



Vidushi Yadav

## Teachers, Education And Gender Discrimination

Asist. Prof.- B.Ed department, Dayanand Arya Kanya degree college, Moradabad (U.P.) India

Received-28.07.2022, Revised-05.08.2022, Accepted-10.08.2022 E-mail: vidusdhi2205@gmail.com

**Abstract:** 'Equality is the foundation of a beautiful and secure society on which the building of development can be built.' What is gender equality?

After all, why has it become an essential element for any society and nation? Is it relevant in a changing society? Gender equality does not mean that every person in the society should belong to one gender, but gender equality simply means equal rights, responsibilities and employment opportunities of women and men in the society.

Talking about the various areas of gender inequality, along with social, economic educational and political fields, the scientific field, entertainment sector, medical field and sports sector are prominent.

**Key Words:** Gender equality, foundation, beautiful, society and nation, responsibilities, employment.

Particular	Primary	Upper Primary	Secondary	Higher Secondary
Gender Parity Index	1.03	1.12	1.04	1.04

(Source : UDISE+2018 -19 Provisional)

More than two-thirds of the world's 796 million illiterate people are women.

According to global statistics, only 39 percent of rural girls attend secondary school. This is much lower than rural boys (45 percent), urban girls (59 percent) and urban boys (60 percent).

Girls' final pay increases by 10-20 percent for each additional year of primary school. It also encourages them to marry later and have fewer children, and makes them less vulnerable to violence.

While progress has been made in bridging the gender gap in urban primary school enrollment, data from 42 countries show that rural girls are twice as likely to drop out of school than urban girls.

A half kilometer increase in school distance in Pakistan would reduce girls' enrollment by 20 percent. In Egypt, Indonesia and several African countries, the construction of local schools in rural communities has led to an increase in girls' enrollment.<sup>1</sup>

In Cambodia, 48 percent of rural women are illiterate compared to 14 percent of rural men. Rural women's lack of education has long-term implications for family welfare and poverty reduction.

There has been a wide improvement in the mortality rate of children under the age of 5 since 1990, but rural rates are generally much higher than urban ones. Statistics from 68 countries show that a woman's education is an important factor in determining a child's survival.

In the Latin American and Caribbean region, children of mothers with no education were 3.1 times more likely to die than mothers who had secondary or tertiary education, and 1.6 more likely to die than mothers whose mothers did. Received primary level education.

The gender discrimination is the result of human practice. It is in vogue since time immemorial. The degree of discrimination varies according to the development stage of a particular : society.

The efforts to eliminate gender discrimination are continued. In this direction, various provisions under the constitution and statutes have been incorporated and implemented with little success.

Illiteracy and poverty are the two main reasons for gender equality in India. If we talk about education, then the participation of men and women in India's literacy percentage can be clarified from this table.



S. N.	State	Male Literacy Percentage	Female Literacy Percentage	percentage of parity	
1-	Andaman Nicobar	86-27	90-11	81-84	1-00
2	Andhra Pradesh	67-4	75-56	59-74	9-20
3	Arunachal Pradesh	66-95	73-69	59-57	34-58
4	Assam	73-18	78-81	67-27	31-98
5	Bihar	63-82	73-39	53-33	33-74
6	Chandigarh	86-43	90-54	81-38	21-81
7	Chhattisgarh	71-04	81-45	60-59	39-93

7	Chhattisgarh	71-04	81-45	60-59	39-93
8	Dadar and Nagar havei	77-65	86-46	65-93	39-31
9	Daman and Diu	87-07	91-48	79-59	9-86
10	Delhi	86-34	91-03	80-93	9-91
11	Goa	87-40	92-18	81-84	5-09
12	Gujarat	79-31	87-23	70-73	16-63
13	Haryana	76-64	85-38	66-77	11-16
14	Himachal Pradesh	83-78	90-83	76-60	8-06
15	Jammu Kashmir	68-74	78-26	56-21	10-35

16	Jharkhand	67-63	78-45	56-21	36-96
17	Karnatak	76-50	82-85	68-13	20-91
18	Keral	93-91	86-02	91-98	7-05
19	Lakshadwee	92-28	86-11	88-25	2-77
20	Madhya Pradesh	70-63	80-53	60-02	31-65
21	Maharashtra	82-91	89-82	75-48	17-35
22	Manipur	79-85	86-49	73-17	36-89
23	Mizoram	75-46	77-17	73-78	11-87
24	Mizoram	91-58	93-72	89-40	20-87
25	Nagaland	80-11	83-29	76-89	18-88

If we analyze the above table then we find that the percentage of female literacy is very low among males and females in India.

In one particular survey, it was found that parents and teachers distort their perceptions about competencies of particular girls and boys in various fields in a gender role stereotypical fashion. That is, when parents who support traditional gender role stereotypes regarding the distribution of talents and interests between girls and boys are asked to evaluate their children's competencies in a male-typed activity such as athletics or physics is called for; They underestimate the talent of their daughters and underestimate the talent of their sons.

**For each gender in educational and vocational choices-** It is possible that by using a harsh tone to control the behavior of boys compared to girls, teachers actually promote the independent and defiant spirit that is considered 'masculine' in our culture... as well as, 'femininity' Which teacher preponderance in girls can promote narcissism and passivity resulting in lack of motivation and achievement among girls.<sup>6</sup>

This analysis highlights the lifelong barriers that teachers' "hidden curriculum" can apply to both genders

**Second Sexism in Education-** There is gender discrimination against men even in the field of education. We can call discrimination against men "second sexism". Second sexism has not seen significant support or research even among those who have studied discrimination. [13] Second sexism in education, with explicit sexual role stereotypes, causes male students to face more punishment in school than female students.<sup>8</sup>

**Grading bias against boys in schools -** Teachers' perceptions of students can affect the grades that students can achieve. And there is often discrimination against male students [citation needed] . Brophy and Good (1974) [citation needed] Reviewed studies suggest that male students in primary school will be perceived negatively by their teachers, especially female teachers, than female students. Many teachers feel more attached to girls and feel indifferent towards boys which leads to negative associations with boys. For this reason, male students are more likely to receive lower grades than female students because of teachers' grading bias. [15] A study by Yarrow, Waxier and Scott (1971) suggests that male students will receive more criticism because of their gender.

Some suggestions can be made for gender-sensitive curriculum transactions. One, children should be shown effective pictures and illustrations that a woman is not just a mother, but she can be a teacher, a doctor, a professor, an engineer, etc. This should be included in the textbook and reading material. Two, the portrayal of men and women in shared roles. Third, the talent of women can be displayed. Fourth, adverse references in textbooks can be countered if attention is given to them. Textbooks are to be made free from gender bias and gender stereotypes. A gender sensitive life skills approach to curriculum transaction encompasses all the skills required for today's functioning and includes areas such as family life education, legal literacy and life-saving skills, etc. Make sure the educational material is free from gender stereotypes.

The challenge requirements of occupations typically associated with a particular gender, for example include a female construction worker or soldier and a male secretary or nurse. Avoid the word 'boys', which can make girl



students feel excluded, use gender-neutral pronouns like 'everyone'.

Not to mention stereotypes like 'boys don't cry' or 'girls don't fight' that limit understanding of gender roles.

Address phrases such as 'you play like a girl' or 'man up' and point out the gender implications of these statements and help find alternative phrases. Avoid separating boys and girls in separate lines, separating sports activities, and mixing classroom seating. Make sure any educational material used shows gender in equal measure.

Get the boys and girls together to work on the project. Explore gender concepts and roles from different communities. Help students identify examples of gender bias through awareness activities or historical events, laws, and cultural changes.

**Conclusion-** In this way, we can say that if gender inequality is to be removed in the field of education, then concerted efforts will have to be made to bring the gender standing at the bottom of education to the same educational level, the position of women in the family will have to be strengthened and progress will be made. They have to be given the freedom to study according to their wish and choose the desired subjects, then only gender equality can be established in the level of education. It is beyond doubt that gender discrimination has existed for a long time. Education sector can definitely play an important role in removing this gender inequality. It is very important to create awareness among people about the benefits of gender equality. It is important to know that the inclusion of the concept of gender equality in the curriculum and making laws to remove gender inequality has a significant impact on the need to achieve the constitutional goal of establishing an egalitarian society. Ultimately, it is a change in the social mindset and participation of all sections of the society is necessary to achieve the goal.

#### REFERENCES

1. Padmavati, K. (2016). Empowerment of Women. New Delhi : Serials Publication
2. Ranjan, A. (2016). MGNREGA and Women Empowerment. New Delhi : Ocean Books (P) Ltd.
3. Gupta, S & Gupta, A. (2016). Problems of modern Indian Education. Allahabad : Sharda Pustak bhavan
4. Mishra, S & Puri. V. (2018-19) Indian Economy. Mumbai : Himalaya Publishing House
5. Economic Review, Ministry of Finance, Government of India
6. International Journal of Creative Research Thoughts (IJCRT), 2019 IJCRT | Volume 7, Issue 1 January 2019 | ISSN: 2320-2882.
7. NCTE (2003). Discrimination on the basis of gender, race, religion and disability: National Council for Teacher Education.
8. Jacquelynne S.Eccles, Understanding Women's Educational and Occupational Choice, Psychology of Women's Quarterly, 18(1994),585.
9. Sarah Winslow (2010). Gender equality and time allocation among academic faculty, gender and society.
10. Dr. Rajendra Kumar Hittanagi, Assistant Professor, Government Law College, Hassan, Karnataka, rajesh.hittanagi@gmail.com.

\*\*\*\*\*