

CHAPTER – I

INTRODUCTION

CHAPTER - I

INTRODUCTION

1.0.0 Introduction

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Increasing attention has been given to the importance of achieving gender equality in education. To date, however, most efforts have focused on addressing gender parity - an equal number or proportion of girls and boys accessing educational opportunities. Although simple gender parity may be easier to measure, gender equality encompasses a wider concept, of which gender parity is only a part. Gender equality moves beyond access and requires that girls and boys also experience the same levels of quality and outcomes of education. One of the key impediments to achieving gender equality in education is that it cannot be addressed in a vacuum; rather, educational institutions are products of the inequalities that exist in larger society. Educational institutions are shaped by the societal forces that perpetuate gender-based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. Behaviours and beliefs formed in schools and educational institutions can have a lasting impact on gender relations in society. Education systems are both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world.

Gender inequality refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles. Gender systems are often dichotomous and hierarchical, gender binary systems may reflect the inequalities that manifest in numerous dimensions of daily life. Discrimination based on gender is a common civil rights violation that takes many forms including sexual harassment, pregnancy – discrimination, unequal pay for women who do the same jobs as men and discrimination in employment and education. To overcome gender inequality we need to have gender sensitive society.

1.2.0 SEX

Sex refers to the biologically determined characteristics of men and women in terms of reproductive organs and functions based on chromosomal complement and physiology. Sex is globally understood as the classification of living things as male or female.

1.2.1 What is Gender?

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

Gender refers to the social construction of women and men, of femininity and masculinity, which varies in time and place, and between cultures. The notion of gender appeared in the seventies and was put forward by feminist theorists who challenged the secondary position of women in society. It departs from the notion of sex to signal that biology or anatomy is not a destiny. It is important to distinguish clearly between gender and sex. These terms are often used interchangeably while they are conceptually distinctive.

1.2.2 Gender Equality

Gender equality refers to the situation where individuals of both sexes are free to develop their personal abilities and make choices without the limitations imposed by strict gender roles, and the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally.

1.2.3 Equal opportunities for women and men

The term 'equal opportunities' indicates the absence of barriers to economic, political and social participation on the grounds of sex. Such barriers are often indirect, difficult to discern, and caused by structural phenomena and social representations that have proved particularly resistant to change. Equal opportunities, which is founded on the rationale that a whole range of actions are necessary to redress deep-seated sex and gender-based inequalities, should be distinguished from equal treatment, which merely implies avoiding direct discrimination.

1.2.4 Gender-sensitive research

Gender-sensitive research consistently considers gender throughout the research cycle.

1.2.5 Gender-blind research

Gender-blind research does not take gender into account, being based on the often incorrect assumption that possible differences between men and women are not relevant to the research at hand.

1.2.6 Gender Bias in Research

Gender bias in research is the often unintentional and implicit differentiation between men and women by placing one gender in a hierarchical position relative to the other in a certain context, as a result of stereotypical images of masculinity and femininity. It influences both the participation of men and women in research (hence the underrepresentation of women) and the validity of research. An example is research that focuses on the experiences and perspectives of either men or women while presenting the results as universally valid.

1.2.7 What is Sensitivity?

In biology, sensitivity is a measure for how strong a stimulus has to be, before a system reacts to it; the smaller a stimulus is sufficient to elicit a reaction, the more sensitive a system is.

1.2.8 Understanding Gender

One is not born a woman but becomes one'. This is how Simon de' Beauvoir makes the basic distinction between sex and gender. By the means of socialization, biological differences are translated into socially institutionalized roles and positions. Gender refers to socio-cultural definitions of man and woman, the way society distinguish between them and assign different roles to them. Society converts a biological male into the man and a biological female into the woman by prescribing masculine and feminine qualities to them respectively. Gender is both a part of the world we live in, as well as a way of understanding that world and the relationships it contains (Geetha V, 2006). Gender is the range of social and relational characteristics that mark over bodies as belonging to one of several social categories. The most important categories are boy/girl and man/woman, but they are not only the possible ones. There are also individuals who are identified as transgender, two- spirit and gender queer. Gender is different from but is related and informed by the sex. Gender is a complex set of situated relationships that describe how we identify ourselves and how others choose to interact with us in the world.

1.2.9 What is Gender Sensitivity?

Gender awareness is more analytical and critical since it clarifies issues about gender disparities and gender issues. It pertains to one's effort to show how gender shapes the role of women and men in society including their role in development and how it affects relations between them. Our education system needs to be gender sensitive and gender friendly. One of the best possible strategies to minimise gender discrimination in society is to promote gender awareness at all levels of society.

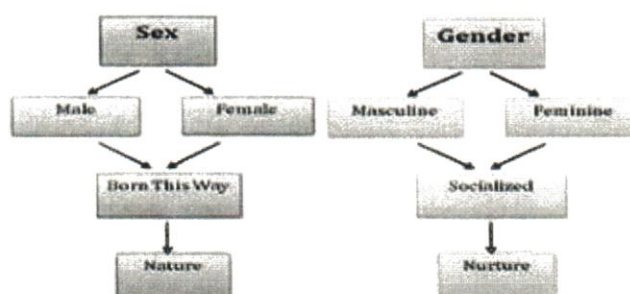
1.2.10 Gender Issues in Homes

We can promote gender awareness in parents by

- School-parent partnership needs to be strengthened to identify gender issues in homes
- Promoting girl education in rural areas
- NGOs awareness training and counseling

Parents should be advised to treat both their sons and daughters as equals. Instead of telling their daughters to behave properly, mothers should teach their sons to respect all women as equal. It is important that children should grow up seeing women in their homes being respected by the men in the family. All household females should stop telling the young girls of their families that they need to learn how to cook, serve the husband and in-laws, and always adjust. And whatever else says to make a growing girl feel like she has less access to choice of freedom than her male counterpart

1.2.11 Gender Sensitivity in Schools



Schools can play an important role in inculcating gender sensitivity in etiquettes and manners of students. It is necessary to create a gender responsive school in which the academic, social and physical environment and its surrounding community take into account the specific needs of girls and boys. A detailed action plan with a definite road map is required in the school curriculum to achieve gender equality.

1.2.12 Gender Sensitivity among Teachers

Teachers are the representatives of both their content areas and their schools. How teachers present themselves makes an impression on administrators, colleagues, parents, and especially to the students. Often a student links the preference for a particular subject to a teacher and the way the subject was taught. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students. In addition, how the teacher relates to the pupils has an impact on the students' experience in the class. These includes the management of the classroom in a manner that meets the individual needs of each student and how the teachers itself interact and treat each students fairly regarding with sex. Moreover, the common response from teachers when asked about gender inequity in classrooms is that they treat all their students the same. There are two problems with this statement. First, students are diverse and have different learning issues, thus treating all students in the same way means that some students will have a better learning experience than their peers. Second, teachers may be ignoring their unconscious gender sensitivity towards their students, their schools and themselves. If ignored, these gender sensitive, which may have developed from cultural norms, may lead to gender inequity in the classroom.

Teachers play a very important role in the early upbringing of a child. Their idea and beliefs can change the thought processes of young children. Children in the formative years easily nurture values and virtues taught to them. Gender sensitivity training should be mandatory for teachers. The training will enable them to disseminate the desirable attitude based on mutual respect and trust between girls and boys.

We all know that the teachers sometimes “inadvertently” make disparaging remarks about capabilities or characteristics of either gender, so we need to cope with knowledge, attitude, skills and methodologies that promote gender equality.

With growing concern over the lack of gender sensitization among youth, the Central Board of Secondary Education (CBSE) has developed “a kit on gender sensitivity” for teachers to enable them to ensure unbiased participation of both boys and girls in the learning process

1.2.13 Gender Sensitive Classrooms

Classrooms need to be gender sensitive. We have to take care of few do's and don'ts for making classroom interaction gender sensitive.

- Encourage both males and females to be class leaders (perhaps one of each sex). Appoint two monitors in each classroom, a boy and a girl
- Address and call on girls and boys equally. Do not segregate boys and girls in the classroom in primary classes
- Make mixed groups for group activities and games
- Try to 'switch role' for breaking down gender barriers and stereotyping of gender roles
- Make both boys and girls share activities like cleaning, moving furniture, to the chalkboard during a lesson.

Plan and conduct activities that give opportunity to all children accepting one another as equals.

1.2.14 Gender Sensitivity in Curriculum and Text

Academic contents with lessons on gender sensitivity and moral traditions will unconsciously mould the character of the tender mind. It is time to transform all text reading materials and books which should be free of notion of gender equality as bias is embedded in textbooks and lessons. In this connection, our government has started taking initiatives regarding gender concerns have been included in the curriculum and in the textbooks drawn up by the National

Council of Educational Research and Training (NCERT). (Views expressed by author are personal)

1.2.15 Textbooks and Gender

In the Indian context textbooks are one of the important repositories of knowledge. They promote creativity imagination and critical thinking among children. It is an important teaching and learning material that teachers and students rely upon across the country. Textbooks define boundaries of disciplines at different stages of education. They link children with their lived realities and weave national and human concerns. Implicit and explicit knowledge woven in textual materials pertains to the domain of social science, science, mathematics, languages and other emerging and applied fields. The content of each disciplines are determined by experts, who de-limit it as per age, ability and level of understanding of children. In addition, books are part of the social milieu and they attempt to mirror social realities. Therefore, some very crucial questions that arise in minds of all stakeholders are:

Do textbooks reflect social realities?

- How do they address issues and concerns of different segments of society?
- How are gender relations portrayed in the content, visuals and exercises?
- Are human values woven in textbooks?
- Do textbooks depict sensitivity towards the habitat?
- Do they inculcate reading habits among children?

In contemporary times globalization has led to expansion in information technology. Children can now have access to different disciplines through the usage of internet, by browsing ebooks and accessing different websites. However in small town and in the rural areas printed textual materials continues to be an important aid underlying the contours of disciplinary knowledge.

Since textual materials are one of the pivotal sources of knowledge it is important that they include issues of equity and equality, as children both boys and girls from all segments of society access them. Therefore, portrayal of gender relations and their contributions are important in the thematic and content selection pertaining to all disciplines and in the illustration and visual depiction. Textual materials world over and in the Indian context have been analyzed from different perspectives.

Good practices in gender sensitive research are any experience or initiative, method or technique that represent, within their environment and discipline, a progress or innovation in mainstreaming gender perspective, women perspective or feminist perspective in research, demonstrating some success and impact that could help others universities or research centres to create gender sensitive research. Included in the definition are three types of initiative or actions that should be considered good practices in gender sensitive research.

- 1) Gender Perspective in Research Contents, in research projects, patents, agreements or product's design, in any of the aspects defined in this document as a Gender Sensitive Research.
- 2) Activities and initiatives of training, counseling, awareness-raising, funding, and scientific transfer or dissemination (networks, publication, dissemination texts or webs) that contribute to strengthening the gender sensitive research.

1.3.0 BACKGROUND OF THE STUDY

Since the 1960 several initiatives and measures have been taken at global regional and national level to address gender equality and to build societies where women are both contributors to and beneficiaries of the development process. Countries took policy measures embarked on assessments of their contexts formulated strategies and signed and ratified various international and regional instruments designed to promote gender equality . more recentaly in 2011,at the 36th session of the general conference an overwhelming number of UNESCO member states- both from development and developing countries – underlined teacher as the key area of focus in addressing education quality and the equitable provision of education foe all in spite of these effort, gender equality issues , such as unequal access to resources benefits of education health services land and gender-based violence especially in developing countries one important steps towards achieving gender equality is to mainstream gender in the education adopt responsive policies and plans training this requires that educational environments provide gender-responsive budgeting in their curriculum and pedagogical approaches.

In 1990 in Jometien Thailand the conference on education adopted the world Declaration on education for All .This world conference on Education adopted the six education for All(EFA) GOALS with Goals (MDGS) IN 2000 in UNESCO’S Medium –Term strategy including for 2014-2021 gender equality has been identified as one of the global priorities. In line with this strategy UNECON has been identified as one of the global priorities in line with this strategy UNESCO has been steps to promote gender equality in teaching and learning though its education programme Study carried out by UNESCO and the commonwealth secretariat (2011) on the feminization of the teaching profession identified several challenges culture .It is crucial gender equality in education .teacher Education Institution (TEIs) must be viewed through the

lens of performance indicators in which gender is not an ‘add-on’ but an integral part of their mission

In accordance with traditional social perceptions of gender, media coverage on war tends to construct men as active participants in wars and conflicts (fighters, aggressors, offenders, active defenders, warrantors of security); men (in particular the military) are also even considered as promoters of war (Fröhlich, 2010). In contrast, women are perceived (not only by the media) as a “pacifying influence” (Sjoberg et al., 2007, p. 2) – as if they naturally oppose war, are peace-loving and resistant to violence, suffer from violence, need protection, etc. This notion is criticised, particularly in feminist security studies, as being a masculine, authoritarian idea, since the appeal for protection and/or shelter (of women and children) often serves as a political and/or humanitarian justification for military intervention and war (cf. Tickner, 1992, 2001). The one-sided and stereotypical thematisation and representation of women and men in the coverage of wars and conflicts is substantiated in several theoretical works and supported purely by narrative single-case analysis (for a synopsis, see Fröhlich, 2015). However, to date, nothing is available on gender bias in the material/messages of the political actors, military public relations, intelligence and other sources of media/journalists reporting on wars and conflicts. Furthermore, we know little about gender bias in the lay public discourse on war and conflict. In general, most of the numerous empirical studies on the media coverage of wars and violent conflicts do not provide empirical gender-sensitive data. However, there is a vast body of gender-sensitive theoretical work from disciplines such as political science and sociology, among others. The overwhelming majority of these theoretical works originate in the context of political science security studies, within which feminist security studies constitute a special area.

In her classic late 1980s work *Bananas, beaches and bases*, Enloe (1989) states that "... the conduct of international politics has depended on men's control of women's lives" (Enloe, 1994). This context might cause a scenario of mass media's gender bias in war coverage. Several empirical studies – mainly qualitative – studies found evidence that media coverage of wars and conflicts assigns to women the subordinate role of the peaceful, passive victim, the vulnerable and powerless dependent and survivor, and the sexual object – all in need of security, protection and relief (cf. Cloud, 1994, 2004; Del Zotto, 2002; Elsthain, 1987; Elsthain, 1982; Enloe, 1994; Fröhlich, 2013; Rabinovitz 1994; Stables, 2003; Wiegman 1994). Lemish et al. (2000) are convinced that, in doing so, the media simply "reinforce and reproduce the existing social order" between men and women (p. 150). This also applies to female soldiers. If they are taken as prisoners of war, they transform from acting subjects into passive, protection-seeking objects as was made most clear in the prominent case of Jessica Lynch, who was imprisoned and liberated in 2003 during the war in Iraq (Froula, 2006; Kumar, 2004) as well as in other similar but less well-known cases (see also Nantais et al., 1999). Other researchers strongly question the myth of the peaceful and innocent female victim (Zur & Morrison, 1989; Sylvester, 1987, 2010; Sjoberg et al., 2007). These authors advocate a model of security policy that recognises the violence of women as well as the gendered nature of violence (and security) in general.

Despite there being very little empirical evidence, some authors (feminist researchers in particular) conclude that the media are largely used to promote wars and to obtain public support for military interventions, in particular, by conveying stereotypical pleas for military intervention to protect and/or free innocent women and children and to re-establish security (e.g. Cloud, 2004; Klaus & Kassel, 2005; Orford, 1999; Stabile & Kumar, 2005). For instance, Young (2003, p. 2) argues "that an exposition of the gendered logic of the masculine role of protector in relation to women and children illuminates the

meaning and effective appeal of a security state that wages war abroad and expects obedience and loyalty at home". Brownmiller (1994, p. 38) argues that the transformation of women's bodies by national actors into a symbolic battlefield of virtual conflicts is a crucial prerequisite for such a process.

According to Lerner (1986) women's status is not merely limited to income but by socially determined norms over which she has little control. These 'social norms' which support inequality between men and women is one of the major causes of the backwards status of women socially, economically educationally, politically and health wise institutions like religion, family, school, media, marriage etc. Work to propagate and conform these pre-determined gender ideas and stereotype values in the upcoming generations (Mathu, 2008).

However, other authors argue that, especially during armed conflicts or other violent crises and conflicts, female actors leave the public (media) stage – a place where they are under- represented even under normal circumstances. They are “pushed to the margin and perceived as peripheral to the events” (Kumar, 2004; Lahav, 2010, p. 263) (Lachover, 2009; Turpin & Lorentzen, 1998). Although there are few quantitative studies with a broad scope on this question, the few that do exist (Fröhlich, 2010, 2013; Harp et al., 2011) all come to the same conclusion. In the most recent of these studies, Harp et al. (2011, p. 211) summarise as follows: “the exclusion of women's experiences is the norm instead of the exception”.

The few cases where women are significant actors in war and conflict coverage are cases that represent deviance from the usual gender-stereotypical expectations. One example being female suicide bombers; another is the relatively prominent case of the former U.S. Army reserve soldier Lynndie England and the abuses against male Iraqi prisoners at Abu Ghraib prison.

1.4.0 NEED AND JUSTIFICATION OF THE STUDY

Gender concerns in education have also been reflected in curriculum frameworks developed by apex national organization like National Council of Educational Research and Training (NCERT). In this regard curriculum frameworks of 1975, 1988, 2000 and 2005 have made specific efforts to focus attention on gender disparities in education. The journey has been from concern to substantial inclusion. While a lot of efforts have been made on integrating gender concerns in education; globalization, liberalization and expansion in information technology have once again made it mandatory for revisiting gender concerns in education in a proactive manner as an important developmental agenda. There is now an emerging need to reflect and focus in a proactive manner on transforming attitudes, beliefs and behavioral patterns that impact gender relation in family, community, school and work place and so on. Gender debates and discourses have to be operationalised within the overarching concern for democratizing education. In this context, constitutional commitments, policy initiatives, schemes and programmes have been conceptualized by Centre and State Governments at different points of time to address gender barriers in education. The recent promising initiative is the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) that attempts to universalize education at the secondary level. This programme began in 2009. RMSA focuses on secondary education. This stage of education encompasses critical mass of children between the age group of 14-18 years. This stage of education serves as a bridge between elementary and higher education. It is the twilight years of adolescence. In India, adolescence constitute about one fifth of the population. This large and increasing share of adolescent and youth in India need to be provided with quality education that promotes empowerment, skills and employability. To address this concern, RMSA programmes envisages an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage. The other objectives include improving quality of education imparted at secondary level through making all secondary school conform to prescribed

norms, remove gender, socio-economic and disability barriers. Important equity interventions provided in the scheme are special focus on micro planning, preference to areas with concentration of SC/ ST/ Minority for opening of schools, special enrolment drive for weaker section, more female teachers in schools and separate toilet blocks for girls. Therefore, it is necessary to conduct the study on the gender sensitiveness of the teachers of the secondary schools.

1.4.1 Studying Gender Informs Citizens

Gender studies scholarship encourages attention to social, political, and economic interests and outcomes. Changing demographics require professionals in all fields to understand the motivations of workers and the dimensions of corporate and social organizations—insights developed from studying social sciences. All professional fields require the ability to communicate clearly and persuasively both orally and in writing; students develop these skills in writing, communications, and literature courses. All citizens should be able to understand the effect of social contexts and historical influences on contemporary issues and be able to think critically about policy arguments.

1.4.2 Gender Studies Courses and Initiatives Promote Understanding of Personal and Social Values and Intellectual Merit

In addition to enhancing participation in civic debates and success in future careers, gender studies courses and workshops help students as they engage in daily human interactions. Students in my classes report that the readings we discuss help them understand how small decisions (which person drives and what he or she drives, who decides where and what to eat or who should prepare it, how one dresses or styles one's hair) are related to culturally constructed expectations. They also develop insights into social organizations and actors that can be usefully applied in a variety of situations. Although relatively few students at Georgia Tech minor or major in gender studies, hundreds of students enroll in gender studies courses because they value

learning about how organizational environments incorporate or exclude individuals on the basis of gender, how stereotypes function in elite and popular cultural forms, and how and why the political clout of women and men has varied at different times in history and in different cultures. Gender studies analysis reinforces knowledge and skills that students develop in other disciplines, including STEM fields.

In the Ivan Allen College of Liberal Arts at Georgia Tech, gender studies courses teach students to analyze how gender, race, ethnicity, class, age, and sexual orientation affect participation in society. Gender studies courses can be helpful in addressing a wide range of civic issues, such as the effect of voting schedules and polling locations on voter turnout, the capacities and rights of female soldiers to serve in combat roles, the design of technologies (such as airbags) to suit

1.4.3 Initiatives related to Gender Studies in Building Institutional Capacity

Students, faculty, and staff at Georgia Tech now participate in a range of initiatives initially developed by women's studies scholars and other advocates for equity. In 1995, together with three colleagues in the Ivan Allen College of Liberal Arts, I developed a minor in women, science, and technology, the first curriculum of its kind in the country and the first joint minor approved by the university. In 1998, I worked with Mary Frank Fox, a distinguished sociologist of science, to create the Center for the Study of Women, Science, and Technology (WST), which connects approximately thirty Georgia Tech faculty members with research interests in gender, science, and technology. The WST center sponsors research panels, lectures by outside speakers, and leadership workshops. It also holds discussions designed to increase the numbers of women and historically underrepresented minority students and faculty members at the university and to make the campus more welcoming for people in these groups. The WST center directed the first campus funding for undergraduates doing research with affiliated faculty members.

1.4.4 Gender Studies Initiatives Provide Resources for Women in the STEM Pipeline and its Impact

Since 1999, WST has offered an annual lecture on women, science, and technology delivered by a person distinguished in research, practice, or policy. The lecture attracts a diverse audience at Georgia Tech and draws attention to the need for continuing efforts to increase the proportions of women and historically underrepresented minorities in STEM fields. In 2000, in coordination with staff in Georgia Tech's student housing office and the Women's Resource Center, the WST center founded the first living-learning community on campus, the Women, Science, and Technology Learning Community. It annually houses forty-eight female students living in two connected residence halls. These young women (and any other interested Georgia Tech students and faculty members) participate in dinners, lunches, receptions, and research panels designed to enhance career success and to improve campus experiences. Graduate student partners assist codirectors and other faculty members in guiding undergraduates. Residents can opt to take a course held in the complex, meet with faculty mentors for informal advising and conversation, engage in paid or for-credit research in their disciplines or related to WST initiatives, and contribute to the WST service project, the Girls Excelling in Math and Science club at a local middle school. WST also helps to support attendance by residents at professional meetings, promoting networking for jobs and further study in STEM fields.

Gender studies scholars and advocates promote leadership and mentoring to benefit the campus community. The WST learning community welcomes all interested students, faculty, and staff to events and supports informal faculty-student interaction, formal mentoring, leadership development, and networking. Under my direction, during the last fourteen years the WST learning community has connected approximately five hundred Georgia Tech students across majors with an array of faculty and staff members, administrators, alumni, and employers in strategic discussions about career success. Other campus events sponsored or cosponsored by WST include a

campus reception to welcome new women faculty, lunch discussions about research productivity, and workshops fostering collaboration. These events and resulting partnerships have helped to warm what many formerly regarded as a chilly climate for women at the university. Approximately 115 staff and faculty members, men and women alike, have volunteered as WST mentors or spoken at dinners, panels, and lunches. Graduates of the WST learning community and other Georgia Tech alumni who participated in WST research projects and programs now include writers, doctors, lawyers, faculty members, teachers, engineers, computer scientists, business executives, and members of other professions who are applying their knowledge of gender studies to their lives and careers.

Gender studies research identifies institutional problems involving equity and recommends solutions. Building on WST innovations, Georgia Tech has developed a number of institutional initiatives to improve equity. From 2001 to 2007 the three WST center codirectors collaborated with others across campus on the Georgia Tech–National Science Foundation (NSF) ADVANCE program to support women faculty; this project was among the first ADVANCE programs funded by NSF and the first to institutionalize its activities (in spring 2007). WST codirector Campus events sponsored or cosponsored by WST and resulting partnerships have helped to warm what many formerly regarded as a chilly climate for women at the university. Mary Frank Fox wrote the grant proposal and served as a principal investigator, research director, and key organizer of activities for women faculty in her college. WST codirector and polymer engineering professor Mary Lynn Realff also served as a principal investigator and was the program director, while as a WST codirector I collaborated on research and the grant project to study bias in evaluation and to make recommendations to eliminate it. From 2005 to 2007, I also served as program director of the Georgia Tech ADVANCE program and was charged with institutionalizing its activities. Other administrators and faculty members also collaborated on the project. Mary Frank Fox's research and the deliberations of an institutional faculty

committee reporting to the grant's principal investigator (our then provost Jean-Lou Chameau) provided the basis for the main product of the Georgia Tech ADVANCE program: the ADEPT (Awareness of Decisions in Evaluating Promotion and Tenure) instrument. Working with digital media graduate students, I coordinated the development of this tool, which includes case studies, a bibliography, and computer games to inform candidates for promotion and tenure about bias and to reduce such bias in faculty evaluation committees.

ADVANCE still serves as a resource for faculty and administrators working to improve equity in the university; like the WST center, it is now overseen by the vice president for institute diversity, a position created in 2010.

Collaborations among diversity and inclusion programs enable campus gender studies initiatives to complement and to reinforce one another. To maximize effectiveness and leverage resources, the WST center has collaborated with Georgia Tech's academic colleges as well as with units sponsoring diversity and inclusion efforts on campus, including OMED educational services (formerly the Office of Minority Education), Hispanic initiatives, and diversity programs in student services. Other campus programs—the Women in Engineering Program, the Women's Resource Center, the Center for the Enhancement of Teaching and Learning, and the Center for Education in Science, Math, and Computing—predate WST and work on complementary initiatives to improve equity. Faculty and staff members have strategically developed these initiatives to meet identified needs of the institution. WST initiatives concentrate on enhancing faculty-student interaction around research and career planning.

External initiatives sponsored by gender studies programs help institutions retain and advance women in the STEM pipeline and improve institutional reputation. The Women's International Research (WIRES) Network, a WST initiative designed to support collaborations in engineering, demonstrates how the synergy between external initiatives and WST efforts on campus has

promoted equity for women in STEM fields within and beyond Georgia Tech. WIRES participants from the United States and abroad discuss international networking among women in engineering. Online conferences and two international meetings have already been held, and a third is planned. The first two summits led to partnerships that generated forty-two international research proposals, of which ten were funded; the summits also led to fifty-six shared visits between collaborators. Sixty-seven percent of summit participants report increased international collaboration, which has become a requirement for advancement as university faculty.

Gender studies scholars and advocates create and sustain successful programs that enhance the institution. Over the past two decades, the institutional environment at Georgia Tech has improved partly as a result of WST innovations that have served as models. For example, an undergraduate research opportunity program is now open to all students and supported by the president's office. Eight other learning communities directed by faculty members recruit students each year, enhancing faculty-student interaction in ways that WST has modeled. Last year the housing office began inviting faculty members to informal dinners with students in residence halls, a concept pioneered by WST. Such initiatives extend the goals of WST and benefit the entire campus community.

For me, the most salient outcome of WST initiatives has been the improved prospects for students during their time at Georgia Tech and in their careers. Students who work on research and community projects with WST faculty, take gender studies classes, attend leadership workshops, or live in the WST learning community report increased satisfaction with their campus experience. Participating in gender studies initiatives improves students' understanding of the social dimensions of gender. The gender initiatives developed by WST can serve as models for other institutions seeking to strengthen the participation of women in STEM fields.

Carol Colatrella is professor of literature and associate dean for graduate studies and faculty affairs in the Ivan Allen College of Liberal Arts and co-director of the Center for the Study of Women, Science, and Technology at the Georgia Institute of Technology. Her publications include *Toys and Tools in Pink: Cultural Narratives of Gender, Science, and Technology* and *Technology and Humanity*.

1.5.0 STATEMENT OF THE PROBLEM

The present problem was worded as follows:

“Study of Awareness of Gender Sensitiveness among the Secondary School Teachers of Bhopal”

1.6.0 OBJECTIVES OF THE STUDY

The objectives of the study were as follows:

1. To study the awareness of gender sensitiveness of female teachers of secondary school of Bhopal.
2. To study the awareness of gender sensitiveness of male teachers of secondary school of Bhopal.
3. To compare the awareness of gender sensitiveness of female and male teachers of secondary school of Bhopal.
4. To study the influence of Gender, types of school gender and their interaction on awareness of gender sensitiveness of secondary school of Bhopal.

1.7.0 HYPOTHESES

Following hypothesis were formulated for the present study

1. There is no difference in awareness of gender sensitiveness of female and male teachers of secondary of Bhopal.
2. There is no significant influence of Gender on awareness of gender sensitiveness of teachers of secondary school of Bhopal.
3. There is no significant influence of types of school on the awareness of gender sensitiveness of teachers of secondary school of Bhopal.
4. There is no significant interaction of types of school and gender on awareness of gender sensitiveness of secondary school of Bhopal.

1.8.0 Delimitations

The study will be conducted under the following constraints

1. Only the teachers of secondary of Bhopal will selected .
2. Data will be collected only on the awareness of gender sensitiveness scale.