

**DIPLOMA IN ELEMENTARY EDUCATION
(D.El.Ed.)**

**Course-506
Understanding Children in Inclusive
Context**

**Block -4
Girl Child and Child Right**



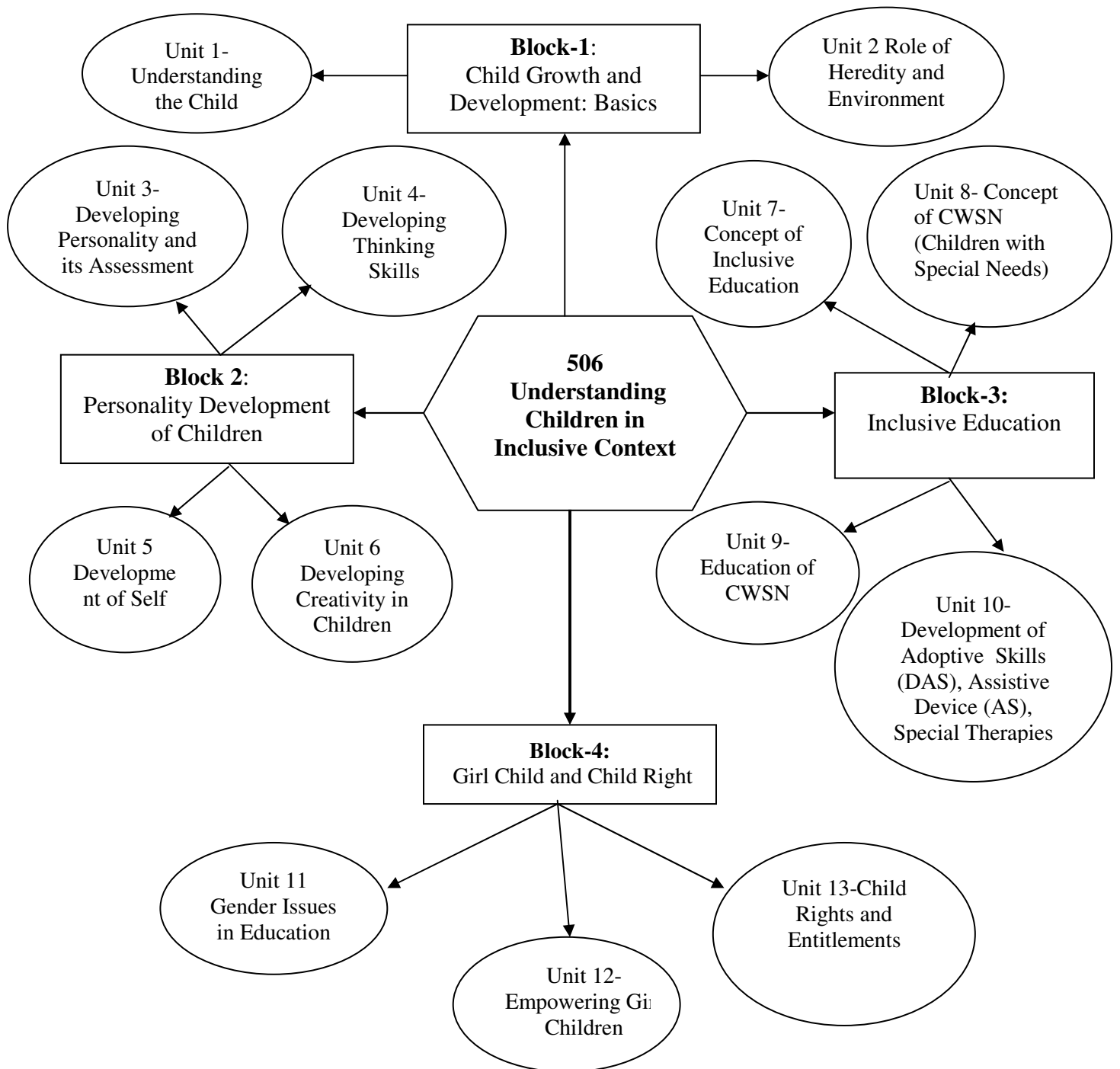
NATIONAL INSTITUTE OF OPEN SCHOOLING

A - 24/25, Institutional Area, Sector – 62,NOIDA

Gautam Buddha Nagar, UP – 201309

Website: www.nios.ac.in

Course Concept Map for Course-506 “Understanding Children in Inclusive Context”



Credit Points (8=6+2)

| Block | Unit | Name of Unit | Theory Study Hours | | Practical Study |
|----------------------------------------------------------|------------|-------------------------------------------------------------------------------------|--------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Content | Activity | |
| Block-1: Child Growth and Development : Basics | U1 | Understanding the Child | 6 | 3 | <ul style="list-style-type: none"> • Identification of factors affecting growth & development of your school children |
| | U2 | Role of Heredity and Environment | 6 | 3 | <ul style="list-style-type: none"> • Prepare a list of Hereditary influence on the learners of your class • Find out the characteristics about the impact of environment on the siblings from a family in your school |
| Block 2: Personality Development of Children | U3 | Developing Personality and its Assessment | 8 | 4 | <ul style="list-style-type: none"> • Trace the differences in personality characteristics among the learners of your class |
| | U4 | Developing Thinking Skills | 8 | 4 | <ul style="list-style-type: none"> • Identification of steps taken to develop questioning skill in your learner |
| | U5 | Development of Self | 10 | 5 | <ul style="list-style-type: none"> • Identification of classroom condition of developing self-concept |
| | U6 | Developing Creativity in Children | 9 | 7 | <ul style="list-style-type: none"> • Listing the situation created by you as a teacher in your class for fastening creativity |
| Block-3: Inclusive Education | U7 | Concept of Inclusive Education | 6 | 3 | <ul style="list-style-type: none"> • Listing the factors affecting inclusive education in your school |
| | U8 | Concept of CWSN (Children with Special Needs) | 7 | 4 | <ul style="list-style-type: none"> • Identification of learning requirement of CWSN in your school |
| | U9 | Education of CWSN | 9 | 6 | <ul style="list-style-type: none"> • Preparation of action plan of home-based education |
| | U10 | Development of Adaptive Skills (DAS), Assistive Device (AS), Special Therapies (ST) | 9 | 3 | <ul style="list-style-type: none"> • Seminar on special therapies regarding any impairment experienced in your school |
| Block-4: Girl Child and Child Right | U11 | Gender Discrimination | 9 | 6 | <ul style="list-style-type: none"> • Identification of roles of your school on gender issues |
| | U12 | Empowering Girl Children | 9 | 6 | <ul style="list-style-type: none"> • Listing our your role to develop life skills in girls of your school |

| | | | | | |
|--------------------|------------|-------------------------------|---------------------------|----|------------------------------------------------------------------------|
| | U13 | Child Rights and Entitlements | 9 | 6 | • Listing out violation of child rights in your schools & the locality |
| | | Tutoring | 15 | | |
| | | | 120 | 60 | 60 |
| Grand Total | | | 120+60+60=240 hrs. | | |

Block -4

Girl Child and Child Right

Block Units

Unit 11 : Gender Issues in Education

Unit 12 : Empowering Girl Children

Unit 13 : Child Right and Entitlements

BLOCK INTRODUCTION

Block 4 : Girl child and child rights

You as learner will study block 4 : Girl Child and child rights. This block consists three units related to gender issues in education, empowering girl children and child rights. Each unit divided into sections and sub-sections. Earlier you have studied block 1. Basics of child growth and development, Block 2 : personality development of children and Block 3 : Inclusive Education.

Unit 11 : Gender Issues in Education

After completing this unit you will be able to understand concept of gender, distinction between gender and sex. You can identify the source, forms and causes of gender discrimination. You will know origin and history of gender discrimination and studies indicators of gender i.e. sex ratio, Education, health etc. You will be able to discuss about the role of teachers in creating a gender fair society.

Unit 12 : Empowering Girl Children

This unit will empower you to understand concept of empowerment, Indicators of empowerment and need for empowering girls. You can discuss the role of education in the empowerment of girls. You can describe various qualities for empowering girls, able to explain the role of various agencies in empowering women and girls.

Unit 13 : Child Right and Entitlements

This unit will help you to understand the meaning human rights and rights of the child. You will be able to enlist the major recommendations of UN convention regarding child rights. You can discuss right to education 2009. You will need for abolition it. You can discuss the role of a teacher in protecting right of the child and code of conduct for teachers.

CONTENTS

| <i>Sr. No.</i> | <i>Unit Name</i> | <i>Page No.</i> |
|----------------|----------------------------------------|-----------------|
| 1. | Unit 11 : Gender Issues in Education | 1 |
| 2. | Unit 12 : Empowering Girl Children | 32 |
| 3. | Unit 13 : Child Right and Entitlements | 49 |

UNIT 11 GENDER ISSUES IN EDUCATION



Notes

Structure

11.0 Introduction

11.1 Learning Objectives

11.2 Concept of Gender

11.2.1 Distinction between Sex and Gender

11.2.2 Biological and Gender attributes of a person

11.2.3 Gender as socio-cultural construction

11.3 Gender discrimination

11.3.1 Meaning of discrimination and gender discrimination

11.3.2 Sources and forms of gender discrimination

11.3.3 Causes of gender discrimination

11.3.4 Origin and history of gender discrimination

11.4 Status indicators of Gender

11.4.1 Sex ratio

11.4.2 Education

11.4.3 Health

11.4.4 Participation in work force

11.4.5 Atrocities and crime

11.4.6 Overcoming Gender Discrimination

11.4.7 Gender discrimination in classrooms

11.4.8 Role of teachers in creating a gender-fair society

11.5 Let Us Sum Up

11.6 Answer to check your progress

11.7 Project work and Questions

11.8 Suggested Readings and References

11.9 Unit-End Exercises



11.0 INTRODUCTION

You have studied in earlier units about various disadvantaged groups and their problems. Another disadvantaged group which needs a teachers' attention is girls and women. Girls and women face severe social disadvantages merely because they are female. This is a matter of great concern for all right thinking people, society, nation and the world at large. The disadvantages women face are unique in several ways. Hence we need to discuss this separately. Addressing this problem is important to make our families, society and the nation increasingly better, humane and just. Doing so has a critical bearing on the social, ethical and economic development of the nation. In this unit we shall learn about the inequality between males and females, their causes, their forms. We shall also discuss the various initiatives for creating a more equal and equitable society for men and women. We shall also discuss the roles of schools and teachers in creating a better world where men and women are treated with equal respect and are given equal opportunities for development.

11.1 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- state the differences between sex and gender
- cite examples for biological attributes and gender attributes
- classify the given set of statements as sex- related or gender -related
- list the major social and cultural attributes of boys and girls
- explain the meaning and causes of gender discrimination
- justify the need to counter gender discrimination
- give illustrations/arguments/facts to show the existence of gender discrimination in our society
- explain the role of teachers in creating a gender-fair society.

11.2 CONCEPT OF GENDER

11.2.1 DISTINCTION BETWEEN SEX AND GENDER

Have you heard of the word '**Gender**'? Some people use this word to mean the '**sex**' of a person. However, these two words have different shades of meaning. While filling an application you are asked

Sex of person indicates a boy or girl, a male or female, a man or woman. This distinction is based on the natural differences that exists in the body of males and a females. These differences are biological and do not generally change.



to mention your sex. You indicate your sex as male or female. That means sex indicates whether the person is a boy or girl, man or woman. This distinction is

Gender is what we make of boys and girls. It is about the opportunities we give them to develop. It has got to do with their upbringing, socialization, culture and the role models we present for them. Gender is what a society and culture makes of boys and girls.

based on the special body parts associated with reproduction. For instance women have uterus. It is a part of their biology. Likewise, men have prostate gland. This is a part in the body of a male. Like this, there are some differences in the body of male and females. This is made by nature to facilitate reproduction and a few related functions. Thus, the sex of a person is the biological characteristics of person that makes one a male or female.

Now let us understand the term ‘Gender’. The society expects different types of behaviour from boys and girls. Boys are generally expected to be bold and aggressive. Men are expected to go out, work and earn. He is the ‘bread winner’. Women are expected to be mild, timid. They are seen as ‘home-makers’. This is a social arrangement made by the society and not nature given. The society assigns different roles for men and women, divides work as ‘men’s work’ and ‘women’s work’, values the work done by men and women differently and gives certain privileges and responsibilities for the two. It also imposes different types of restrictions on men and women.

The personality of males and females that emerges out of these social conditions is what we call gender.

Thus, gender refers to those attributes, roles and functions expected of men and women in a given society. Gender changes from time to time and from culture to culture.

Let us now understand the major differences between sex and gender

| SEX | GENDER |
|----------------------|--------------------------|
| Biological construct | Socio-cultural construct |
| Nature made | Society made |
| Constant | Variable |
| Individual | Systemic |
| Non-hierarchical | Hierarchical |
| Cannot be changed! | Changeable |

11.2.2 BIOLOGICAL AND GENDER ATTRIBUTES OF A PERSON

Biological attributes of a person: A human being is generally born as a male or



Notes

female. Nature has given it to the female to conceive, deliver a baby and breastfeed the baby. This requires special organs. Since these biological tasks are not given to the male, the organs concerned are not present in males. However, we find a different set of organs in males for the roles they play in reproduction. These differences are natural. Some of the organs in males and females associated with reproduction are shown in Figure 1. Study the figure carefully and list the organs of reproduction in males and females.

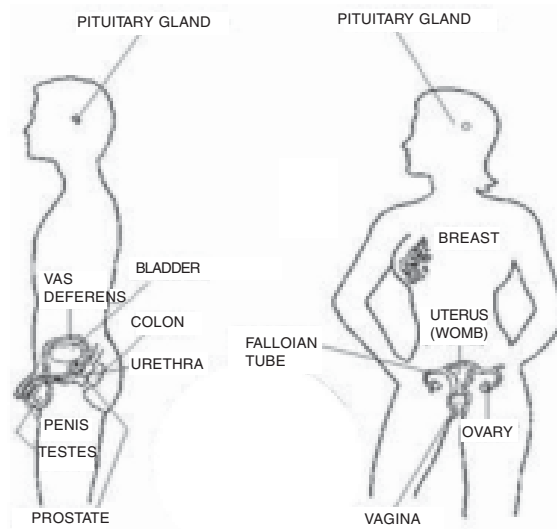


Figure 1: Difference in the body parts of male and female

Let us consider a few use examples to strengthen our understanding of sexual differences between a male and female. An adult male produces sperms while an adult female produces ovum. This has nothing to do with society or culture. This is completely natural and does not change from nation to nation or across cultural groups. Let us consider another biological difference between a male and female. The presence of XX sex chromosomes in a human makes the person a female. The presence of XY sex chromosomes makes a person a male. A female has uterus while male does not. Now you know why? Again this is a biological difference. Let us consider some more biological difference between a male and a female:

| ♂ | ♀ |
|-------------------------------------------------|--------------------------------------------------|
| 1. The voice becomes horse during adolescence | 1. The voice becomes shriller during adolescence |
| 2. Hairs grow on the face [beard and mustaches] | 2. Breasts enlarge during adolescence |
| 3. The body may become muscular | 3. The body becomes soft |
| 4. No menstrual cycle | 4. Menstrual cycle begins at adolescence |
| 5. Any other :..... | 5. Any other :..... |
| 6. | 6. |



Gender attributes of a person: The biological differences- the fact being a male or female does not limit the participation or success of a person in any social activity. However, we see more males in certain spheres and more women in certain other spheres of life. Why is this so? Society thinks that certain types of work are meant to be done by males only and certain others by females. For example, we rarely see women tilling a land using a plough. Many people think that tilling is a ‘male job’. Similarly, we rarely see males washing clothes of children and other family members. This, people generally consider as ‘female job’. Usually the household work is considered as women’s work. Any work outside home is believed to be for boys and men. Most of us believe that ‘difficult jobs’ are done by men and ‘easy jobs’ are done by women. We also believe that women are best suited for certain jobs such as nursing or teaching. Similarly some jobs are thought to suit best for men. What is your view on this?

We also have notions of male and female characteristics. These notions have nothing to do with the sex of the person. The society imposes certain roles, functions, characteristics and expectations on the basis of one’s sex. These differences in roles, expectations and perceptions, imposed by the society and culture, constitute gender differences. We shall understand this further with few examples.

Society generally expects girls to be soft, well mannered, mild, and obedient and so on. At the same time we expect boys to be bold, aggressive, strong, and so on. Why do we expect the behaviour of boys to be different from those of girls? These differences are not natural. They are imposed by the society. Such differences between boys and girls which are not natural are gender differences. There aren’t any visible distinctions between the physical characteristics of boys and girls in their early childhood except in the genitals. However, the physical differences become sharp and visible with the onset of puberty. Further, the difference in their social and psychological characteristics becomes obvious as they grow up. Some of these characteristics are given in table below.



Figure 2: Play things like bat and toy jeep for boys and dolls and kitchen wares for girls



Notes

| Factors | Male | Female |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sex | Stronger | Fair and weaker |
| Body | Rough and strong Invulnerable Impenetrable Loud voice | Smooth and weak Soft and Delicate Highly vulnerable Shrill voice |
| Social | Principal wage earner Head of the household Leader in the community Born to lead Controller Resource allocator Hoarse voice Independent in thought & action Adventurous Masterful Intelligent Mastery in mechanical tasks Good in Science and Math Worldly wise | Family person Ideal mother, Wife, sister Sacrificing Meant to Serve Controlled Resource consumer Soft voice Dependent in thought and action Sensible Graceful and Pretty Innate nature Poor in mechanical tasks Strong in languages Stupid |
| Psychological | Highly rational High in social intelligence Manipulative Impatient and disturbed Careless and rugged Wields power Cares for good looks | Highly emotional Poor in social intelligence Emotive Patient and calm Conscious of her body Succumbs to it Cares for money and status |

Society values boys and girls differently. The birth of a male baby, for instance, is celebrated with pomp while the birth of a female baby is not a happy event for many.

Why is this so? We bring up boys and girls differently. We punish and praise boys and girls for different reasons. We get different types of play materials for boys and girls. What makes people to do so? This is again a gender related difference. Girls too can play with a toy jeep or cricket bat. Boys too can play with toy babies, dolls and kitchenware. They even enjoy that activity. However they are rarely encouraged to do so.

The opportunity to participate in out-of-home activities is far more limited to girls than boys. Boys are encouraged to move out of home while girls are encouraged to stay indoors. All these can influence the personality of boys and girls.



11.2.3 GENDER AS A SOCIO-CULTURAL CONSTRUCTION

Gender differences are culturally influenced and socially constructed. This is why we see lot difference in gender roles and expectations across cultures. For instance, women in many parts of our country are generally expected to wear sarees and grow long hairs. In certain other cultures it is normal for women to wear skirts and to cut their hair short. People do internalize gender roles and expectations as they grow up. Children learn to categorize themselves by gender very early in life. A part of this learning is to display their ‘manly’ qualities and ‘womanly’ qualities. Boys learn to manipulate their physical and social environment through physical strength or other skills, while girls learn to present themselves as objects to be viewed. Children monitor their own and others’ gendered behavior and model themselves along the established patterns they see in significant others. The significant other could be their parents, neighbours, teachers, movies or media presentations. Gender-segregated activities create belief that gender differences are essential nature of males and females. Gender differences get strengthened through our practices, beliefs and institutions as the society and culture places different values to males and females. Viewing males and females as categories opposites of each other reinforces the gender differences. The gender differences between boys and girls, is largely a learnt behaviour which is an outcome of socialization and enculturing. This is why we say that *gender is a socio-cultural construction*.



Activity 11.1

1. State whether the following statements are ‘True’ or ‘False’. Write your response in the blank provided in each statement:
 - a) Gender characteristics are natural differences.
 - b) Being a male or female is a biological attribute
 - c) Gender attributes change from one society to another
 - d) Gender of a person is generally a constant while sex is subject to change.
 - e) Gender is a product of culture and socialization
 - f) Being a female is in itself a negative thing for the person
2. Classify the following as ‘biological attribute’ and ‘gender attribute’:
 - a) Males are more intelligent than females
 - b) Women may bear children.
 - c) Female voice is generally shriller than that of males.
 - d) Males are more self-confidence than females



- e) Certain types of social activities are not suitable for women.
- f) Males have greater tolerance to pain than females
- g) Females have XX chromosome while males have XY chromosomes.
- h) For a women, the looks and character are more important than anything else
- i) Some jobs are more suitable to females than to males.
- j) Household work is the duty of all women and girls
- k) Woman, thy name is jealousy!

11.3 GENDER DISCRIMINATION

We do not treat boys and girls the same way. Men and women do not get equal opportunities to participate in all social, political, economic and educational activities. Why? Have you ever given a thought to this? Are women incapable of being equals in these spheres of life? Being a girl or woman does not limit her capability. Despite this, women are denied opportunities to function fully in many spheres of life. Denial of opportunity smacks of a bias and discrimination. Let us study in this section the meaning of gender bias and how it affects boys and girls.

11.3.1 MEANING OF DISCRIMINATION AND GENDER DISCRIMINATION

Let us first understand the word 'discrimination' with one or two examples. Let us say, in a village, the people belonging to scheduled caste are not allowed to draw water from a well while others are free to do so. Water is a basic necessity for all. Denying water from the nearby well puts the people in to a distinct disadvantage. This is caste based discrimination. Let us take another example. Let us say there are two people, equally capable, one with a dark skin and the other with fair skin. We have to make a selection for an activity. Not selecting a person merely because of dark skin is a discriminatory practice.

The position of United Nations on discrimination includes a statement that: '*Discriminatory behaviors take many forms, but they all involve some form of exclusion or rejection*'. Thus, discrimination refers to treatment or consideration against a person or group merely because the person/group belongs to a particular class, or category. Discrimination disregards individual need, merit and potential. Thus, discrimination has a negative connotation. It tends to and intends to treat one particular group of people less favourably than others because of some unjustifiable prejudice. Do you find any discriminatory practices in your place? Make a list of them. Think of the prejudices that might have led to such practices.



Now, let us come to gender discrimination. Gender discrimination is discrimination on the basis of sex. It is the unequal treatment of a person based solely on that person's sex. Gender discrimination is sometimes referred to as sexism. Sexism occurs in any social situation where a prejudicial treatment occurs which would not have occurred had they been the opposite sex. Any unfair consideration, policy, practice or belief which treats men and women unequally and hence restricts or denies choices for members of a particular sex is gender discrimination. This is considered a form of prejudice and is illegal in certain circumstances. Providing separate toilets for boys and girls does not tantamount to discrimination. Instead, it is an act showing gender sensitivity.

Sometimes discrimination may not be as obvious as shown in Figure 3. It may occur while making selections. There would be no reason or rationale for such discrimination. Have you come across any discriminatory advertisements?



A girl in a family wants to go to her friend's house for doing a project. She is either not allowed or asked to come back before it is dusk. No such restrictions are placed on boys. Simply, she is not allowed to do certain things because she is a 'girl'.

Consider another extreme case. In certain cultures women are not allowed to drive. Men are not allowed to drive women unless they are closely related to. Here, the dilemma is how to get the girls to school in buses driven by men. If no men are allowed to come in contact with schoolgirls, and women are not allowed to drive, who will be driving the school buses? What will happen to the education of the girls?

We often see boys playing in the open ground with lot of sports materials. Girls on the other hand are allowed to play indoor games with hardly any play material. Sometimes they are denied opportunities to play even the indoor games. Why does this happen? Is this justified?

Gender discrimination can also affect boys and men. For instance, a boy who is injured while playing is not expected to cry. Why? This is simply because he is a 'boy'. He is not supposed to accept defeat in anything. A man cannot become a 'home maker'. This is also gender discrimination. However, the discrimination as of today is largely loaded against women and girls. This is why we are paying attention on the issue of discrimination against girls and women. Hence gender discrimination as we understand today is the discrimination against girls and women.

11.3.2 SOURCES AND FORMS OF GENDER DISCRIMINATION

Discrimination can be direct and indirect, blatant or subtle. Direct discrimination



Notes

occurs when gender is used as an explicit reason for discriminating. Let us consider an example. You want to select a student leader for your class. You as a teacher may think that it is better to have a boy as class leader, and select a boy rather than a girl. This is direct discrimination. Dismissing worker on grounds of pregnancy is direct discrimination.

Indirect discrimination occurs when there are provisions and practices which put girls and women at a disadvantage. For example if an employer gets new furniture for only the male workers, it is indirect gender discrimination.

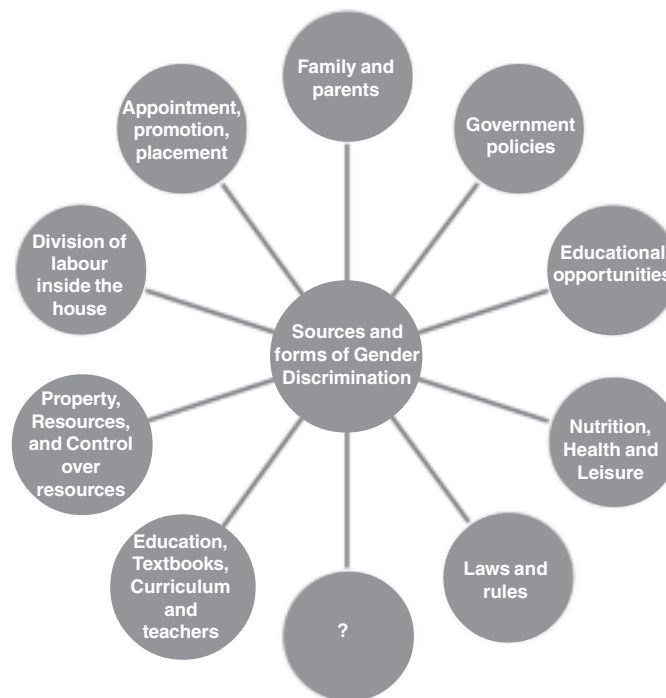


Figure4: Sources of gender discrimination

Gender discrimination against girls and women can take many forms, although it may vary from one culture to another. Gender discrimination can originate from several sources. It begins from the family and extends to schools, public places, work place, and appointment to jobs, police stations, courts, political parties, parliament, and legislations and so on. Figure 4 gives you an idea of the various sources of gender discrimination. Study the figure carefully. Identify at least two practices of gender discrimination in each of these.



Figure 5: Female foeticide and robbing childhood of girls

Gender discrimination begins before the birth of a girl child. This is underscored by large instances of female foeticide despite laws against this practice. Preference of parents [society] for boy babies is too well known. Girls are largely neglected in the family while the boys get special treatment. The nutritional and health requirements of girls are generally neglected. This results in higher mortality of girl children. Denial of opportunity to education, discouraging girls to take up courses of their choice, discouraging girls from pursuing higher education are quite common even now. In the employment sector, men usually get priority over women.

There are often basic inequalities in gender relations within the family. These inequalities can take many different forms. For instance, inequalities may exist in sharing the burden of household work and child care putting a huge burden on women and girls. This will have its impact on girls and women in areas of education, employment and promotion. It can also limit their understanding of the outside world. It also has far-reaching effects on their knowledge and understanding of different types of work in professional circles.

Many young girls have to assist in household work, take care of their younger siblings and hence are forced to stay at home. This affects their education and future apart from taking away their childhood. There are many instances where girls are taken out of the schools on attaining puberty. In some cultures, the practice of mutilating the genitals exists. Women are harassed for not bearing a male child. More girl children die due to malnutrition. There are instances of female babies either discarded or killed by parents themselves. These are some of the well recognized instances of gender discrimination.

When it comes to the choice of courses to be studied, gender discrimination operates in a subtle way. Girls are discouraged from taking up certain courses especially if she has to move away from parents. Many people think that a course in mechanical engineering is not suitable for girls! Jobs like clerical, teaching, nursing and housekeeping are unjustifiably considered more appropriate for girls.

Restrictions on movement and travel, discouragement to earn a living, eve teasing, preventing woman from taking up a job of her choice, denial of property rights, denial of opportunity for expression and movement, sexual harassment in work



places, eve teasing, domestic violence, physical abuse are some of the forms of gender discrimination. It is also gender discrimination to provide different working conditions. This may happen in salaries, hiring, promotion or bonus criteria. Gender discrimination can occur in admissions, selections, and placements or in athletic and scholastic opportunities.

We find gender discrimination with regard to ownership and use of property. Basic assets such as homes and land are shared unequally between males and females. The absence of claims to property reduce the voice of women, make it harder for women to enter and flourish in commercial, economic and even some social activities. This type of inequality has existed in most parts of the world, though there are local variations. For example, traditional property rights have favoured men in most parts of India. However, there are efforts in the form of legislative changes in the recent past to bring about equality in property rights.

The educational system in a way works to maintain the inequalities that exist between girls and boys. Firstly, the textbooks that are used in schools depict boys as tough, rough and mentally skilled people who are adventurous whilst girls are depicted as soft, gentle people who enjoy carrying out household duties. Even the uniforms for boys and girls are different. The uniform prescribed to girls often may not be suitable for certain school activities such as rough play or tree climbing. Secondly, when children start attending school they come with inequalities already shaped within them. This aspect is usually ignored by the school system. Thirdly, in the school environment, the girl child is a victim of her sexuality as well. Males may make sexual advances at her in return for cash, marks or other material gains and failure to comply may lead to violence.

Basically, gender discrimination is the denial of freedom of choice to girls and women.

We see many instances of discrimination operating through our social institutions. In many cultures, arranged or forced marriages are still very common, often resulting in sexual abuse. Women often do not have the same rights regarding divorce or inheritance. Polygamy is also a cause of gender discrimination. In many areas of work, especially in the unorganized sectors, women get paid less than their male counterparts for the same work. The parents discouraging girls from taking up a job is not uncommon.

11.3.3 CAUSES OF GENDER DISCRIMINATION

It is quite difficult to pin point the exact causes of gender bias and discrimination. It emerges from a combination of several social, cultural, economic and historical factors. However, it is possible to identify few factors that have led to the present disparities between men and women.

According to Human Rights Inc., one of the main causes of gender discrimination



is religion. The tradition and religious texts shape the way people think and act. Many religions place women below men, and thus create an unequal society. Discriminatory injunctions imposed by the religion are practiced by the followers often without any questioning. Almost all religions have their personal laws and all such laws confer fewer rights to women. Do find any such content in the religion you practice? Have you come across gender bias in any of the religious texts or practices?

As we have already learnt, gender is a socio-cultural construct. Culture shapes the way we think and do things. The superiority of the male and the suppression of female are built-into certain cultures.

Upbringing of children and the role models they get in their early socialization will have a huge influence on the personality. Parents often are seen as role models by boys and girls. The girls emulate the mother while the boys their father. The parents in the family perpetuate, sometimes involuntarily, the inferior social position of females by raising their children according to traditional gender roles. From infancy through early childhood and beyond, boys and girls learn what is expected of them, and behave accordingly. Girls and boys are perceived and treated differently from the moment they are born. Parents describe newborn daughters as tiny, soft, and delicate, and sons as tough and strong. Further, they interact differently with newborn daughters and sons.

How the parents treat their children may be the most important factor in the creation of sex stereotypes. Sex stereotype is *a shared popular set of beliefs and expectations, often without any basis, about qualities of females and males*. Boys and girls get different play materials. Daughters are treated more protectively and they are subjected to more restrictions and controls. Boys receive more encouragement for being bold, adventurous and achieving. The parents place different expectations from their sons and daughters. Parents reinforce gender appropriate behavior of both boys and girls with rewards and positive feedback and punish them when they do not fall into their expectations. Peers too will promote gender stereotypes.

Girl children are often perceived to be a burden by many parents. Therefore, they do not like to invest more on their education, health or development. A lower level of education results in a substandard job, which in turn results in poverty and dependence. This dependence will further convince men of the inferiority of women. Women who lack education also lack the tools to improve their situation and combat discrimination.

The books children read, the stories they hear can also reinforce gender bias and biases practices. The near invisibility of girls and women in any substantive roles will convince the children of the superiority of the males. Educational institutions, teachers and curriculum also contribute significantly in promoting gender bias and discriminatory practices. Girls and boys sitting in the same



classrooms, studying same books, under same set of teachers are educated differently. The other causes of gender discrimination include illiteracy, caste system, family prestige, income levels of the family and societal norms. There is a vicious circle in which values, beliefs and practices favour men and their domination [We call this as patriarchy] which create gendered unequal relationships.

As you have understood by now, gender bias and gender discrimination has its origins in numerous places. They get reinforced in just as many ways. Equal accessibility for girls can only come when parents, schools, people representatives, media, social groups and manufacturers work together for equal accessibility. Parents need to participate both in the home and school settings to ensure empowerment of their daughters. The government, administrators, schools and teachers must actively encourage the education and social participation of girls. When this happens, the cause of gender equality gets strengthened.

11.3.4 ORIGIN AND HISTORY OF GENDER DISCRIMINATION

There are many theories to explain the origin of gender discrimination. The most forceful explanations of gender inequality are given by what are called 'materialist theories'. These theories use cross-cultural data on the status of women and men to explain gender inequality. These theorists argue that gender inequality is an outcome of how women and men are tied to the economic structure of society. They stress on the control and distribution of valued resources as key facts that puts men in an advantageous position. The economic inequality, dependence, political confusion, and unhealthy social relations are at the roots of inequality between men and women. This view holds that the subordination of women is not a result of her biology but of social relations.

The emergence of a family structure required division of labour. For reasons understandable, the domestic work came to women while men got involved in activities outside home. This type of division of labour particularly constrained women and proved advantageous to men. Men came to be associated with property, power, and prestige. The reproductive roles and responsibilities of domestic labour placed a limit on women to their association with, access to and control over valued resources. There are other theories about the origin of gender inequality. Try to know about them.

Sexism has historically has operated most often to the disadvantage of women. **The National Policy on Education 1986** recognizes the long history of gender inequality when it says that gender inequality is a 'cumulative distortion' of the past.

The origin of the Indian idea of appropriate female behavior can be traced to the rules laid down by Manu in 200 BCE:



IX.3. Her father protects (her) in childhood, her husband protects (her) in youth, and her sons protect (her) in old age; a woman is never fit for independence.

Some scholars hold the view that women in ancient India enjoyed equal status and rights. The status of women, however, began to decline with the Smritis and with the advent of rulers from other cultures. Treating women as a commodity perhaps happened little later. The position of Indian woman further deteriorated during the medieval period when Sati among some communities, child marriages, dowry system and a ban on widow remarriages became part of social life. The purdah practice came to vogue. Devadasis or the temple women were sexually exploited. Polygamy was widely practiced and was once considered a status symbol for many a man. A few reformatory movements such as Jainism admitted women to their religious order. Despite this women, by and large, faced confinement and restrictions. The practice of child marriages is believed to have started around sixth century.

Even today, despite education, development and legislations, the suppression of women continues in our society. Instances of sexual exploitation, trafficking, dowry deaths, domestic violence, abduction, molestation, rape, acid attacks, genital mutilation, female foeticide, female infanticide, neglect of aged are continuing unabated.

**Activity 11.2**

- I. State whether the following statements are true or false. If false, correct the statements:
 1. Preference for male child is reflective of the bias against women.
 2. Parents have no role in promoting gender equality.
 3. Teachers can play a vital role in creating a gender fair society.
 4. PNDT Act was promulgated to fight the menace of dowry system in India.
 5. Indian constitution does not discriminate between men and women.
 6. The number of females for every thousand males is decreasing in our country.
 7. Biological factors are largely responsible for the subjugation of women.
 8. All teachers show gender sensitivity in their classroom practices.
- II. Which of the following is an example for gender discrimination or gender bias?
 1. A teacher not assigning certain kinds of school work to girls.



2. Providing fee exemption and scholarship to all girls who pursue higher education.
3. Reservation for women candidates in JillaPanchayats and village panchayats.
4. Police not registering a case when a woman comes with a complaint.
5. Eve teasing in buses.
6. Provision separate examination room for women patients in a government hospital.
7. Granting maternity and child care leave to women.
8. Asking a victim of molestation to not tell anyone what has happened.

III. Choose the most appropriate answer in each of the following:

1. Women deserve no freedom. This statement is made in
 - (a) Ramayan
 - (b) Manu smriti
 - (c) Mahabharath
 - (d) Upanishads
2. Which one of the following is not illegal in India?
 - (a) Committing or abetting Sati
 - (b) Taking or giving dowry
 - (c) Giving special privileges to girls to promote women sports
 - (d) Sexual harassment in work places
3. Which one of the following is an instance of gender discrimination?
 - (a) Mentioning names of both parents in the progress report of the child
 - (b) Encouraging girls to pursue non-conventional courses
 - (c) Respecting women and their need for some privacy.
 - (d) Men are paid more salary than women for doing the same job.

11.4 STATUS INDICATORS OF GENDER

In order to understand the disparities between men and women, we need to understand the status of men and women. Do women and men enjoy equal opportunities, equal right and equal respect? What is the situation in India? If there is gender inequality, what are the indicators? The status of education, health, ownership of property, work participation, age of marriage, atrocities against women can describe the status of men and women in our society. Let us briefly study these status indicators:



11.4.1 SEX RATIO

A very important and a highly sensitive index of the status of women in a society is the 'sex-ratio'. Sex-ratio is defined as the number of females for every 1000 males. In any society, the number of females for 1000 males should be at least 1000. Unfortunately the sex ratio in our country continues to be low. The situation is all the more alarming in



urban areas. Another important consideration is the child sex ratio. It is the sex ratio among children aged 0-6 years. The United Nations Children's Fund has estimated that up to 50 million girls and women are 'missing' from India's population because of female foeticide and high mortality of the girl children due to lack of proper care. The census reports from 1901 to 2011 show a gradual fall in the sex ratio. The fall in the sex ratio in urban areas is more rapid than rural areas. According to 2011 census, the sex ratio in our country is 940 and the child sex ratio is 914. The unhealthy trend, by and large, continues. We must save our girls children to save our future.

11.4.2 EDUCATION

The status of women within their family and society has a direct linkage with their education. Thus, education forms a very basic indicator for gender equality and empowerment. Levels of female literacy, gender gaps in literacy levels, levels of enrolment and dropout rates at the primary level are relevant indicators. Higher levels of education are more likely to ensure self-esteem, higher earning capability, good health, and better control over their own life.

Despite a wide spread recognition of the value of education in the liberation of women, educational equality has remained elusive. A huge gender gap still exists in the literacy rate. More girls are dropping out of schools at various levels. Close to 245 million Indian women lack the basic capability to read and write. Adult literacy rates in the year 2000 for ages 15 and above were for 46.4% for females and 69% for males. What are, in your view, the factors responsible for lower literacy rates of girls? Are all the girls around your school coming to school? If not, what could be the possible reasons? Find out. Literacy rate is just one indicator. There are other indicators which include enrollment rates, dropout rates, and the number of girls at various grade levels. Find out the status of girls in these areas.

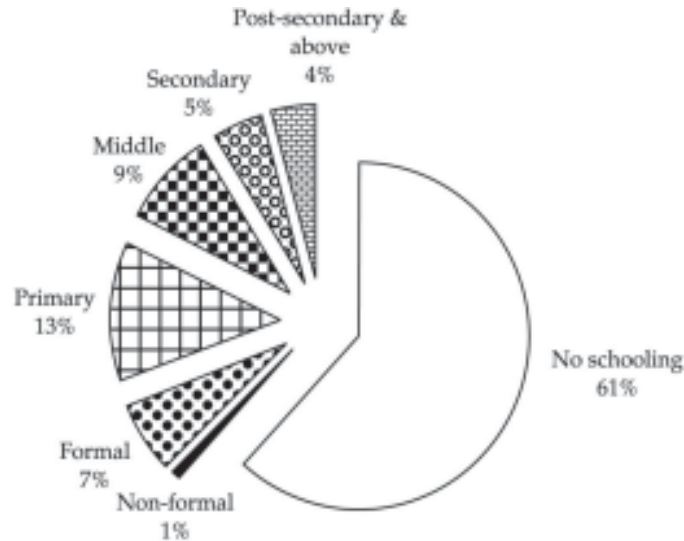


Figure 7: Educational attainment among women in India [Source: GOI, 2001]

The educational attainment of Indian women is shown in figure 7. You may note that the number of women as we move up in the educational ladder goes on dwindling. Many of the states are still far behind in the universalization of elementary education. What is the situation in your state? What measures are being adopted to meet the challenge?

11.4.3 HEALTH

All men and women have a basic right to health and well-being. However, statistics reveal that gender gaps are also persistent in health status, access to health services and health outcomes. Mortality rate of girls is the highest in the stage of infancy as compared to all other ages.

The infant mortality rate (IMR) is defined as the probable number among every 1,000 babies who would fail to survive within the first year of being born. Male infants are known to be more susceptible to death than females due to biological and genetic reasons. However, in India, the female infant mortality rate surpasses that of males. This reflects the socio-cultural influences on mortality.

The average nutritional intake of women in India is estimated to be 1400 calories daily. The necessary requirement is approximately 2200 calories. Many girls and women suffer from nutritional deficiency, anemia and underweight.

The minimum legal age for marriage of girls is 18 years. Despite the stipulation, many girls in India are being married off before 18 years of age. The problem is rampant in the states of Madhya Pradesh, Rajasthan, Andhra Pradesh, Bihar, West Bengal and Uttar Pradesh. Early marriage often results in early pregnancy, destruction of childhood, and denial of education. Pregnancies at young ages are more likely to result in underweight babies, stillbirths and abortions, especially



where mothers suffer from poor health and nutritional deficiencies. An estimate by the health and family welfare ministry made in 2008 has revealed that the national average age of marriage of girls which was 18.3 years in 2001 has moved up to 20.6 years in 2008. This is a welcome trend.

It is estimated that 38% of all HIV positive people in India are women. However, women occupy only 25% of beds in AIDS care institutions. The others are obviously being ignored. About 92% of women in India suffer from problems associated with reproduction system. About 300 women die every day due to childbirth and pregnancy related causes. The maternal mortality ratio per 100,000 live births per year, although declining, is still a matter of major concern.

The other indicators of health include maternal mortality rates, fertility rates and life expectancy. Try to know the status of women on these parameters.

11.4.4 PARTICIPATION IN WORKFORCE

Work plays an important part in determining relative wealth, power and prestige of men and women. Workforce participation refers to the share of the working age population who are either in a job or actively looking for one. Participation in the workforce matters because it affects the economic growth potential. Population, Participation and Productivity are the key factors which impact economic growth. Women constitute 50% of the population. However, their participation in labour force and productivity remains low.

The workplace can be a setting where we can observe gender inequalities. It could also be a factor that maintains inequalities. Thus it impacts the status of women. The data on work participation of women reveals the low participation rates of women in the work force. It has never crossed 35% for rural women and about 15% for the urban women during the last three decades. The participation of rural women is nearly three times that of urban women. The female participation in the work force is showing a decline during last few years. This is cause for concern.

Most of the women are either found in unorganized sectors such as agriculture, daily wage work and construction work or in lowly paid jobs. Most women are found doing unpaid labour. According to an estimate, women do 2/3 of the total manual labour. However, their contribution to economic growth is not given due recognition. Why is this? What women do is not 'work'!

Another related issue is wage parity. Wage parity is defined as equal pay for equal work. While women certainly have made great strides toward pay parity in the past 30 years, there is still a gap in earnings of men and women in equivalent professions. There are gendered notions of the value of work.



Traditionally 'women's work' is helping and supportive jobs. These jobs are not considered comparable in worth to the work that men do. This leads to wage gaps. Women clustered in low paying positions have lower bargaining power. Women are also more likely than men to work part-time, take time off for family reasons. This affects their take-home pay, and career opportunities. The wage gap is quite visible in unorganized sector.

Women hardly have any property in their name. Even if they have, they have very little control over it. Even amongst working women, the property is only a small portion of what men have. This also affects the status of women.

11.4.5 ATROCITIES AND CRIME

Atrocities and crimes against women are often a good indicator of their status in society. Although Women may be victims of any of the general crimes like robbery and cheating, only the crimes which are directed specifically against women are characterized as 'Crimes against Women'. Female foeticide, murder, child sexual abuse, eve teasing, molestation, dowry, early marriage, incest, rape, deprivation, trafficking, pushing into prostitution, forced abortions, abduction, mutilation of the genitals, indecent representation, stalking and domestic violence are some of the common crimes committed against women. According the statistics of 2005 provided by **National Crime Records Bureau** a rape occurs once in every 29 minutes, a molestation occurs in every 15 minutes, a case of sexual harassment occurs over 53 minutes, a murder of a female occurs in every 14 minutes, an act of cruelty occurs in every 9 minutes and a women dies due dowry harassment once in every 77 minutes. For further details you may refer to the website of National Crime Bureau of India.

Domestic violence, the violence that takes place within the walls of home, is increasingly recognized as a serious consequence of gender disparity. Higher education and possession of wealth and property are known to lower the risk of domestic violence. Government has enacted a law in 2005 to prevent domestic violence against women.

There is a popular saying that women's place in Society marks the measure of civilization. However, we find women entangled in the chains created by our culture and society. A schematic diagram of the entanglement of women in a vicious circle is shown in figure 8. We need to find ways to overcome these challenges in order to create a more just society for both men and women.

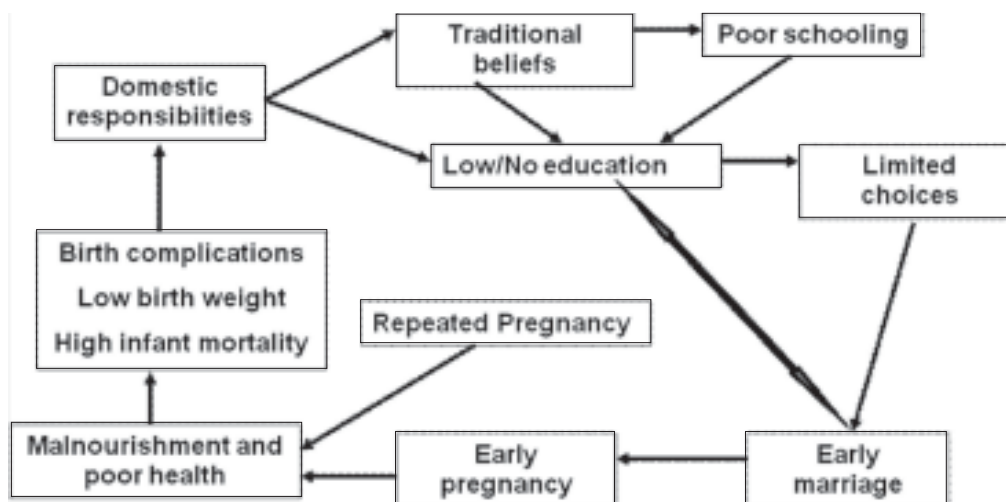


Figure 8: Women entanglement in the vicious circle of society and culture



Activity 11.3

I. In each of the following questions, select and encircle the letter of the most appropriate response from the choices given:

1. Which one of the following does not indicate the status of women in our society?

| | |
|--------------------------------|---------------|
| (a) Rights over property | (b) Education |
| (c) Knowledge of mother tongue | (d) Sex ratio |
2. Sex ratio is defined as
 - (a) the number of females for every 1000 males
 - (b) the number of males for every 10000 females
 - (c) the number of females for every 1000 males
 - (d) the number of females for every 10000 males
3. Which one of the following is TRUE statement?
 - (a) Sex ratio is falling even in developed states of our country
 - (b) Educational level of women is slightly higher than that of men
 - (c) We find more women than men in highly paid professions.
 - (d) Early marriage is better for girls to avoid complications of pregnancy.
4. Marginalization of women in our society is linked to

| | |
|--------------------------------|------------------|
| (a) Experiencing disadvantages | (b) Prejudices |
| (c) Powerlessness | (d) All of these |



5. Which one of the following statements is TRUE with regard to women?
 - (a) Low educational levels restrict their choices
 - (b) Domestic responsibilities and traditional beliefs results in poor schooling
 - (c) Early marriage leads to early pregnancy and poor health
 - (d) All of the above statements are true.
6. Which one of the following statements is true?
 - (a) Women with higher levels of education are unlikely to lead a happy life.
 - (b) Even unemployed women contribute to the economic progress of the country indirectly.
 - (c) Women workers do not deserve the same salary as men workers.
 - (d) Gendered division of labour is good for the economic progress of our country.

11.4.6 OVERCOMING GENDER DISCRIMINATION

Gender discrimination strengthens prejudice and promotes an unjust and unequal society. We must overcome this inequality because it is unfair and wrong. Gender discrimination does not respect individuals [girls and women] according to their aspirations, potentials or abilities. On the contrary, it holds back the growth of individuals, the development of nations and the evolution of societies. Gender equality is central to economic and human development. When women and men have relative equality, economies grow faster, children's health improves and civilization will move to higher levels of functioning. Gender equality is an important human right. Gender inequality is a constraint to the progress of any society because it limits the opportunities of one-half of its population. It is impossible to realize our goals while discriminating against half the human race and keeping that population away from social and economic activity. When women are constrained from reaching their full potential, that potential is lost to society as a whole. Further, one form of inequality justifies others and hence all form of equality must be fought and overcome. Gender equality liberates both sexes from suppression, pressures and stereotypes and hence creates a better social order. We need to promote education free from gender bias and strive to integrate gender knowledge and gender sensitivity into educational system.

11.4.7 GENDER DISCRIMINATION IN CLASSROOMS

Education can serve as a powerful tool in redefining gender relations and gender power and thus can bring about social transformation. However, the schools,



teachers and curriculum are perpetuating the biases and inequality between boys and girls. Numerous studies have shown that (i) boys get teachers attention of teachers (ii) teachers praise boys more often, (iii) boys receive more academic

Equity and Equality

Gender Equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages and create a level playing field. **Equity is a means to bring about equality and equitable outcomes.**

help (iv) teachers accept ideas and opinions of boys during classroom discussion (v) boys get more opportunities to interact, display leadership skills (vi) teachers criticize the girls severely when they deviate from gender roles (vii) teachers place lower academic expectation from girls (viii) handle curriculum materials without questioning the gender bias in the content (ix) teachers allocate resources of the school with a bias favouring boys (x) teachers

are insensitive to the needs of girls (xi) teachers use sexist language during their transactions both within the classroom and outside.

Bias and inequality are devastating to children's development and learning. They promote hostility, alienation, poor school performance, failure, and despair.

11.4.8 ROLE OF TEACHERS IN CREATING A GENDER-FAIR SOCIETY

National Policy on Education 1986 says Education will be used as an agent of basic change in the status of woman. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering.

In the light of the above, a few questions will arise. Are our educational processes geared towards change? Are our educational institutions geared to bring about social transformation? Are educational institutions conscious of the responsibility and do they have the necessary wherewithal to make the processes gender responsive and the learning experiences empowering? The problem is teachers themselves are in the grip of gender bias and lack gender sensitivity. These can be achieved through the commitment of gender sensitive teachers and the co-operation of the schools. Teachers, individually and collectively, facilitate the development of knowledge, skill, attitudes and values for a healthy and fruitful living of men and women in an equal society. This requires GENDER SENSITIVITY.

The influence of teachers on gender roles of their students immensely impacts their educational outcomes as well as their roles in contemporary society.



Educational processes must be transformative in terms of preparing students to question existing gender relations and notions of masculinity and femininity.

School should therefore serve as space where students have opportunities for boys and girls to question, debate, see new perspectives, and form new identities and relations. Therefore, teachers role become critical. Teachers can play a crucial role in shaping the social relations between boys and girls inside and outside the classroom. They influence critically the reconstruction of gender relations and may work for the promotion of gender equality. While it is true that teachers erase all gender inequities that prevail in society, they can certainly achieve significant results in countering gender discrimination. They can do this by making a conscious effort to avoid gender inequities in the classroom. They can actively correct the bias and inequities in the methods of teaching, classroom management, resource allocation and division of labour. Here are a few things teachers should do consciously to avoid gender bias and to promote gender equality:

International Women's Day

International Women's Day is observed all over the world on 8th March every year. This day marks the struggle of women for equal treatment and opportunities for their development. It is also a day on which the men and women are once again reminded of their responsibility to create a gender just society. It is Clara Zetkin, a socialist leader from Germany, who was chiefly responsible for the observance of IWD. Do you observe this day in your school?

- Teachers should conduct themselves in a gender fair manner both inside and outside the classroom.
- They should consciously monitor their own conduct and the conduct of children to identify gender bias and discrimination in order to avoid such occurrences.
- They should avoid sexist bias in the use of their language. They must use gender-neutral language and encourage students also to do so.
- They should strive to promote integration of boys and girls in group work and in seating arrangements.
- Teachers may avoid assigning gendered jobs. For instance, teachers should avoid tendency to assign cleaning up tasks exclusively for girls and carrying and fixing jobs exclusively for boys. Mixed teams may be formed to carry out each task.
- Teachers should place equal expectations from boys and girls. Do not expect boys to do 'difficult' and 'rough' tasks and girls to do 'easy' and 'delicate' tasks. Teachers should make sure not to allow boys to play rougher sports while excluding girls from the competition. Teachers should discuss the expectations with the class and make it clear that gender will have no bearing on them.



- Teachers need to handle the curriculum in a gender-sensitive and gender-fair manner. Teachers should present themselves as role models in gender-fair conduct to both boys and girls.
- Teachers should be proactive in removing ‘gender gap in achievement’. This can be done by challenging notions of gender itself. They should not hesitate to take equitable measures to close the gender gaps.
- Teachers should not miss any opportunity to bring to discussion the instances of gender bias and discrimination and help children to challenge the stereotyping of boys and girls.
- Teachers should encourage girls to overcome their inhibition and to participate in classroom processes in equal measure. They should not be criticized unduly for wrong or incoherent answers.
- Leadership and other student responsibilities earn respect from peers and teachers and engender images of competence, self efficacy, and self esteem. Teachers should articulate the processes in such a way that the self-image and self-esteem of girls are strengthened in equal measure.
- Many girls do not feel comfortable, welcome, or entitled to access in all area of their schools, or to all instructional equipment. Restriction on movement and access to resources are strong lessons about power, control and expectations for equal treatment. Teachers have a responsibility to make girls as comfortable as boys in all activities of the school. Equal access to the full curriculum of a school is the right of every boy and girl.
- Girls of today and women of the future should prepare for as many career options as boys. Teachers have a role to play in the career development of girls.
- Verbal and physical harassment of girls by male students and teachers is a worldwide problem. Sexist comments, assaults, and threats often demean the girls and act as blocks to their free participation in schools activities. Teachers should ensure that equitable conditions prevail for the fullest participation of girls.
- Teachers have a major role in developing respect for the contribution and achievements of women to the social, economic and political progress of our country. Their contributions must be given due respect and recognition. Observance of International Women’s day, birthdays of women scientists and women leaders will go a long way in boosting the image of women in the minds of boys and girls.



Notes

**Check your progress**

1. There are some words given below. Convert them into appropriate gender inclusive words.

.....

.....

.....

| Gender exclusive word | Gender inclusive word |
|-----------------------------|-----------------------|
| Congressman | |
| Manpower Landlord Housewife | |
| Postman | |
| Sportsman | |
| Chairman | |
| Man made | |
| Cleaning lady | |
| Working men | |

2. Answer the following questions by choosing the most appropriate response from among the given:
- Which one of the following promotes gender bias and inequality in a school setting?
 - stereotyping of male and female roles in textbooks
 - teaching practices that are biased against girls
 - school uniforms that are different for boys and girls
 - All of these
 - Which one of the following is free from language bias with respect to gender?
 - Manly look (b) femininely soft (c) girlish
 - humane
 - Which one of the following statements made by a teacher is NOT gender biased?
 - Being a girl, how can you be so untidy in your work?
 - After all he is boy. He can get away with it!



- (c) It is important for both boys and girls to do well in all subjects including mathematics.
 - (d) Boys will shift the furniture out of the room and then let girls clean up the room.
3. There is an element of sexism in the following statements. Identify the same and correct the statement to make it bias-free.
- (a) The chairman of the School Develop and Monitoring Committee addressed the parents.
 - (b) A scientist is interested in the study of nature. He tries to find the laws that govern the natural phenomenon.
 - (c) Plastic and cement are examples of man-made materials.
 - (d) Men work in fields and the women do cooking and take care of children.

11.5 LET US SUM UP

Sex is nature given and gender is made by society and culture. Gender discrimination can affect both men and women. However it is currently loaded heavily against women. The status of women can be gauged by a number of indicators which include levels of education, sex ratio, maternal mortality, female infant mortality, participation in the workforce, ownership of property and land, political participation and violence and crime against them. Gender bias and discrimination has a long history and what we see today is the cumulative distortions of the past. Gender discrimination can take various forms and operates through social institutions. Gender inequality affects the individuals, families, society, economy and progress of human kind. Gender inequality is changeable and should be changed. Teachers have a crucial role to play in gender reconstruction and social transformation.

11.6 ANSWER TO CHECK YOUR PROGRESS

Check your progress in section 11.3

1. True or false

- a) False
- b) True
- c) True
- d) False



- e) True
- f) False

2. Gender attribute/Biological attribute

- a) Gender attribute
- b) Biological attribute
- c) Biological attribute
- d) Gender attribute
- e) Gender attribute
- f) Gender attribute
- g) Biological attribute
- h) Gender attribute
- i) Gender attribute
- j) Gender attribute
- k) Gender attribute

Check your progress in section 11.4

I. True or false

- 1. True
- 2. False
- 3. True
- 4. False
- 5. True
- 6. True
- 7. False
- 8. False

II. State whether the following is an instance of gender discrimination?

- 1. Act of gender discrimination
- 2. No gender discrimination
- 3. No gender discrimination



4. Act of gender discrimination
5. Act of gender discrimination
6. No gender discrimination
7. No gender discrimination
8. Act of gender discrimination

III. 1 - (b); 2 - (c); 3 - (d)

Check your progress in section 11.5

1. (c); 2. (a); 3. (b); 4. (d);
5. (d); 6. (b)

Check your progress in section 11.5

1. Congressman - Congressperson
Manpower - Human power
Landlord - Landholder
Housewife - Homemaker
Postman - Post-person
Sportsman - Sportsperson
Chairman - Chairperson
Manmade - Human made
Cleaning lady - Cleaning staff
Working men - Working people
2. (i) – d; (ii) – d; (iii) c
3. (a) The **chairperson** of the School Develop and Monitoring Committee addressed the parents.
(b) A scientist is interested in the study of nature. **He/she** tries to find the laws that govern the natural phenomenon.
(c) Plastic and cement are examples of materials made by **men and women**.
(d) The **men and women** in the family work in the fields and **together they** do cooking and take care of children.



11.7 PROJECT WORK AND QUESTIONS

1. Take a textbook that you are teaching. Identify, if any, the gender bias in the pictures, content and language. Prepare a brief report of your observations.
2. Pick up a news paper of any one day. Identify the gender bias in the contents, pictures and language. If you have a choice what change would you bring in the content and language?
3. Prepare a scrap book to depict the status of women in our society by taking pictures and headlines that appear in newspapers.
4. Collect slogans and quotations that question gender discrimination and promote gender equality.

11.8 SUGGESTED READINGS AND REFERENCES

1. Report of National Focus Group on Gender issues in education, NCERT, 2005
2. Gender Sensitivity: A training Manual, UNESCO, 2004
3. Girls' Education in the 21st Century: Gender Equality, Empowerment, and Economic Growth, World Bank, 2004.
4. UNICEF - Girls' Education [www.unicef.org/girlseducation]
5. UNESCO Education for All [<http://www.unesco.org/education/efa/>]
6. The United Nations Girls' Education Initiative (UNGEI) [<http://www.ungei.org/>]
7. Sarva Shiksha Abhiyan, MHRD, Govt. of India [<http://ssa.nic.in/news/girls-education-in-india>]

11.9 UNIT-END EXERCISES

1. Distinguish between sex and gender.
2. Make a list of gender differences between boys and girls in your class. Develop an instructional strategy to suit both the groups.
3. What is gender discrimination? Give two examples.
4. Describe briefly the status of women in our society based on at least four indicators.
5. What are the main social constraints coming in way of universalization of primary education of girls?
6. Based on your experience as a teacher, list five ways in which gender problems can manifest themselves in a school setting. What can you do as a teacher to overcome them?



Notes

7. There are some situations which come in the way of free participation of girls in the activities of the school. Can you redeem these situations as a teacher in favour of the girls? How do you do that?
 - (a) The school has arranged an excursion for children. Some parents are not agreeing to send their daughters to the excursion.
 - (b) A girl is being bullied by her classmates.
 - (c) Girls studying in a school are allowed only indoor games.
 - (d) A few girls in your class are not doing well in mathematics.
 - (e) Some boys in the class are using foul language against girls.
8. List out some of the social practices prevailing in your state that are discriminatory against girls and women.
9. Describe briefly what would like to do to eliminate gender bias in your classroom?



UNIT 12 EMPOWERING GIRL CHILDREN

Structure

- 12.0 Introduction
- 12.1 Learning Objectives
- 12.2 The Concept of Empowerment
- 12.3 Initiatives of Empowering Girl Children
 - 12.3.1 Meaning of Empowerment
 - 12.3.2 Indicators of Empowerment of Woman
 - 12.3.3 Need for Empowering Girls
 - 12.3.4 Role of Education in Empowering
 - 12.3.5 Empowerment through formal and non-formal Education
- 12.4 Developing Life skills
 - 12.4.1 Mandats of the constitution
 - 12.4.2 Government Initiations and Policies
 - 12.4.3 Programs for Rural Girls
- 12.5 Role of Agencies in Empowering Women and Girls
 - 12.5.1 Role of the Government
 - 12.5.2 Role of NGO
 - 12.5.3 Role of Local Bodic Communities, SDMC
 - 12.5.4 Role of Schools and Teachers in Empowring Girl Children
- 12.6 Let Us Sum Up
- 12.7 Answers to Check Your Progress
- 12.8 Suggested Readings and References
- 12.9 Unit End Exercises

12.0 INTRODUCTION

Women constitute nearly 50 per cent of the total population of the world, yet they are the biggest excluded category in all spheres of life. They perform 2/3 work, earn only 1/3 of the remunerations and own only 10% of the property. We have learnt in the previous unit how gender discrimination subjugates women and girls in our society. Because of traditional bias and gender discrimination most of the women live in unacceptable conditions of poverty. This is due to the absence of economic opportunities and autonomy, lack of economic resources, lack of education and health facilities. They have no voice in development and in decision making process. Thus an immediate attention is required in order to ensure equal opportunities and practical realization of rights through education and empowerment. In the present unit we are going to discuss about the concept of empowerment, role of education in empowering women and girls. We also



see the need for developing life skills and initiatives of Government as well as non-governmental organisations in empowering girls and women.

12.1 LEARNING OBJECTIVES

On completion of this unit you should be able to-

- elucidate the meaning of empowerment.
- identify the various indicators of Empowerment.
- analyze the need for empowering girls.
- see the role and importance of education in Empowering girls.
- name government policies and other initiatives in promoting education.
- list the Government Programmes meant for rural girls and women.
- identify the role of NGOs in empowering girls and women.
- understand the role and responsibilities of a teacher in promoting education of girls.
- understand the importance of life skills.

12.2 THE CONCEPT OF EMPOWERMENT

Let us read the case study of Rama before understanding the concept of Empowerment.

Huliapura is a big village with school, health centre and panchayat office. Radhabai is an illiterate, poor widow with three small children. After the accidental death of her husband, Radhabai had to work in landlord's field for wages. She felt it difficult to manage the house with meager amount. So she decided to take her elder daughter, 9 year old Rama to field for work and to send the other two little boys Siddu (7 yrs), and Babu (4yrs) to school. After a week the teacher came to know the incidence. She felt bad for Rama and decided to visit Rama's house. First she went to local mahilasangha members and asked their help to persuade Rama's mother. All of them together met Radhabai and tried to convince her to send Rama back to school. After an hour long discussion she convinced about the importance of education and agreed to send her daughter to school. In return sangha members promised her to help in emergencies and in getting widow pension. Thus the situation turned well. Active Rama continued her education with teacher's encouragement and support. After twelve years of education Rama returned back to Huliapur as certified Pharmacist. She decided to serve her village and opened a medical shop with financial assistance from local bank. On the day of opening celebration the village sarpanch greeted Rama for her success and called her an empowered lady, a role model for village girls. Radhabai felt proud of her daughter Rama.

Why the sarpanch called Rama an empowered lady? What does it mean? Let us understand the meaning of the term empowerment.



12.2.1 MEANING OF EMPOWERMENT

In the term Empowerment, prefix 'em' to power gives the meaning 'to make', 'cause to be'. Thus the word empowerment is defined as to make powerful. The idea of power is at the root of the term empowerment. Power operates in four different ways:

1. *Power over:* Here the power involves a relationship of domination or subordination between individuals or groups.
2. *Power to:* The power gives decision making authority, power to solve problems and can be creative and enabling.
3. *Power within:* This refers to self confidence, self awareness and assertiveness.
4. *Power with:* This power involves people organizing with a common purpose to achieve collective goals

The kinds of power described above as power to, power with and power within can be developed as alternatives to power over. In other wards Empowerment involves challenging all forms of oppression.

Women Empowerment is conceptualized as a process of redistribution of social power and control over resources in favour of women. The resources are categorized into four, namely *natural resources* such as land, water and forest, *intellectual resources* such as information, knowledge, *human resources* such as people, labour and skills, and *financial resources* such as money and property. In the process of empowerment women get control over these resources and challenge the power structures that cause their subordination. Thus it enables them to gain greater access to knowledge and fiscal resources, greater autonomy in personal matters, to share power at domestic and political spheres of life. Empowerment is a dynamic process which aims at women's liberation, freedom of choice and equality in all spheres of life. Ultimately, with these, women bring change in their life.

Thus the concept of Empowerment is multidimensional. We can see empowerment at two levels – 1. Individual empowerment and 2. Collective empowerment. Individual empowerment includes socio- economic and political empowerment. The collective empowerment lies in collective consensus and action

Empowerment is a bottom-up process rather than something that can be formulated as a top down strategy. Women must empower themselves. All external interventions support the process. Empowerment cannot be defined in terms of specific activities or end results because it involves a process whereby women can freely analyze, develop and voice their needs and interests, without being imposed by others. In the bottom-up approach women themselves decides what they need. In Rama's case education increased her capability to take decision. She had the freedom of choice to select the way of life. This is empowerment.

12.2.2 INDICATORS OF EMPOWERMENT OF WOMEN

In the above case study village sarpanch called Rama an empowered lady. What made him to call like that? Is it her willingness to contribution to village



development or her ability to mobilizing resources or her confidence in starting a business? Yes! These are some indicators of women’s empowerment.

See figure No1 (given below), which is self explanatory. Empowerment enhances women’s self esteem, self confidence and makes her economically independent. Other indicators of empowerment are active participation in development processes, decision making capacity within the household and in political process, greater access to health and education, awareness about ones rights. The process of Empowerment enables women to understand their existing realities, factors that affect their situation. It enhances their capabilities to respond to the situation properly. In the process they get due recognition and their work valued properly.



Fig. No. 1 - Indicators of Empowered women

12.2.3 NEED FOR EMPOWERING GIRLS

In the above case study who faces challenges of life more efficiently? Radhabai or Rama? You have answer. . . No doubt, it is Rama. She is educated, empowered and more capable to face the challenges of life.

Knowledge is a power. But in our male dominated society most of the women are denied education because of social, cultural, economic reasons. She is expected to perform stereotyped roles like mother, wife and daughter. Even as working women not more than a teacher, a nurse and so on. Girls and boys are socialized to follow the norms and rules of the society without questioning.

Though our constitution promotes gender equality, the status of women and girls continues to be low. The main constraint is lack of awareness and education. To break the barriers of traditional practices which come in the way of empowering girls and to question the power imbalance she needs to be empowered. Power is not a commodity to be traded; it has to be acquired and exercised. By empowering



she gets greater control over circumstances that influences her life. Her access to knowledge and resources increases. She gains more autonomy in personal matters and freedom from biased customs and taboos. It gives her a freedom of choice. From development perspective unless giving attention to 50% of the excluded population the overall development of the nation is not possible. Thus empowering girls is of utmost importance to achieve a gender equal society.

12.2.4. ROLE OF EDUCATION IN EMPOWERING GIRLS

We have seen how education changed the life situation in Rama's case. After husband's death, Radhabai was struggling hard to meet the needs of her three children. She had no alternatives. Lack of education led her situation more vulnerable. Without knowing the consequences she stopped her daughter going to school. The vicious circle goes on like this.

In India the falling of sex ratio of women to men, low literacy rate, low life expectancy, unemployment, high maternal mortality, low medical facilities, high crime against women etc. are the indicators of their low status of women in the society. Her low status results from gender discrimination. Despite many development initiatives of the Government since independence gender disparity still exists, more in rural and among disadvantaged communities. It has been realized that merely providing infrastructure and welfare schemes and programmes do not bring change in their life situation. The only alternative is to empower women to make right choice and to play a positive role in their own development. At this juncture, education is seen as a vital source of raising consciousness, information and knowledge which gives power to challenge inequalities and oppression.

12.2.5 EMPOWERMENT THROUGH FORMAL AND NON-FORMAL EDUCATION

We have learnt that education as a tool of change in the status of women. Now we are going to see how formal and non formal set up of education deals with girl's education.

The *formal education* is linked with schools, colleges and educational institutions. In spite of constitutional measures of free and compulsory education for 6-14 age groups, a large number of girls compared to boys are out of school. They are of two categories- those who never attended school and those who have dropped out of school. In formal education the academic structure, standardized curriculum, full time schooling makes it inconvenient to many rural, poor and disadvantaged girls. Apart from these other affecting factors are the socio-economic conditions of the family and traditional attitude of the parents. A girl child, especially in rural areas has to support her family with paid and unpaid work. The other constraints are collecting drinking water, fodder, fire wood and sibling care. Early marriage is another big problem in rural areas. Thus the Formal education system failed to reach 'hard to reach' girls.



The concept of *Non formal education* (NFE) came into picture in late 60s and early 70s. The Government started NFE centers to cater the needs of those ‘out of school’ children in educationally backward states. These centers are an alternative to formal education meant to realize the goals of Universalisation of Elementary Education (UEE). The NFE system is flexible, learner centered and participatory. The learning process is more practical than theoretical. The system is more economical because it utilizes existing facilities. The system is more suitable to drop out girls as it has no restrictions on entry age, no fixed timings. Classes can be held in the morning or afternoon or in the evening depending on the convenience of the children. Curriculum is need based, and also includes life skill education. As there is no need for professionally trained teacher, a local instructor works on honorary basis.

NFE programme has been implemented through Non Governmental Organizations (NGOs). The objectives of formal and non- formal education are complementary. Both aim at improving the quality and raising the living standards of life. Both contribute to the process of empowering girls through inculcating the values, attitudes and other life skills.

**Check your progress 1**

1. Match the following
 - 1) Power over a) Mahilamandal
 - 2) Power with b) self confidence
 - 3) Power within c) gives freedom of choice
 - 4) Power to d) domination over weaker
 - 5) Empowerment e) getting access to financial resource
 - 6) Redistribution of power f) women’s low status
 - 7) Power imbalance g) leads to equality
2. List the capabilities of Rama and Radhabai. Analyse who is more empowered?
3. Give reasons to the following statement:-
Girls need to be empowered because
 - a) it increases their capability
 - b) it leads to better employment opportunities
 - c)



- d)
 - e)
 - f)
 - g)
4. List of constraints to girl's education that you observed in your area?

12.3 INITIATIVES TO EMPOWER GIRL CHILDREN

12.3.1 MANDATE OF THE CONSTITUTION

The Constitution introduced a number of important provisions which had a direct bearing on education.

The Article 45 imposed direct responsibility for education on the states. The state is made responsible to provide free and compulsory education to all children until the age of 14 years within the period of 10 years.

The Article 15 imposed non discrimination on the grounds of sex in the matters of gaining access to public resort.

And the Article 15(3) empowered the state to make special provisions for the welfare of the women and children. This resulted in special allocations and relaxation of procedures and conditions to expand a girl's access to education.

India signed the international treaty CEDAW (Committee on Elimination of all kinds of Discrimination against Women) in 1980 and committed to implement it. This obligates the state to undertake appropriate legislative and other measures to eliminate gender discrimination. In relation to education it ensures equal access and equal opportunities to girls.

Indian Parliament passed Right to Education Act (RTE, 2009) which ensures free and compulsory education to all children between 6-14 years. Thus, with the Act Universal primary education has become a fundamental right and it is the duty of the parents as well as the state to provide education to children.

12.3.2 GOVERNMENT INITIATIVES AND POLICIES

After independence the Government of India appointed several committees and commissions to review the system of education and to recommend suggestions. Based on their recommendations it made various provisions for girls such as free education, free learning materials, scholarships, hostel facilities, transport facilities, appointing female teachers and developing gender sensitive curriculum....so on.

The Government formulated two important policies which have direct bearing



on girls education. They are National Policy on education and the National Policy on Empowerment of women.

National Policy on Education (NPE) formulated in 1986 and revised with Plan of Action in 1992. It recognized the need to redress the traditional gender imbalances in educational access and achievement. It recommended using education as an agent of change in the status of women. Education enhances critical thinking skills and self-esteem of the individuals and thereby empowers them to bring change in their life and in the society and thereby contributes to overall development of the Nation. Thus the removal of women's illiteracy and obstacles inhibiting their access to education and retention in elementary education received overriding priority, through provision of special support services and effective monitoring system.

The National Policy for Empowerment of Women formulated in 2001 defined some of key areas for action in women's education such as Equal access, special measures to eliminate discrimination, Universalisation of Education, gender sensitive curriculum, reduction of gender gap in education.

Under the policy parameters department had started a number of programmes like national Literacy Mission, ShramikaVidyapeeth, promotion of women studies in universities, MahilaSamakhya programme, conituning education and learning through mass media.

12.3.3 PROGRAMMES FOR RURAL GIRLS

We know that there is gender gap in education. But this gap is more in rural area. To increase the enrolment and retention of girls in rural area various programmes have been initiated by the Government. Among them we are going to see few important interventions.

National Programme for Education of Girls at Elementary Level(NPEGEL)

It is a Government of India intervention to reach "hardest to reach" girls, especially those who are out of school. The programme launched in 2003 as a component of SarvashikshaAbiayaan (SSA) mainly in educationally backward blocks, where the level of rural female literacy is less than the national average and the gender gap is above the national average. The programme covered 3272 blocks in 24 states. The focus of the programme is retention of girls in schools and improvement of learning quality. It provides additional support over and above investments for girl's education

The programme provides for development of a 'model school' in every cluster with following measures-

- Strict supervision on girl's enrolment
- Community mobilization



- Gender sensitization of teachers
- Developing gender sensitive learning materials
- Provision for need based incentives like escorts, stationary.... So on
- Provision for additional classrooms
- Remedial teaching for slow learners
- Vocational trainings to girls
- ECCE (child care centers) as support structure
- Building community support and cooperation for the women's education by organizing monthly coordination meeting in Village level School Development and Monitoring Committees (SDMC), parent teachers association (PTA) meeting and mother's teacher association (MTA) meetings.

Kasturbha Gandhi Balika Vidyalaya.(KGBV)

This is another intervention of Government of India in bridging the gender gap in primary education. The programme launched in 2004 under SSA in educationally backward blocks where female literacy rate is less than national average and gender gap is more than national average.KGBVs are residential schools with the capacity of 100 girls especially SC/ST and minority groups.. Special features of these schools are as follows-

- providing educational facility for girls living in thinly populated hilly areas
- provides opportunity of non enrolled girls including grown up girls in rural areas.
- equip drop outs for mainstreaming to normal school through bridge course
- helps to pursue education free from domestic core work and sibling care
- providing residential facilities to create a free environment for learning
- providing extra coaching for slow learners and repeaters
- providing life skill trainings
- providing girl friendly infrastructure facility

MahilaSamakhya (MS):

NPE, 1986 is a land mark in the field of women's and girl's education. It recognized that enhancing infrastructure alone will not redress the gender disparity. The removal of women's illiteracy and constraints inhibiting their access to elementary education is also very important. Government has made several provisions for girl's education with special support services. The Plan of Action focused on empowerment of women. Empowerment is a critical precondition for gender equality. To translate these goals MahilaSamakhya programme (MS)



has been initiated in 1989 in 10 districts of 3 states (Gujarat, Karnataka & Uttar Pradesh) as a pilot programme. Today the programme is implementing in 21707 villages in 83 districts of 9 states. The programme has organic linkages with other educational schemes aimed at Universalisation of elementary education, such as SSA and DPEP. MS, an autonomous body, works like a non-governmental organization (NGO). But the board has both GO and NGO representatives.

MS believes that education empowers women to achieve equality. The programme is flexible and target free. It adopted an innovative approach in implementation of the programme. The concept of education is understood as not acquiring mere literacy skills but as a process of learning to question, critically analyzing issues and problems and seeking solutions. MS believes in creating an environment where women learn at their own pace and set their own priorities and knowledge and information to make informed choices.

Mahila Sanghas (village level women collectives) are important nodal points of all activities. It provides the space for women to meet, to reflect on their issues and to articulate their needs through collective action. MS provides resource and training support to sanghas and facilitates them to organize at block and district level as pressure groups. They participate in all educational as well as developmental activities which enable them to take charge of their lives and of their daughters/children.

Along with these MS works with adolescent girls and runs non-formal education centres, Mahila Shikshana Kendras (residential condensed courses for drop-out girls). It also supports Government by implementing NPEGEL and KGBVs in its working area.

The effects of the approach are visible in MS areas. Sanghas initiatives can be seen in various issues like-

- ensuring educational opportunities for their children, especially girls.
- seeking literacy and innumeracy skills for themselves.
- tackling social issues such as violence against women, dowry, devadasi and so on.
- Entering political sphere
- gaining control over health and nutrition
- accessing and controlling resources
- improving civic amenities.

As a result of these their life situation has been changed. With regard to girls' and women's education a demand has been generated.



Notes

**Check your progress 2**

- 1 Complete the following statements by identifying an appropriate choice from among the choices given under each statement
 - 1) According to India is committed to eliminate gender discrimination in education
 - a) Article 45
 - b) CEDAW
 - c) RTE Act
 - d) Article 15(3)
 - 2) RTE Act ensures free and compulsory education for children
 - a) 8-14 years
 - b) 6-18 years
 - c) 6-14 years
 - d) 6-12 years
 - 3) Article 45 of our Constitution imposes the responsibility of education on
 - a) The State
 - b) Community
 - c) Teachers
 - d) Parents
2. Name the policies which recognize the need for girl's education and list out important features.
3. Answer the questions
 - 1) Who is responsible for girl's education?
 - a) Parents
 - b) Community
 - c) The State
 - d) Non of them
 - e) All of them
 - 2) Educational intervention for 'hard to reach' girls -. . . .
 - a) Morarji Desai school
 - b) KGBVs
 - c) NPEGEL
 - d) MahilaSamakhya
 - 3) provides support to model cluster schools
 - a) KGBV
 - b) MS
 - c) NPEGEL
 - d) MahilaShikshanaKendras
 - 4) Residential schools for SC/ST and minority girls
 - a) KGBV
 - b) Navodaya schools
 - c) NPEGEL
 - d) None of these
 - 5). 'Education for equality' is the motto of
 - a) KGBV
 - b) MS
 - c) NPEGEL
 - d) NPEGEL



12.4 DEVELOPING LIFE SKILLS

To be empowered girls need various kinds of skills along with formal system of education. A teacher should be aware of this because he/she has a role in developing personality of children, especially of girls. Life skill education provides a wide range of activities which creates awareness, develops assertiveness, enhances their mobility and empowers them to express their opinion. It increases their participation in decisions that affects their lives. It enhances their capability to control the situation. The life skill training also includes vocational trainings. Many national and international organizations are focusing on life skill education to girls. The objective is to develop abilities for adaptive and positive behavior that enables them to respond effectively to their life situation. Ten core areas are identified to develop life skills. They are as follows

- Problem solving
- Critical thinking
- Effective communication skills
- Decision making
- Creative thinking
- Interpersonal relationship skills
- Self awareness building skills
- Empathy &
- Coping with stress and emotions

It is expected that with these skills, girls make optimum utilization of opportunities, explore alternatives and make proper decision in addressing the issues.



Check your progress 3

1 State true or false:-

Girls need life skill education because. . . .

- a) It increases their mobility
- b) It gives money and respect
- c) It increases their communication skills
- d) It develops their confidence
- e) It is easy to get educated husband



- f) It empowers them
- g) It enhances their analyzing power
- h) It increases decision making ability

12.4 ROLE OF AGENCIES IN EMPOWERING WOMEN AND GIRLS

12.4.1 ROLE OF THE GOVERNMENT

Education of girl's is one of the high priorities of the Government. Now education has become a fundamental Right of every child between 6-14 years and it is the responsibility of the state to provide free and compulsory education of this age group children.

It has been realized that education is a tool for social change. In case of girls education empowers them to change their life and to achieve equality. Thus with Millinium Development goals, the Government is obligated to eliminate gender disparity in educational access and to achieve gender parity in education . To make the endeavor successful the Government has to take following measures.

1. Providing finance to girl's education on priority basis
2. Ensuring equal access to enrolment and retention through proper policies and implementation strategies.
3. Involving all stake holders including educational experts, NGOs and women's organizations in planning, implementing and evaluation programmes, developing gender sensitive curriculum
4. Making provisions for incentives like free books, scholarship. . . .and other facilities like hostels for girls, transport facilities, child care centres ... and so on.
5. Recruiting 50% female teachers
6. Sensitising teachers, educators and planners on gender issues in relation to education
7. Promoting innovative programmes
8. Regular, periodical review of programmes.

12.4.2 ROLE OF NON-GOVERNMENTAL ORGANIZATION (NGO)

NGOs can not hold the responsibility of the State to provide education to all. They can work as active partners. As they have direct and personal contact with community they can create a climate for demand of girl's education. They play different roles in girl's education and empowerment like



1. Awareness generation among community and changing the traditional biased attitude towards girl's education
2. Supporting Government initiatives by implementing the educational programmes of government, organizing gender sensitization programmes to all stake holder, mobilizing community support, and developing gender sensitive curriculum,
3. Implementing educational programmes independently like running alternative schools, non formal centers, hostels for disadvantaged girls, conducting adult literacy camps, developing innovative teaching methods, providing support services like child care centers, providing life skill education to adolescent girls
4. Advocacy Some examples to NGOs in education sector are Ekalavya, PRATHAM, Mahilasamakhya, LokJumbesh,

12.4.3 ROLE OF LOCAL BODIES, COMMUNITIES, SDMC

Local bodies like panchayat / corporations have an important role in achieving the goal of Education for All. The members, as motivators can persuade parents to send their daughters to school. They can support teachers in mobilizing community to participate in educational activities. It is the responsibility of the local bodies to ensure the education and welfare of weaker section. Convergence of programmes like drinking water facility reduces the work burden of girl children which on the other hand increase their attendance and performance in class room.

Active participation of the community brings success to any programme. So community participation is essential in educational programmes and meetings which bring changes in their traditional biased attitude towards girl's education.

The School Development and Monitoring Committee (SDMC) is a forum for interaction between mothers, representatives and school staff. It not only helps in monitoring school activities and performance of students, but also facilitates proper planning and solving the problems locally. It can identify infrastructural needs like toilets for girls, drinking water in school and recommend it to the department for action. It also helps to mobilize local support and resources.

12.4.4 ROLE OF SCHOOLS AND TEACHERS IN EMPOWERING GIRL CHILDREN

As a social institution schools have role in developing gender identity in children. The influence of teachers as change agents cannot be underestimated. There is a need to change the mind set of children with new ideas, thoughts and practices.

1. In a normal classroom dynamics teachers may create a learning environment where boy are encouraged to succeed while girls are not. Normally boys receive more attention from teachers. Teachers ask boys more questions,



Notes

give them more opportunities and encouragement to answer. This is more so in science and mathematics class. This gender preferential attitude has direct impact on shaping child's personality. Girls keep less participative and thus their performance is affected. So it is essential for a teacher to be sensitive to gender issues. He should be equipped to tackle the situation more effectively. He/She should ensure equal opportunities, attention and appreciation for both girls and boys. In the path of empowerment a teacher should encourage non stereotyped activities

2. A women teacher her self is a role model for students. So her attitude, actions, behaviour, perspective, approach, methods will help to mould the personality of children especially of girls.

There is a correlation between number of female teachers and girl's enrolment especially in rural areas. The conservative attitude of some parents does not allow their daughters to be taught by a male teacher. They feel free and protected with woman teacher.

3. Teachers have a role in encouraging girls to participate in all activities of the schools. Creating girl friendly atmosphere is more important to make them to participate.
4. As a teacher, with good rapport with the community, he can change the traditional biased attitude of the parents; persuade them to send their girls to schools. He can also mobilize support from the community.



Check your progress 4

- 1 Name Non governmental organizations working in your area and write a note on their contributions to girl's education.
- 2 As a teacher where do you go to solve following problems? Make right choice from
 - a) village panchayat
 - b) community
 - c) education department
 - d) SDMC
 - e) women and child welfare department
 - f) social welfare office.
 - 1) Girls are not regular because they have to take care of their younger brothers.. . . .
 - 2) Because of lack of toilet facilities girls go home after lunch break....
 - 3) Girls are not performing well
 - 4) In summer, there is scarcity of water. Girls are busy in collecting water. So attendance is low
 - 5) Girls are going for labour work. So attendance is low
3. How do you perceive your role as a teacher in promoting girl's empowerment?



12.5 LET US SUM UP

- Unequal distribution of power causes gender inequality in society. Inequality results in suppression and exploitation of women in male dominated society.
- Women need to be empowered to challenge power structures and to end gender bias. Education is a means to empower women
- Empowerment enhances women's capabilities, increases their access to education, health and economic resources and opens opportunities. It increases self esteem and decision making capacity in personal and political life.
- Girl's Education is to attain equality.
- Government considers girl's education as priority area and committed to take all measures to ensure their access to education.
- NPEGEL, KGBV and Mahilasamakhyas are programmes for rural girl's and women's education and empowerment.
- Life skills education is important in empowering girls
- Role of teacher in empowering girls is crucial.

12.6 ANSWERS TO CHECK YOUR PROGRESS

Check your progress 1

1. Match the following

1. d, 2. a, 3. b, 4. e, 5. c, 6. g, 7. f

Check your progress 2

1. Completion of Statements

1) b 2) c 3) a

3. Answer the questions

1) e 2) c 3) c 4) a 5) b

Check your progress 3

1. State True or False

a) T b) F c) T d) T e) F f) T g) T h) -T

Check your progress 4

1. 1) e 2) a 3) b&d, 4) a 5) b



Notes

12.7 SUGGESTED READINGS AND REFERENCES



1. National Policy on Education 1986-<http://education.nic.in/policy/npe86-mod 92>
2. National Policy for Empowerment of women, 2001- <http://wcd.nic.in/empwomen.htm>
3. NPEGEL –<http://ssa.nic.in/girls-education/npegel>
4. Kasturba Gandhi Balika Vidyalaya – education.nic.in/kgbv_guidelines.asp
Mahila Samakhya –<http://www.education.nic.in/ms/ms.asp>

12.8 UNIT- END EXERCISES

Project work:

Collect pictures of women in non stereotyped roles from news papers and magazines and make a chart of empowered women to inspire your children

Example;

| Sl.No | Photograph | Name of the person | Field | Achievement |
|-------|-------------------------------------------------------------------------------------|--------------------|---------------|----------------|
| 1 |  | Ms. Kalpana Chawla | Space science | space engineer |
| 2 |  | | | |
| 3. | | | | |

UNIT 13 RIGHTS OF THE CHILD AND ENTITLEMENTS



Notes

STRUCTURE

13.0 Introduction

13.1 Learning Objectives

13.2 Concept of Rights of the Child

13.2.1 Meaning of Rights and Human Rights

13.2.2 Rights of the Child

13.2.3 UN Initiatives on Rights of the Child

13.2.4 The Right of Children to Free and Compulsory Education Act 2009 and Rights of the Child

13.3 Protection of Rights of the Child

13.3.1 Violation of Rights of the Child

13.3.2 Violation of Rights of the Child within the school

13.3.3 Protection of Rights of the Child: Commissions and Legal provisions

13.3.4 Role of teachers in protecting the Rights of the Child

13.4 Let Us Sum UP

13.5 Answers to Check Your Progress

13.6 Suggested Readings & References

13.7 Unit End Exercises

13.0 INTRODUCTION

In the previous block, you have studied about inclusive education, and many realized that every child is unique. You have also understood the need for creating an appropriate environment for learning. Another equally important concern is all round development of the child. These ends can be achieved best when school and society join hands. This can happen when a child is allowed to enjoy his/her childhood. At present, this is not happening in large part of the world. Therefore, it was felt necessary by the United Nations to ask the countries to allow their children to enjoy their childhood. In this unit, let us try to understand about Rights of the Child, Violation of Rights of the Child, Protection of Rights of the Child, and role of teachers in ensuring the rights to every child.



Notes

13.1 LEARNING OBJECTIVES

After studying this unit, you will be able to

- describe the meaning of Rights, Human Rights and Rights of the Child.
- list various entitled by a Child
- list the school practices which lead to violation of Rights of the Child within the school
- explain the need to protect the Rights of the Child
- describe the provisions for Protection of Rights of the Child.
- explain the role of teachers in protecting the Rights of the Child

13.2 CONCEPT OF RIGHTS OF THE CHILD

Let's start with the meaning of the concept of children's rights.

13.2.1 MEANING OF RIGHTS AND HUMAN RIGHTS

To understand the Rights of the Child, let us know the meaning of Rights as well as Human Rights. Read a narration given below.

Radha and Rafiya are neighbours. They study in class VII. One afternoon, when they were going to school after lunch, their parents accompanied them with empty pots and buckets upto the Panchayat office. Parents joined the crowd of men and women squatting in front of the Panchayat office with empty pots and buckets shouting slogans for supply of water. Radha and Rafiya saw this and as it was getting late, they ran to school. As they were late to class, the teacher asked them for reason for being late. They narrated the scene at the Panchayat office. Teacher used the experiences of the children and raised the following questions in the class for discussion.

What made the people carry empty pots and buckets?

Why did they approach Panchayat?

Can people gather in front of the Panchayat like this?

I am sure you know the answers to these questions. Yes, people have a right to gather peacefully in front of the Panchayat office. Rights are certain conditions that are just and for which people are entitled to. They are also considered fundamental and essential to meaningful living and are owed to people. Rights are those freedoms which are essential for personal good as well as good of the community. Shall we now identify the rights people have in the above narration? Can you write down any two that you may know?



1. _____
2. _____

You might have written them as ‘people can demand for water supply’, ‘people can assemble peacefully’. Have you? Then, you are right. You have studied that in India all the citizens enjoy Fundamental Rights which have been guaranteed by the Constitution. They are listed below

- Right to Equality
- Right to Freedom
- Right against Exploitation
- Right to Freedom of Religion
- Cultural and Educational Right
- Right to Constitutional Remedies

Look at the pictures below and name the rights that people enjoy.



[Picture of dance]



[Picture of places of worship]



[Picture of child labour]

Right to _____

Right to _____

Right to _____

All the above rights are of human beings. They are very necessary for every individual for leading a meaningful life as human beings. Therefore, we call them as human rights. All the people in the world should enjoy these rights. However, the condition of people is not the same everywhere in the world. People are denied of their rights. To ensure that people enjoy their rights, the UN adopted and proclaimed Universal Declaration of Human Rights (UDHR) on 10th December 1948. It contained the list of Human Rights which provide a common standard of ‘achievement for all people and all nations’ and asked its member countries to owe them to its people. Considering the worldwide historic significance of this Declaration, we observe World Human Rights Day every year on 10th December, to commemorate the day.

Our country is a signatory to UDHR therefore; it is the obligation of the government to ensure that all citizens get these rights. In spite of these, there are cases of violation of these rights. Who do you think are the violators? It may be people, organizations or the government. If so, who is going to protect the rights? India with its Federal structure has National Commission for Protection of Human



Notes

Rights (NCPHR) at the centre and State Commission for Protection of Human Rights (SCPHR) at the state level. There are also offices at district level to protect the human rights. These agencies take up the cases of violation and protect the rights either when approached or on their own. You might have come across some incidences of violation of human rights in your area. Try to collect information on any one case and find out how it was protected.

Hope by now you have understood the meaning of Rights and Human Rights.



Check your progress 1

1. Some statements are given below. Tick those statements which describe the feature of Rights.

They are owed to people.

They make people lead a rich life.

They help people to live as they like.

People can demand for protection of their right.

2. Fill in the blanks.

(a) Rights are to be made available to all _____.

(b) Full form of UDHR is _____
_____.

(c) Human Rights are necessary for leading a _____ life.

(d) Human Rights Day is observed every year on _____ of _____.
(Date) (Month)

(e) The agency created at the State level to protect Human Rights is _____
_____.

13.2.2 Rights of the Child

In the previous sub-section, you studied about Rights and Human Rights. In this part let us know about who is a child, what the rights of the child are and the necessity for rights of the child.

Let us understand who is a child through an incidence. There was a family which comprised of father, mother and children - John and Jenny. While John was 19 years old, Jenny was 12 years old. One evening children pestered their parents to take them to a horror movie which is running in the theatre. Mother knew that horror movies are not to be seen by children. As Jenny is just 12 years old,







Notes

mother told her that they can better watch a children’s movie which has lots of fun instead of horror movie. John and Jenny agreed and all the four went to ‘Baby’s Day Out’. Let us analyze the above incidence.

Why do you think mother asked Jenny not to watch horror movie?

Hope you got the answer for the question. It is not desirable that children watch horror movies as they are fearful and affect their mind. Ordinarily any person below the age of 18 years is considered a child. Children are important future human resource and are required to be given special protection. It is also essential to improve the situation of children all over the world through education. As the situation of children in many parts of the world remains critical due to various reasons, a need was felt to promote well being of children and their development. One of the ways to achieve this is to create an appropriate environment where children get opportunities to grow as children. Look at the pictures below. Don’t they contribute to enjoyment of childhood? Every child has a right to these. Identify the rights and write them each picture in the space given.

| | | | |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |
| [Children playing] | [Children going to school] | [Children eating nutritious food] | (Pictures by Google Search) |
| Right to _____ | Right to _____ | Right to _____ | |

For the above situations you might have written as Play, Education and Food. You are correct. But rights of the children are not limited to only these. There are other rights. Some of them are listed below.

- To get proper health services
- To have freedom of expression
- Not to be separated from parents against the will of the child
- To be cared for by the parents
- To have a name
- To get basic education in mother tongue
- Right to life
- To be protected from all forms of exploitation
- To be protected from corporal punishment



Notes

- Not to be subjected to torture or other cruel inhuman or degrading treatment or punishment
- Right to rest, leisure and play
- To be protected from illicit use of narcotic drugs and psychotropic substances and to prevent the use of children in the illicit production and trafficking of such substances.

All the people, schools, institutions as well as governments have to ensure that the above mentioned rights are not denied to children. Several attempts have been made in this regard at the International level. Let us study them in the next sub-section.



Check your progress 2

I. Write whether the following statements are True or False. Write 'T' if it is true and 'F' if it is false in the brackets against the statements.

1. Upper age limit to be a child is 18 years.
2. Child has freedom to speak ill of others.
3. Child's right need not be respected always.
4. Children are not safe in many parts of the world.
5. Governments are bound to work for the well being of children

II. Which of the following are Rights of the Child? Tick them.

1. To get some leisure time.
2. To live in a family.
3. To do any form of work.
4. To be protected from exploitation.
5. To have education

13.2.3 UN INITIATIVES ON RIGHTS OF THE CHILD

UN being an international organization has taken several steps since its inception, towards owing the rights to the children of the world. In several initiatives, it has stated the need to extend particular care to the child. The Universal Declaration on Human Rights 1948 recognized the Rights of the Child. In the year 1959, Declaration of the Rights of the Child was adopted by the General Assembly. The International Covenant on Civil and Political Rights was adopted by the General Assembly in 1966. The International Covenant on Economic, Social and Cultural Rights which was adopted by the General Assembly in 1966 also upholds the Rights of the Child. Of all these, the Convention on Rights of the Child (CRC) adopted in 1989 is a major initiative.



Convention on the Rights of the Child (CRC) was drafted by the Commission on Human Rights. The Convention was adopted by the General Assembly of the UN on 20th November 1989 and came into force on 2nd September 1990 after being adopted, ratified and signed by the member countries.

The Convention clearly specifies who is a child, what the Rights of the Child are and how conducive environment has to be created to allow a child to enjoy her/his right. In other

words, in no way child's right must be violated. All the countries who have signed the Convention have the responsibility to ensure that these rights are not denied to children of their land. India has signed the Convention and is making every effort to owe the Rights to children living in India.

There are also specialized agencies of the UN and other international organizations which are concerned with the welfare of children. The principles and programmes of organizations such as, UNESCO, UNICEF, WHO and ILO aim towards the well being of the children of the world. This will indirectly cater to the Rights of the Child. You may be interested in knowing about efforts made by them in the area of Rights of the Child. Try to know about them.



Check your progress 3

Fill in the blanks

1. The Convention on Rights of the Child was drafted by Commission on _____.
2. The Convention on Rights of the Child came into force from the year _____.
3. The content of the CRC include who is a child, _____ and how to create conducive environment to ensure the right.
4. Two of the UN Agencies which are concerned with the welfare of the children are _____ and _____.

13.2.4 THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION

ACT 2009 AND RIGHTS OF THE CHILD

In the previous sub-section you have studied about Initiatives of the UN on Rights of the Child. As you know, one of the rights of the child is Right to Education. However, many children of school going age are not in the school in our country. Think of the reasons for not being in the school in spite of free education at



Notes

elementary level. Are there children in your area who are not going to school? What might be the reasons? List them below.

One reason could be that the community or the parents may not have taken education seriously. When we framed the Constitution in 1949, Article 45 of the Constitution required State to make provisions within 10 years for free and compulsory education of all children until they complete the age of 14 years. But this has not been achieved completely till today.

Education is a basic necessity of any country. This is more so for a democratic country like ours. If people are denied the right to education, then the democracy would be paralyzed. In the light of this several attempts have been made to universalize elementary education. A significant effort in this direction is the Right of Children to Free and Compulsory Education Act 2009 (RTE). This came into force from 1 April 2010. From that day elementary education became a Fundamental Right.

The RTE Act requires the State to provide free and compulsory education to all children in the age group of 6-14 years and to prepare curriculum in consistent with constitutional values. It aims at quality education by setting norms to schools and providing quality teachers. The Act attempts at social reformation and protection of the child. It also removes the oppression of examination and provides statutory role for the civil society. The Act has clearly stated the responsibilities of governments, local bodies, schools, teachers, parents and the community.

A detailed study of the provisions of the Act makes one understand that there is a close relationship between the RTE Act and the Rights of the Child. The RTE Act provides for equity, special training of the needy, learner centered education, individual educational plan, abolition of punishment and harassment, free expression and so on. All these are linked to the Right to Education of the child. It is the responsibility of all Indians to see that the children of school going age are in the school, get quality education without physical punishment or mental harassment and complete elementary education, which is free and compulsory.



Check your progress 4

1. Fill in the blanks

- (a) The RTE Act came into force from _____ .



- (b) The RTE provides for _____ and _____ education of all children.
- (c) The age group of children which fall under RTE Act is ____ to ____ years.
- (d) The RTE Act emphasizes _____ centered education.

13.3 PROTECTION OF RIGHTS OF THE CHILD

13.3.1 VIOLATION OF RIGHTS OF THE CHILD

In spite of Conventions and Policies being laid down with regard to Rights of the Child, they are not being practiced in their true spirit. There are millions of children in the world, who don't even have basic facilities to live as humans. They are made to work and hardly allowed to enjoy their childhood. Look at the picture below. What do they indicate? Are our children enjoying their Rights?



(Pictures by Google Search)

All of us know that there are millions of children in our country who instead of being sent to school are made to work and are involved in child labour.

Child labour, generally speaking, is any work for children that harm them or exploit them in some way like physically, mentally, morally, or by blocking access to education.

However, there is no universally accepted definition of 'child labour'. Varying definitions of the term are used by international organizations, non-governmental organizations, trade unions and other interest groups. In 2000, the International Labour Organisation (ILO) estimated, 246 million child workers aged between 5 and 17 were involved in child labour, of which 171 million were involved in work that by its nature is hazardous to their safety, physical or mental health, and moral development. Moreover, some 8.4 million children were engaged in so-



Notes

called ‘unconditional’ worst forms of child labor, which include forced and bonded labor, the use of children in armed conflict, trafficking in children and commercial sexual exploitation.

Think of today’s children becoming the future of the country.. Between today and the year 2020, the vast majority of new workers, citizens and new consumers — whose skills and needs will build the world’s economy and society — will come from developing countries.. How many will have had to work at an early age, destroying their health or hampering their education? Will we be in a position to build a strong future for our country if education, health and overall development of our children are in danger?

Poverty is widely considered the top reason why children work at inappropriate jobs for their ages. But there are other reasons as well like family expectations and traditions ,abuse of the child, lack of good schools and day care, lack of other services-such as health care, uncaring attitudes of employers, under employed parents and so on.

Is child labour in practice in your state? If yes, write any four reasons.

1.
2.
3.
4.

Besides at the state level, efforts have been made at both national and international levels to eliminate child labour. Education is made free and compulsory to all children and an Act has been enacted in 2009. There are several NGOs which have taken social services that help children and families survive crises, such as disease, or loss of home and shelter

The ILO’s International Programme for the Elimination of Child Labour (IPEC) has explored many programs to help child labourers. See IPEC documents on the www.ilo.org site and find out the specific programmes. Write any two of them.

1.
2.

Even the 1989 Convention on the Rights of the Child calls for children to participate in important decisions that will affect their lives. The Government of India, in 1979, formed a Committee to study the problem of child labour and to suggest strategies to tackle it.

A National Policy on Child Labour was formulated in 1987 to focus on rehabilitation of children working in hazardous occupations. The Ministry of



Labour and Employment had implemented around 100 industry-specific National Child Labour Projects to rehabilitate the child workers since 1988.

Many NGOs like CARE India, Child Relief and You, Global march against child labour, Pratham, etc. have been working to eradicate child labour in India.

There are many instances wherein they are denied opportunity to go to school, play and get leisure. Further they are employed in places where there is high risk for their health and life.

Rights of the Child may be violated due to a number of reasons. They are poverty, discrimination and ignorance. They may be forced to beg to satisfy their hunger. They may be beaten and kept hungry. They may be forced to carry heavy loads and work for longer duration. Most of the children may not even get proper health care facilities. In all these situations children's rights are violated. Should we, as school, community and government do something about this problem? Have you come across any instances of violation of Rights of the Child in your area? Collect information about any one case.

There are several Acts to protect the children from denial of their rights. But have we eliminated child labour? Try to find the Acts of the government of your State/UT which protect the children from child labour.

Rights of the children are violated in the family, school, community and elsewhere in innumerable ways. In the next sub-section let us learn how they are violated in schools.



Check your progress -5

1. Look at the picture in the box below.



Which right of the child is violated in the above picture?

3. Statements regarding some children are given below. Which of them indicate violation of Rights of the Child? Tick them.

- (a) Radha is sent to school.
- (b) Ishan is sent to garage to work.
- (c) Ismail and Katty climb up the tree during free time.



Notes

- (f) Catherine is suffering from fever and parents cannot afford to take her to doctor.
 - (g) Jaspreet is served stale food.
 - (h) Dugga wants his name to be changed.
 - (i) Renu's parents are separated. She wants to be with the mother but father takes her away.
4. Write the full form of IPEC.
 5. Which policy was enacted at the national level in our country to rehabilitate the children working in dangerous occupations?

13.3.2 VIOLATION OF RIGHTS OF THE CHILD WITHIN THE SCHOOL

By now you know, how and by whom the Rights of the Children are violated. Do you believe that Rights of the Children are violated in schools too? There are several instances of such violations. Let us learn about violation of Rights of the Child within the school.

All of us know that children are very important component of a school and come from different socio-economic and cultural backgrounds. School is a miniature society and there is diversity of all types. In spite of this, all students of a class are required to study the same textbooks, perform the same tasks, follow the same rules and show high achievement levels. If they fail to perform as per the expectation of the school they are many a time punished.

Punishments in the schools vary from standing in the class to torturing. Media have revealed the ways in which children are punished and their rights violated. Children are being hit by duster, scale and whatever things the teacher gets in the class. There are instances of children made to stand/run/kneel down in the sun. Impositions are given which are of no educational value. Children are forced to study during the leisure time. They are also mentally harassed in front of others. There are schools which do not have enough qualified teachers to teach though children have a right to quality education. Toilets are in very poor conditions and drinking water facility is not adequate. Most of the primary school children sit on the ground whether it is rainy or winter. For many children they are taught in the language which is not understood by them.

Schools often have become places of punishment and torture than a place for happiness. There is no guarantee for the safety and security of children. Do you agree with these realities? Are these violations of Rights of the Child within school?

In what ways are the Rights of the children violated in your school? Write any three of them.



1.
2.
3.

Do these make the child love schooling? Do they like to come to school or stay away? Why are students happy when they hear the long bell at the end of the day? Why are they happy when the teachers are on leave? Why do they eagerly wait for holidays?

All of us know that no school can punish the child. There are Commissions and Policies to protect the Rights of the Child. Let us study about these in the next sub-section.



Check your progress-6

1. The following conditions prevail in a school regularly. Which of them are violations of Rights of the Child? Tick them.
 - (a) All children sweep their classrooms.
 - (b) Some children have to clean the dining table of the teachers.
 - (c) Seventh standard children serve water to primary children during mid-day meal.
 - (d) Tenth standard children help primary children in washing their plates.
 - (e) Students who come late to school assembly are asked to run ten times around the school.
 - (f) Children play without any play materials being given to them.
 - (g) Children dig pit in the school to plant sapling.
 - (h) Fatima is not allowed to wear burkha.

13.3.3 PROTECTION OF RIGHTS OF THE CHILD: COMMISSIONS AND LEGAL

PROVISIONS

In our country there are several agencies including NGOs working to protect the Rights of the Child. India being Federal in structure, there is the National Commission on Protection of Child Rights (NCPCR) at the Centre and the State Commission on Protection of Child Rights (SCPCR) at the State level. The NCPCR was set up on March 5, 2007 to monitor the rights that have been guaranteed to children in our Constitution. They include equality of all children before law, free and compulsory education of all children in age of 6-14 years,



Notes

prohibition of trafficking and forced labour and prohibition of child labour. It also issues policy guidelines and advocates banning of corporal punishment. The SCPCR works on the lines of NCPCR. Is there SCPCR in your State? Find out its achievements.

There is also a well known NGO by name Child Rights and You (CRY). It focuses on four basic rights defined by UNCRC. They are survival, development, protection and participation of children. Are there any NGOs in your state or neighbouring state which work for protection of Child Rights? Collect information on any one instance of protection of Child Right by that agency.

Rights of the children are not to be denied. In case of denial, there are several legal provisions which can come to the rescue of the child. There are laws against child labour. Special Judiciary is also set up for child labour abolition. The RTE Act too protects Rights of Children. Accordingly no child shall be subjected to physical punishment or mental harassment. Every child is a human being and it is inhuman to be violent against children or humiliate them. Therefore, schools have to understand that nobody should punish children. Schools also have to make arrangement for basic amenities, special training and quality teaching.

In some states there are Child Rights Cells. People can register complaints just by a phone call if Child Rights are violated. Do you have such Cells in your State?



Check your progress -7

1. One of the Child Rights guaranteed by the Constitution of India is Prohibition of _____.
2. In the year 2007 the Government of India set up _____ to protect the Rights of the Child.
3. The full form of SCPCR is _____.
4. Which of the following Rights are mentioned by UNCRC? Encircle them. Survival Higher Education Protection Foreign Tour
5. No school should either harass or _____ the children.

13.3.4 ROLE OF TEACHERS IN PROTECTING THE RIGHTS OF THE CHILD

In the previous section you have seen that certain rights are often denied within the school. A teacher is an important person in the school system who comes in direct contact with the child and plays an active role in the all round development of the child. Children develop optimally when they get the rights due to them. It



is possible to ensure child rights in the school in different ways. Some of them are discussed in the following paragraphs.

Respect the dignity of the child

Every child is a unique entity of the school. The CRC states that the human dignity of the child should be respected. School is meant for providing formal education and to inculcate self-discipline. The processes schools follow to achieve these ends should be in conformity with the CRC and should not compromise child's human dignity

We, the teachers should stop using corporal punishment as a means to establish discipline, instead inculcate discipline from within. We must demonstrate that we care for children as relationships developed in the school are important for each child. Write any two behaviour of the teacher which shows that the teacher respects the dignity of the child.

- 1. _____
- 2. _____

Increase pupil participation

The CRC emphasizes the need to establish a democratic school environment. It states that the children should have the opportunity to express their views and they should be given due weight. Teachers have to contribute to a democratic atmosphere and to welcome pupil participation in classroom processes. This ensures Human Rights, makes student understand and respect democratic values and creates conditions for an interactive learning process. The structures like the Students' Council should be actively involved in all the school processes which are directly relevant to the students. One of them is to organize National Festivals in schools. Name any two activities of your school in which the children can be involved.

- 1. _____
- 2. _____

Create an atmosphere free of fear, trauma and anxiety

In many schools children are afraid of some teachers, some subjects and scared of some activities. They have high level of anxiety during tests and examinations. All the schools usually give the same test items to all the children in spite of the differences in their achievement levels. This creates anxiety in children if they are not prepared well. We can create a comfortable atmosphere by the testing and evaluation practices to their needs and respecting individual differences.



Notes

When do the children in your school have high level of anxiety?

Write any two ways by which you can reduce their anxiety.

1. _____
2. _____

Demonstrate Gender Equality

Gender equality is the right of every child. School should treat both boys and girls equally especially while distributing responsibilities. Gender stereotypes (certain roles are marked based on the gender which has been in practice from very long time. Like-sweeping the floor is meant for girls; lifting benches is meant for boys) should be avoided.

Wherever necessary, positive discrimination may be practiced by which certain privileges and facilities are given to the disadvantaged groups. Example: Constructing rest room for girls in the schools.

What else do you think is required separately for boys and girls in the school?

Some of the ways that may be followed by a teacher to protect the Rights of the Child have been discussed till now. In what other ways do you think a teacher can ensure Rights to the children? Write any five.

1. _____
2. _____
3. _____
4. _____
5. _____

A teacher thus, can be instrumental in protecting the Rights of the Child in the school. This not only makes schooling joyful but also contributes to all-round development of the child.

**Check your progress -8**

Tick the correct answer.

1. Rights of the Child needs protection because
 - They are not aware of their rights
 - They do not know to exercise their rights
 - They listen to elders
 - They are immature

2. Which of the following is not in conformity with protecting Rights of the Child?
 - Encouraging pupil participation
 - Teaching during leisure hours
 - Allowing child to express freely
 - Respecting individual differences

3. Which of the following practices of the teachers show that they respect the Rights of the Child? Tick them.
 - Learner centred approach
 - Asking low achievers to leave the school
 - Catering to the need of the individuals
 - Rigid examination schedule
 - Providing play materials
 - Directing the sick child to take medical treatment
 - Advising Special children to go to Special schools

13.4 LET US SUM UP

In this unit you have studied various aspects of Rights and Child Rights. As you know, rights are essential for good of the individual as well as the society. United Nations as an international organization has made several attempts in providing rights to the people of the world. One of the major steps is Declaration of Human Rights in 1948, which has made its signatories to respect the rights of its people of the land and to create conditions for their entitlements. Though UNDHR includes Rights of the Child, observing the poor condition of children in the world, the UN felt the necessity to emphasize on Rights of the Children. Therefore, United Nations Convention on Rights of the Child was held in 1989 and it was mandatory on the part of the signatories to respect the Rights of the Child mentioned in the CRC in their countries.



Notes

India being a signatory to the above endeavors of UN, she is trying to make every child enjoy its childhood and abolish child labour. Several programmes and policies have been executed to achieve them. The Right of Children to Free and Compulsory Education Act 2009 is a positive effort toward this. Therefore, as teachers, we have every responsibility to create a child friendly atmosphere in the school and make schooling a pleasure to the child.

13.5 ANSWERS TO CHECK YOUR PROGRESS

Check your progress 1

1. Some statements are given below. Tick those statements which describe the feature of Rights.

They are owed to people.

People can demand for protection of their right.

2. **Some Rights are given below. Identify the Human Rights and put H against them.**

To get food. H

Provision for safe drinking water. H

To express ones feeling. H

3. Fill in the blanks

a. People/citizens

b. Universal Declaration of Human Rights

c. 10th of December

d. State Commission on Protection of Human Rights

Check your progress 2

- 1 Write whether the following statements are True or False. Write 'T' if it is true and 'F' if it is false in the brackets against the statements.

a. Upper age limit to be a child is 18 years. T

b. Child has freedom to speak ill of others. F

c. Child's right need not be respected always. F

d. Children are not safe in many parts of the world. T

e. Governments are bound to work for the well being of children T

- 2 Which of the following are Rights of the Child? Tick them.

a. To get some leisure time.

b. To live in a family.



- c. To be protected from exploitation.
- d. To have education

Check your progress 3

Fill in the blanks

- a. Human Rights
- b. 1990
- c. What are the rights of the child?
- d. UNESCO and UNICEF

Check your progress 4

- 1. Fill in the blanks
 - (a) 1st April 2010
 - (b) free and compulsory
 - (c) 6 to 14 years.
 - (d) child centered education.

Check your progress 5

- 1. Right against child labour
- 2. Statements regarding some children are given below. Which of them indicate violation of Rights of the Child? Tick them.
 - (b) Ishan is sent to garage to work.
 - (f) Catherine is suffering from fever and parents cannot afford to take her to doctor.
 - (g) Jaspreet is served stale food.
 - (i) Renu's parents are separated. She wants to be with the mother but father takes the her away.
- 3. International Programme for the Elimination of Child Labor
- 4. A National Policy on Child Labour was formulated in 1987

Check your progress 6

- 1. The following conditions prevail in a school regularly. Which of them are violations of Rights of the Child within the school? Tick them.
 - b. Some children have to clean the dining table of the teachers.



Notes

- e Students who come late to school assembly are asked to run ten times around the school.
- f Children play without any play materials being given to them.
- h Fatima is not allowed to wear burkha.

Check your progress 7

1. Child Labour
2. National Commission on Protection of Child Rights.
3. State Commission on Protection of Child Rights
4. Which of the following Rights are mentioned by UNCRC? Encircle them.
Survival Higher Education Protection Foreign Tour
5. punished or harrassed

Check your progress 8

Tick the correct answer.

1. d.
2. b
3. Which of the following practices of the teachers show that they respect the Rights of the Child?
Learner centered approach
Catering to the need of the individuals
Providing play materials
Directing the sick child to take medical treatment

13.6 SUGGESTED READINGS & REFERENCES

DevArjun, Dev Indira and Das Supta (1996). Human Rights- A Source Book. New Delhi. NCERT

NPE (1986). National Policy on Education. New Delhi. MHRD.

Rao, DigumartiBhaskara (2011). Right to Education. Hyderabad. Neelkamal Publications Pvt. Ltd.

Gazette (2009) The Gazette of India. New Delhi. Authority. 27th August.



13.7 UNIT END EXERCISES

Notes

1. Why are Human Rights important to us?
2. Write how would you celebrate Human Rights Day in your school.
3. Take any one instance of violation of Right of the Child in the school. Explain how you could have protected that Right of the Child.
4. Visit a few child labourers and try to find the reasons for not going to school? What can a school do for such children?
5. What efforts have been made by UN in owing rights to all the children in the world?
6. Write any two rights which must be provided to children in the school. Describe how would you create an environment to allow the children to enjoy those rights.
7. Discuss the role of a teacher in making schooling joyful to the child.
8. Write a programme which you can take in a co-education school to respect boys and girls equally.
9. What does the RTE Act 2009 say about protection of Rights of the Child?
10. Why is it necessary to set up State Commission on Rights of the Child in every State?