**GENDER SENSITIZATION**

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

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

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

**Objectives:**

* Gender awareness, bringing forward the distinction between sex and gender whilst defining other gender related terminology. It reflects upon the ways in which gender and other gender related terminologies are socially constructed and the important role that education can play in sensitizing the people to change their mindset.
* In order to have a better understanding of the concepts of equality and non-discrimination, the two fundamental aspects of our constitution, there is a need to understand the basic concepts like *difference between sex and gender*, *gender roles, gender stereotypes, gender division of labour, gender discrimination, gender based violence, masculinity, patriarchy, gender equality* and so on.
* Sensitizing adolescent girls and boys towards existing gender inequalities.

**Outcomes:**

* These concepts are necessary to understand because - the gender question is not just about women and men and how they interact (the gender question, Human development report, 2000) but understanding these concepts would help in sensitizing people about *curbing the gender biases* prevailing in the society and would help in *empowering girls and women* to achieve their goals.
* By sensitizing adolescent girls and boys towards existing gender inequalities, we can make the *attitudinal changes* towards *Gender based violence*.

**Planning & Objectives:**

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| **SEX**  **vs**  **GENDER** | * To enable the students to reflect on their understanding of sex and gender * To clarify the differences between sex and gender for the students * To increase the understanding of the concept of gender * To increase the comfort level of the students with these issues |
| **SOCIAL CONSTRUCTION OF GENDER** | * To enable the students to understand the differential behavior norms ascribed to boys/men or girls/women * To identify sources that influence and reinforce these behaviors * To understand the consequences of different behavior for girl/women boys/men |
| **GENDER ROLES** | * To understand how gender roles lead to gendered division of labour * To enable participants to understand gender discrimination based on stereotyping of male and female qualities * To understand the social pressures, benefits and costs for men and women to confirm to dominant gender roles |
| **GENDER STEREOTYPES** | * To think about characteristics the students ascribe to either boys or girls. * To learn about the idea of “stereotypes” and consider whether gender stereotypes are fair or unfair. * To enable them to understand how it feels to not conform to socially defined gender• norms |
| **GENDER DIVISION OF LABOUR** | * The institutional rules, norms and practices that govern the allocation of tasks between women and men and girls and boys constitute the gender division of labour, which is seen as variable over time and space and constantly under negotiation. * The gender division of labor is a central feature of gender inequality, both in its economic aspects and in the social construction of gender identities * There are cultural variations in the gender division of labour. |
| **PATRIARCHY** | * To enable the students to understand the concept of patriarchy and what it has to do with gender equality |
| **MASCULINITY** | * To enable the student to understand the meaning of masculinity or the societal ideas of being a ‘real’ boy * To make them aware about the different ways to encourage positive behaviors in boys towards building gender-equal relation |
| **ENDING VIOLENCE AGAINST GIRLS/WOMEN: ADVANCING SAFETY AND RIGHTS** | * To enable the students to understand about ensuring the safety of all girls and women * To teach the students, especially the boys, about a Positive role that can be played by boys and men * The Protection of Children from Sexual Offences Act (POCSO Act) 2012 |
| **GENDER EQUALITY** | * To enable the students to share their perceptions of gender equality and explain how it is a condition that is beneficial to both women and men. * To make students understand that gender equality is part and parcel of delivering our commitments to equal human rights for all * To enable them to understand the role gender plays and to acquire the knowledge and skills necessary for advancing gender equality in their daily lives and work * To reiterate the distinctions between “formal” and “substantive” equality and the importance of equality of results * Sustainable Development Goals (SDGs) * PROMOTE EQUALITY OUTCOMES |