at a time, conditions and situations.
- **Productive roles:** refers to the work of generating income that men and women do, to make products or services as well as process raw materials to get income.
- **Reproductive roles:** refers to the childbirth and other related activities, that most of the time is spent for taking care of the family members and community, searching fuel and water, preparing food, taking care of the child, education and taking care of the seniors, which are almost unpaid

WOMEN'S 3 MAIN ROLES (PAID & UNPAID)

Productive role **(Farming, producing):**

referring to the production activities that women do for the market and for their family to generate income (paid by money or products)

Reproductive role **(house chores/ caring for family) :**

Referring activities to caring and maintaining the basic needs of family and its member such as :
food, shelter, education, healthcares ?
reproduce
production + taking care of potential workforce

Community management role

Referring to the activities that women do to ensure the supply of resources at community level as an extended role of reproductive role (rituals, ceremony celebration, community services activities...)

WHAT WE OFTEN HEAR...

**Women
should be
teachers,
nursery
teachers**



**Only men
could be
excellent
surgeons**

GENDER STEREOTYPE

- ❖ is negative and partial attitude acknowledgement and assessment of the characteristics, position, role and capacity of man or woman.
- ❖ Are viewpoints from others assuming that men or women are able to do or should do, unable to do or should not do something

WHAT DO THOSE SAYING MEAN?

❖ IN SOME FAMILIES:

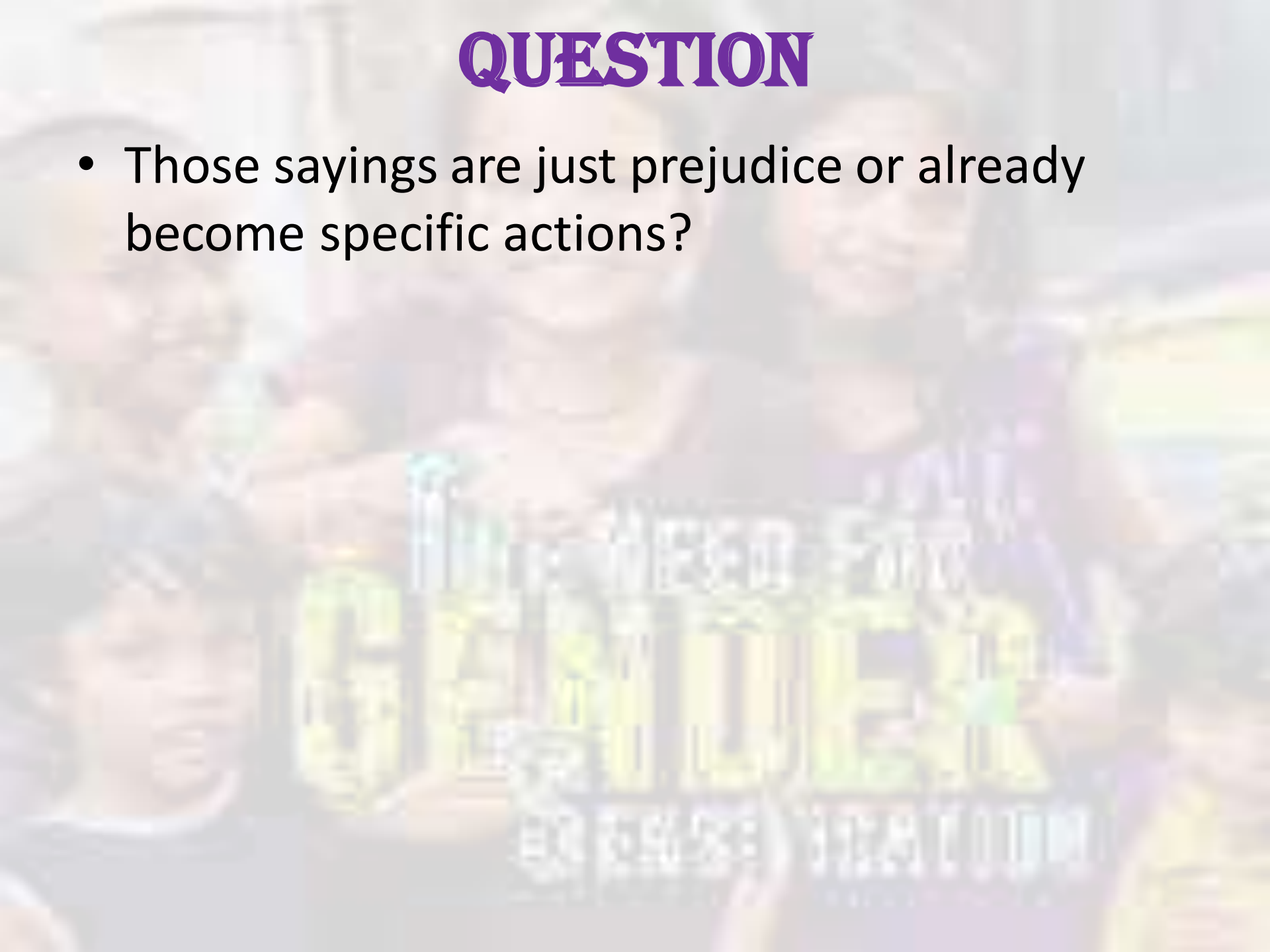
- Girls can't pursue higher education/ should not be invested in girl's education such as for boys
- Boys shouldn't do housework- they are very tiny and worthless jobs
- Girls can not inherit;

❖ IN SOME WORKPLACES:

- Male workers should take the heavy and hazardous jobs (according to the list of prohibited female workers)
- Can't recruit female workers who have little children/ or give those women lower wage

QUESTION

- Those sayings are just prejudice or already become specific actions?



STORY

- A father and son meet with an accident. The father is safe but the son gets hurt. He is immediately rushed to the hospital. The neurosurgeon is called. The neurosurgeon sees the boy and says, 'I can't operate. The boy is my son'.

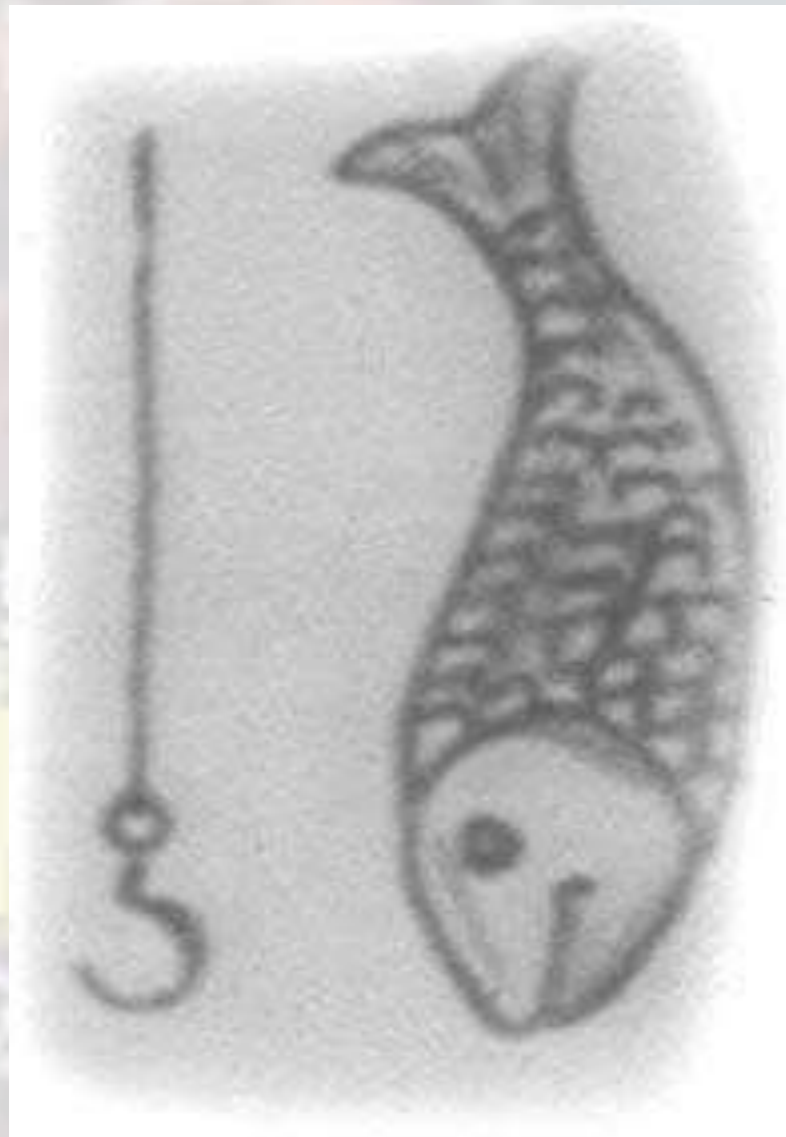
WHO IS THE NEUROSURGEON??

PRACTICAL AND STRATEGIC GENDER NEEDS

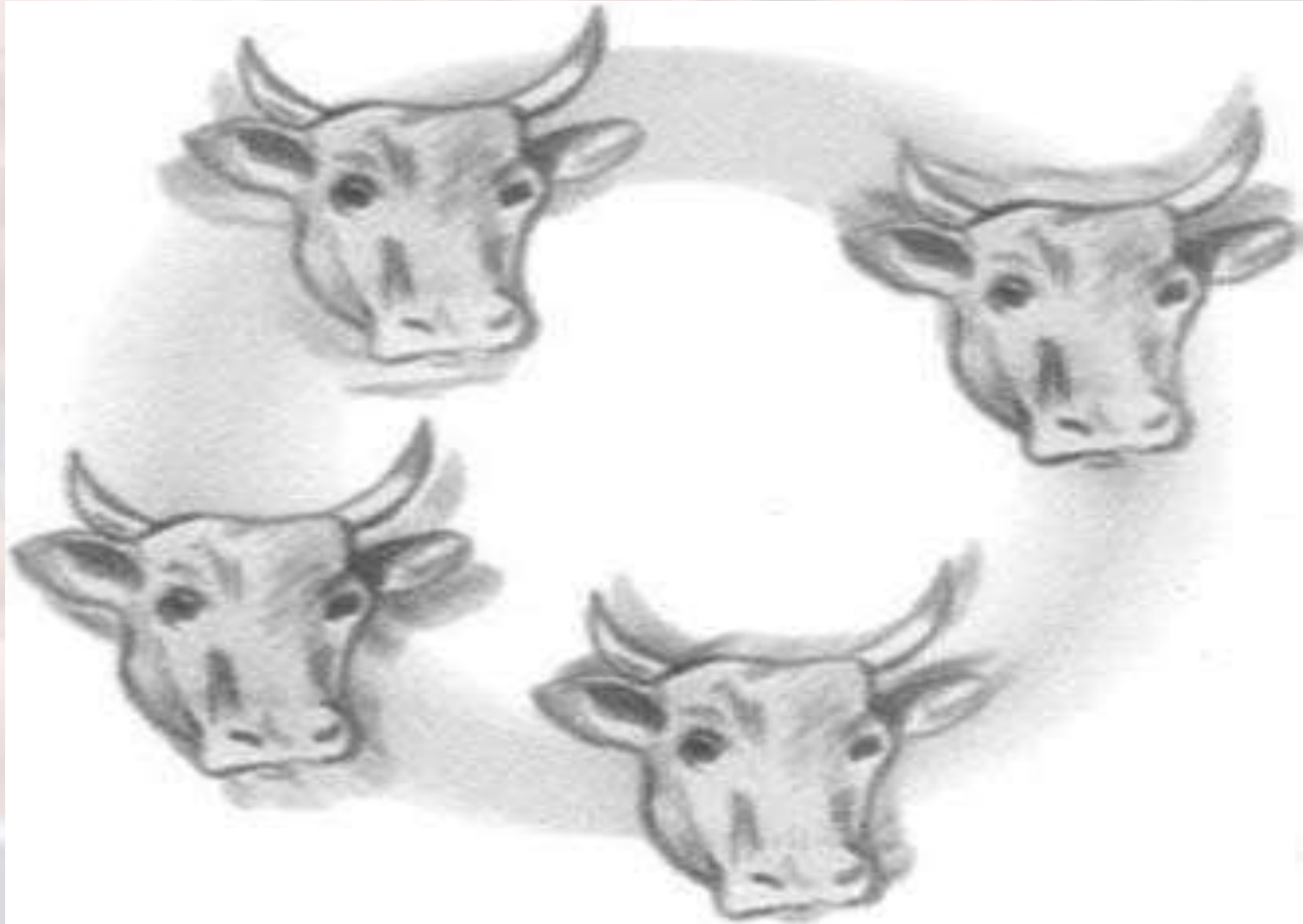
PGN	SGN
Response to Immediate Need	Response to unequal gender relations (women's position in relation to men)
Women's subordinate position is unquestioned	Women's subordinate position questioned (SGN changes existing roles)
Power Structure not challenged	Achieve greater equality by challenging prevailing balance of power between men and women
Concerned with inadequacies in living conditions such as water provisions, health care, employment etc..	, elimination of institutionalized forms of discrimination, promotion of political equality, choice over one's reproductive health
Are practical and concrete	
	Requires collective action, consciousness raising, strengthening of women's organizations

THE FISH

“If you give someone a fish,” the saying goes, “they will be hungry again tomorrow. But if you teach them how to fish, they will never be hungry again.” To give a woman a fish is to address her practical gender needs; to give her fishing skills is to meet her strategic gender needs.



AN ILLUSTRATION: THE MILKING COW REVOLVING FUND



STORY/ CASE

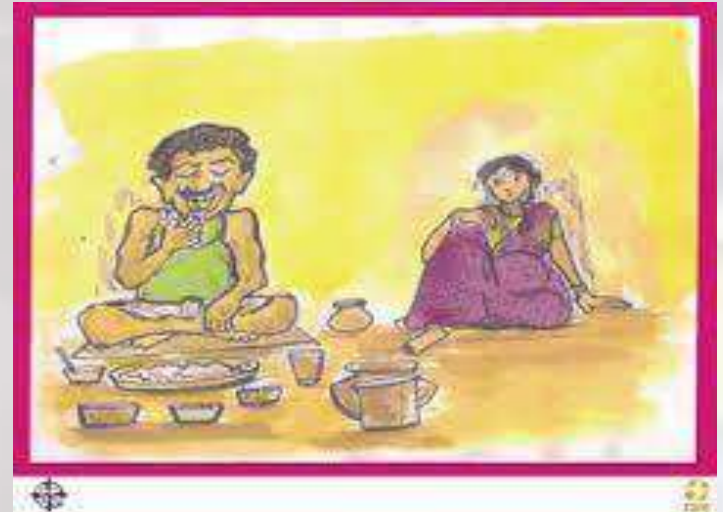
Community development projects have been set up in a number of countries - projects through which landless women are provided with a calf and training in milk production and animal care. In return, the women are expected to maintain the health of the cow and to give back its first two offspring to the 'revolving fund' project. These calves are then passed on to other women in similar circumstances.

DISCUSSION POINTS

- What practical needs of the women are such revolving funds addressing?
- What strategic needs are being addressed?
- What else could the projects do to better address the women' s strategic needs ?

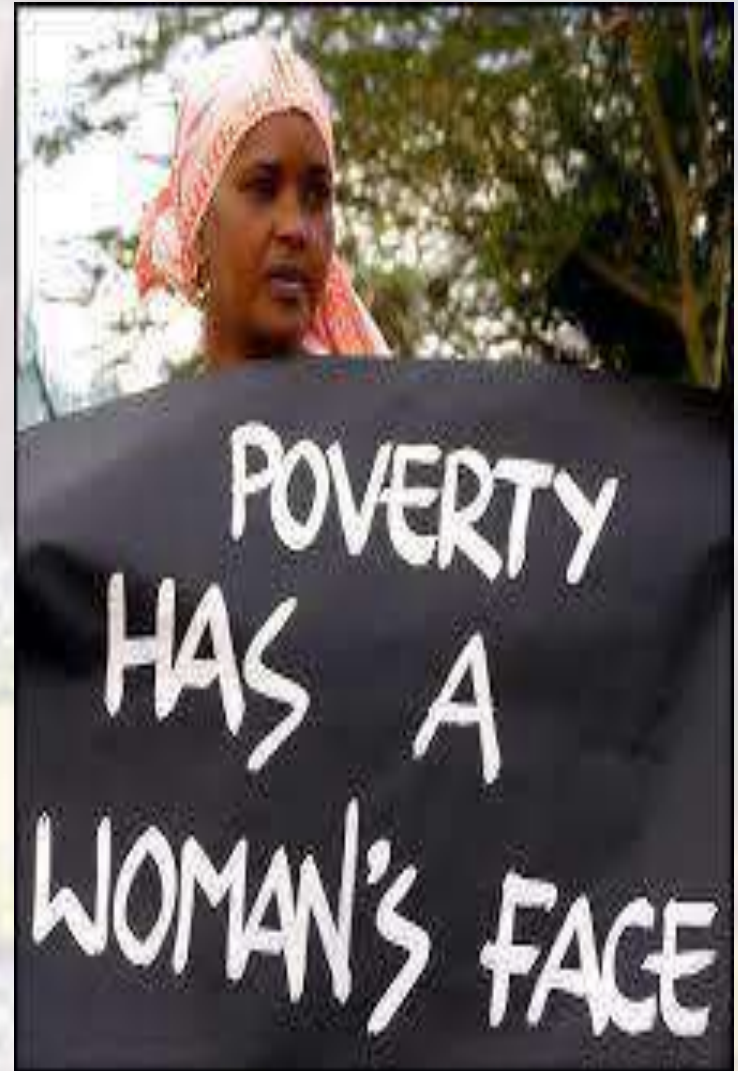
WHO SAYS BOYS AND GIRLS ARE EQUAL?

- ❖ A recent survey highlighted the fact that when young school boys were asked who should sacrifice the meal in case it fell short on the table, most replied the mother as the first choice, followed by the sister.
- ❖ So who is responsible for a male holding the view that the first person to sacrifice a meal should be the mother and followed by the sister, as the second choice?
- ❖ Why male members are served meal first, in many homes, and the female members forced to eat what's left?



FEMINIZATION OF POVERTY

❖ Refers to the high proportion of female-headed families below the poverty line, which may result from the high proportion of women found in occupations with low prestige and income.



EXPLOITATION CAUSED BY GENDER IDEOLOGY

- Male gender bias
 - A preference found in some societies for sons rather than daughters.
- Female infanticide
 - The killing of female children
- Nutritional deprivation
 - A form of child abuse involving withholding food; can retard learning, physical development, or social adjustment.

HONOR KILLINGS

❖ A euphemism referring to a practice found in various Middle Eastern cultures whereby women are put to death at the hands of their own family members because they are thought to have dishonored the family.



Violence against women - a global pandemic



- Physical violence against women, the result of gender ideology, continues to be a problem..
- At least one out of every three women has been beaten, forced into sex or otherwise abused in her lifetime.
- Every year, millions of women are raped by partners, relatives, friends and strangers, by employers and colleagues, soldiers and members of armed groups.
- The World Health Organization has reported that up to 70% of female murder victims are killed by their male partners.

RAPE



- Rape (Sec. 376 IPC)
(Incidence 22,172)
- Madhya Pradesh has reported the highest number of Rape cases (3,135) accounting for 14.1% of total such cases reported in the country.

DOWRY DEATHS (SEC. 302, 304B IPC)



- The killing of a wife by her in-laws if the wife's parents fail to pay additional dowry.

- (Incidence 8,391; Rate 0.7)
26.4% of the total such cases reported in the country were reported from Uttar Pradesh (2,217) alone followed by Bihar (1,257) (15.0%).



- The highest rate of crime (1.3) was reported from Bihar as compared to the national average of 0.7.

TORTURE (CRUELTY BY HUSBAND & RELATIVES) (SEC. 498 A IPC)



- Incidence 94,041;
(Rate 7.9)

- 18.9% of these were reported from West Bengal (17,796). The highest rate of 26.0 was reported from Tripura as compared to the National rate at 7.9.

MOLESTATION (SEC. 354 IPC)



- (Incidence 40,613;
Rate 3.4)

- Madhya Pradesh has reported the highest incidence (6,646) amounting to 16.4% of total such cases.



SEXUAL HARASSMENT (SEC. 509 IPC)



- (Incidence 9,961; Rate 0.8)

- Andhra Pradesh has reported 45.8% of cases (4,562) followed by Maharashtra 11.8% (2,524). Andhra Pradesh has reported the highest crime rate 5.4 as compared to the national average of 0.8.

IMPORTATION OF GIRLS (SEC. 366-B IPC)



- (Incidence 36)

- 36 cases were reported during the year 2010 as compared to 48 cases in the previous year (2009).

Immoral Traffic (Prevention) Act



- (Incidence 2,499; Rate 0.2)

- 22.7% (567) cases were reported from Tamil Nadu and Andhra Pradesh accounted for 21.9% (548).



A group of young women are smiling and holding a banner. The banner has the text 'WEST YORK COLLEGE GENDER EQUITY INITIATIVE' written on it. The word 'GENDER' is in large, bold, yellow letters. The background is slightly blurred, showing an outdoor setting with trees and a building.

GENDER ISSUES

WHAT IS A GENDER ISSUE ?

- A problem that arises from your being a man or a woman
- Hinders the attainment of a full and satisfying life
- A concern of everyone

FAMILY

- ❖ Domestic violence
- ❖ Multiple burden
- ❖ Family abandonment by husband
- ❖ Financial abuse
- ❖ Household chores assigned to women
- ❖ Incest

INDIVIDUAL

- Passivity/resistance to change
- Lack of awareness on reproductive rights
- Low self worth

HEALTH & NUTRITION

- Lack of info on Family Planning/reproductive health
- Low level of men participation in health concerns
- Lack of health facilities for women
- Women are prone to infectious diseases
- Lack of social services
- Low nutritional level of women
- Responsibility of birth control lies on women

SOCIO-CULTURAL

- Commodification of women/ prostitution
- Women considered as sex objects · Double-standard of morality
- Stereotyping in media, educational system
- Rape
- Sexual harassment/abuse
- Domestic violence
- Cultural subjugation
- Poor education of women
- GAD awareness for students & teachers
- Women viewed as the weaker sex
- Poor social life of women

EDUCATION

- Low level of literacy among women
- Number of girl students is considerable lower than the number of boy students.
- Even girls who do enroll in school may have irregular attendance due to other demands on them, and the fact that their education may not be prioritized.
- Girls are more likely to repeat years, to drop out early and to fail in key subjects, and in most countries girls are less likely to complete the transition to secondary schooling
- Increase in girl child labour

INDIAN WOMEN IN MODERN TIMES

- Education
- Literacy
 - Gender gaps:
- **Differences across states** (Kerala has highest female literacy; Rajasthan, Bihar and Uttar Pradesh have the lowest)
- Differences between rural and urban areas
- Parental preference for boys going to school
- Higher dropout rate among girls



INDIAN WOMEN IN MODERN TIMES

Education

- Gender gaps in higher education
- About 1 percent of total women population has college education
- Women account for a third of the students at college/university level
- In engineering and business, the proportion of female students is much smaller
- In education, nearly half of the students are women

INDIAN WOMEN IN MODERN TIMES

Barriers to Female Education

- Poverty: one-fourth of India's population lives below the poverty line (2002)
- Social values and parental preferences
- Inadequate school facilities
- Shortage of female teachers: 29 percent at the primary level and 22 percent at the university level (1993)
- Gender bias in curriculum

INDIAN WOMEN IN MODERN TIMES

Employment

- Difficult to get an overall picture of employment among women in India
- Most women work in the informal sector
- Women accounted for only 25.6percent of the total workers (Work Participation Rate) in 2011
- The number of female workers has increased faster than the number of male workers
- Female unemployment rates are similar to male unemployment rates

INDIAN WOMEN IN MODERN TIMES

Barriers to Female Employment

–Cultural Restrictions

- Hierarchical society (caste system)
- *Purdah system: the veiling and seclusion of women*

–Discrimination at Workplace

- More prevalent in fields where male competition is high
- Less prevalent in fields where competition is low

–Lack of employment opportunities

Female Political Participation & Labour Force Participation Rate (%)

Categories	Years	India	Bangladesh	China	South Asia
Political participation rate of women ⁽ⁱ⁾ (%)	2000	9.10	9.10	21.80	8.4
	2005	8.30	14.80	20.30	13.3
	2010	10.80	18.60	21.30	20.5
	2014	11.4	19.8	23.4	19.23
Ratio of female to male labour force participation rate (%) ILO estimates ⁽ⁱⁱ⁾	2000	40.93	63.05	85.38	42.69
	2005	44.3	57.17	83.8	44.6
	2010	35.48	51.1	81.9	37.69
	2014	33.73	53.2	81.81	36.67

Sources: ⁽ⁱ⁾ International Parliamentary Union Data. In the case of China, this is the data from the National People's Congress, the national legislature which is a unicameral. In Bangladesh and India, this is the data of the lower house of the national legislature. (Accessed on 6Sept.2017)

⁽ⁱⁱ⁾ International Labour Organization, ILOSTAT database. Data retrieved in March 2017. (Accessed on 10 Sept. 2017); <https://data.worldbank.org/indicator/SL.TLF.CACT.FM.ZS?locations>

Gender Statistics: Demographic Trends

Categories	Years	South Asia	India	Bangladesh	China
Sex Ratio (Male to female births) (a)	2000	---	1.06	1.06	1.06
	2015	1.10	1.11	1.05	1.06
Literacy Rate (adult females ages 15 & above)	2000	45.65	47.85 (2001)	40.82 (2001)	86.52
	2006	50.8	50.84	----	---
	2010	50.7	59.27 (2011)	57.73 (2014)	92.71
Maternal Mortality rate (MMR) Modelled at 100,000 live births (c)	2000	388	374	399	58
	2005	296	280	319	48
	2010	228	215	242	35
	2015	182	174	156	27

Source: (a) Human Development Report

http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf ;

<http://www.un.org/esa/population/publications/wpp2000/annex-tables.pdf> ;

http://www.prb.org/pdf05/05WorldDataSheet_Eng.pdf

(b) World Bank Data,

https://data.worldbank.org/indicator/SE.ADT.IITR.EE.ZS?end=2015&locations=BD&start=1981&view=chart&year_low

SOME STEREOTYPES ABOUT SEXUAL VIOLENCE/HARASSMENT

- Rape is victim-precipitated. Women ask for rape/sexual violence by provocative mode of dress and behaviour or by going out after dark or going to shady and lonely places.
- Rape cannot occur if a woman resists.
- Women's place is at home. If they go out, they must take what comes their way.
- Sexual harassment at work place and eve-teasing are fun.
- Male sexuality is an uncontrollable force. Women should not arouse it.

STEREOTYPES GOVERNING DOMESTIC VIOLENCE

- ❖ Family is a private place where men have some legitimate rights.
- ❖ Husband has a marital right to discipline his wife.
- ❖ Women are irrational, nagging and provoke men.
- ❖ Only the poor/uneducated/alcoholic males are violent towards their wives.
- ❖ Women who deviate from feminine roles of mother and wife warrant discipline.

GENDER BIAS IN MEDIA

- Globalisation, Opening of markets and the co modification of women
- Change in the structure of Indian media -increase in advertising, revenue, cut throat competition between multinational companies and the direct targeting on women & children as consumers through TV. programmes.
- Gender bias in print and visual media
- Misrepresentation of women

MISLEADING ADVERTISEMENTS

- In an advertisement, the lady of the house is shown doing all the household chores while catering to the beck and call of all the other members of the family.
- A backache forces her to take a break from her work. The family acknowledges her presence by passing on a tube of a pain reliever which the husband offers to apply on her.
- After a short respite she is back on her feet catering to the orders and requests from her family. The message has been rightly conveyed – that of the docile, subservient nature of the woman. She is being reduced to an object for ‘satisfying needs.



POOR PORTRAYAL OF WOMEN

- ❖ Indian media gives low priority to the subject of portraying women as equals in the society.
- ❖ The Indian media likes nothing better than to see their womenfolk as home-makers and a compulsive buyer who buys the latest dress, shoes, accessories, cosmetics, mostly at the expense of her husband's money.
- ❖ Although it purports to show them as independent characters, the media actually portrays them as consumers rather than as modern, liberated women.



DIFFERENTIAL TREATMENT OF WOMEN

- ❖ Even in interviews, there is differential treatment for women. Men giving interviews are often made to elaborate on their work and their marital status or their dress sense remains irrelevant.
- ❖ Women achievers on the other hand are subject to irrelevant and distasteful queries - details of her looks, her private life and such trivia as her fondness for beautiful sarees, her decision to stay single or otherwise is scrutinized.
- ❖ According to the media, a successful woman somehow is a feminist **When Phoolan Devi was once interviewed, she was first shown serving food to her husband..**
- ❖ Men give most of opinion on exit polls during elections. They were also the ones whose opinions mattered the most on the issue of reservation of seats for women in Panchayats. Women, whose future they were deciding, sat as silent spectators.

A group of young women are smiling and holding a large banner. The banner is white with blue and red text. The text on the banner reads "WESTERN STATE COLLEGE" in a stylized font. The word "WESTERN" is in blue, "STATE" is in red, and "COLLEGE" is in blue. The women are wearing various colored shirts, including purple and blue. The background is slightly blurred, showing what appears to be an outdoor setting with a building in the distance.

THANK YOU