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Gender Inequity in Educational Institute

*¹Mandeep Kaur*¹Assistant Professor, Department of Education, Sri Guru Ramdass College of Education, Pandher, Amritsar, Punjab, India.

Abstract

Now a days, there are many social evil issues are occurring in our society which give harmful effects through many ways. One of major issue from them is "Gender Bias". In this article, I am going to discuss about Gender Bias in Educational Institutions. Gender bias is gender discrimination, which is the unequal treatment of a person or group of people because of gender-based prejudice. It includes belief that one gender is superior to another. Gender bias is unfair differences in the way men and women are treated. Gender bias exists in both directions. Gender bias is a serious issue in our educational institutes. Then there is a duty of whole management, faculty members to combat it through conducting several educational activities. Because, we all are living in a modernisation and globalisation era. Thus, Gender bias is really a cheap term and we all should remove it in our mind and promote gender equality in our educational institutes.

Keywords: Gender discrimination, unequal treatment, subject bias, curricular activities and gender equality

Introduction

Now a days, there are many social evil issues are occurring in our society which give harmful effects through many ways. One of major issue from them is "Gender Bias". In this article, I am going to discuss about Gender Bias in Educational Institutions.

Gender bias is gender discrimination, which is the unequal treatment of a person or group of people because of gender-based prejudice. It includes belief that one gender is superior to another. Gender bias is unfair differences in the way men and women are treated. Gender bias exists in both directions.

Gender Bias in Education

Gender discrimination in education refers to the differential treatment and opportunities provided to students based on their gender. This bias can manifest in various ways, such as gender-based stereotypes in subject choices, teacher expectations, and classroom interactions. Girls and boys may be encouraged or discouraged from pursuing certain fields or activities based on societal expectations.

Kinds of Gender Bias Curricular Activities in Educational Institutes

- 1. Project Work:** Teachers tend to more assist project work of boys than girls. Second while assigning project teacher generally keeps in mind the boy and girl learner. Girls are given home oriented project or project in which they have less move in society. Even in good/quality schools girls are not given project work equality. Parents of girls ask school to avoid to give project in which girls have to visit outside home.

- 2. Research Project:** Research involves data collection from different parts/agencies of society. When data are collected from risky places, tribal area, slum etc., the research is not given to girls. In such cases boys are preferred. Girls are given research work which involves reading work. For example searching data from internet, books etc. Even when research is given to group of boys and girls, they distribute work or duties unequally.
- 3. Subject Biases:** Teachers think that the some subjects are better for girls and other are better for boys. For example at school level maths, science and at higher level mechanical engineering, civil law, engineering, architectural, electrical are more given to boys. At school level art subjects, at higher level nursing, beautician, fashion designing etc. is for girls.
- 4. Curriculum:** Curriculum sometimes present only one side of an issue or situation related with girls/women. It distorts realities about women's world. In complex social issues aspects related to women favour are omitted. For example sane as happen with 'Sahiba'. In the tale of Mirza all blame to Sahiba as she hanged the arrows on tree. Here other perspectives of Sahiba's state of mind are missing. Think that she was also a sister, a human etc.
- 5. Textbook:** Gender audit (2014) of NCERT textbooks reveals that though they are largely gender inclusive and attempt to highlight gender concerns, "there are elements of stereotypes in some textbooks". The Gender Analysis of primary school NCERT textbooks-18 of them-shows "men mainly in a variety of professions and women as homemaker, teachers, nurses and doctors". In class 3

environmental studies textbook has women in "stereotypical role of fetching water.

6. **Guidance Bias:** Guidance is a teaching learning process. It helps in better adjustment Counsellor or teacher guides boys and girls in different way Teacher keeps in mind traditional gender roles, cultural biases while guiding. For example teacher suggests subjects differently. Sane way in vocational guidance girls are suggested for teaching nursing more. To boys engineering, defence etc.
7. **Sports:** When games in curriculum, it is curriculum activity. When teacher teaches theory of games and practice it in ground that it is curriculum activity. Teachers favour boys for sports activities in school. More aggressive activities are highly preferred for boys For example Boxing, Kabaddi, Cricket etc.
8. **Library:** Library is centre of knowledge. It helps teacher and students in covering content of curriculum. Hence it is curricular activity. Many times, library promotes gender biasness. Some library make/label different reading sections for boys and girls. Some libraries lab led as 'boy's books' and 'girl's books'. In some school libraries, boy's books are more kept. It means they prefer boys need more than girls.
9. **Dramatics in Classroom:** Classroom interactions are part of hidden curriculum. As curriculum does not suggest how to talk or interact with boys and girls. But methods of teaching and strategies also go side by side in classroom activities. And these methods are suggested by curriculum. Here it becomes curricular activities. For example, questioning, discussion or quiz may be suggested in curriculum. Fact is that, teacher asks a greater number of questions, more difficult question more wait time to boys than girls. Hence it becomes gender biasness in Curricular Activity.
10. **Laboratories:** Learners have to do practical in science labs, maths lab, language lab, computer lab etc. Generally, interaction from teacher to students is biased. Teacher believes that boys are more active and physically powerful and girls are not. That is why they assign lab work according to this belief.
11. **Assignments:** In many schools, assignments are given keeping in mind gender of students. Girls are given assignment with gender of students. Girls are given assignment with more reading writing activities. Whereas boys are less preferred for reading and writing work. Second assignments do not contain work of identifying gender stereotypes.
12. **Quiz:** Quiz is important curricular activity. Many times, teacher divide quiz in boys and girls. While conducting quiz teacher use gender biased language like 'well done boys. Teacher many times motivates teams by comparing score between boys and girls. For example, boys are excelling girls in this round.
13. **Case Studies:** While assigned case teacher may become bias. If the cases are human being teacher generally assign female cases to girls and male cases to boys.
14. **Homework:** While giving homework teacher sometimes discriminate. Teacher may give more or less work to boys than girls. Second nature of homework may vary for girls and boys. Math teacher generally give different homework to boys and girls.
15. **Questioning:** Research slows much gender biasness while asking questions by teachers. Teacher discriminate for difficulty level, wait time, eye contact, reward etc. difficult questions are asked more to boys. Girls are given

less wait time. More eye contact and reward are given to boys. Such researches are not conducted in India. Hence there is need to conduct gender biasness for questioning in Indian classroom.

16. **Discussion:** Discussion involves giving opinions, listening other's opinions giving logic facts and reaching to a consensus conclusion. Teacher may initiate, organise, motivates the process of discussion. Generally, teacher gives more time to boys for expression. Teacher motivates and gives reward differently. Teacher generally compares views between boys and girls.
17. **Academic Competition:** Competitions can be organised in maths, science, arts, social science and language. Competition may involve: Skill or Knowledge or both. For example, competition for math related problem solving. Competition may be in the form of examinations. It may be debate, puzzle, vocabulary or ICT competition. Some schools or teachers organise different skills competitions for boys and girls. Generally, girls are involved in five motor skill competitions. Boys are involved gross motor skill competition. Sometimes boys and girls are compared.
18. **Biases in Group Method:** Some methods of teaching learning require make groups. Many times, in Indian classroom in a group single gender is involved. For example, girl's group boy's group. Outside classroom or school teacher generally make boys and girls group separately. Further, teacher keep in mind gender stereotypes while giving work to groups.
19. **Evaluation:** Evaluation involves many bases of biasness. One of them is gender. Some female teachers in education colleges give more marks to boys. They thought that boys are more needy for getting jobs. Interval assessment includes biases. In schools, formative and interval assessment process involves gender biasness. Even in evaluation male and female teachers play different roles. Further, student evaluates male and female teachers differently.

How to Combat\Stop Gender Bias through Curricular Activities in Educational Institutes

1. **Gender Inclusive Curriculum:** Gender bias from curriculum should be removed. If curriculum is gender biased it will promote biasness in curriculum activities. Today NCERT, SCERT direct curriculum constructor to make gender inclusive curriculum. Some suggestions for gender-sensitive curriculum transactions may be given. Effective pictures and curriculum transactions should be shown to the children that a woman is not merely a mother, but she can be a teacher, a doctor, a professor, an engineer, etc.
2. **Teaching Tools:** Text books are prepared according to curriculum. It means gender inclusive curriculum will lead to gender unbiased text books. Text books are major tool of curricular activities. So, text books and reading materials should depict men and women in shared roles. Display the talent of women in books. There is need to counter, prejudicial references in text books, if noticed. The text books are to be made free of gender bias and sex stereotypes. Book must include biographies of women's contribution to society. Include examples of working women, caring fathers, active girls and creative boys.
3. **Equal Participation:** Curricular activities must encourage equal participation. Participation must challenge gender stereotypes. Even free participation may

lead to gender biased preferences. Boys may prefer difficult activities than girls as they observe in society.

4. **Library:** Carefully chosen books can be very helpful in challenging stereotypes. Library must include books and other learning materials which challenge gender and other stereotype. Library must not label sections as 'boy's books' or 'girls books'. Library must include journals and magazines on women education, women empowerment etc. While reading students should not segregated on the basis of gender.
5. **Laboratories:** Teacher must not discriminate in laboratory activities. Research showed gender biased curricular interaction in labs. An observation of a graduate student doing a science lesson at a university laboratory school revealed that she would almost exclusively respond to boys shouting out. Girls, on the other hand, were reminded, "Please raise your hands if you want to answer."
6. **Projects:** First of all name of project should not be gender biased. Second, projects should be given to students irrespective to their gender. Third, few social projects can be given to students which involve critical examination of gender stereotypes biases. In group project boys and girls cooperation should be encouraged.
7. **Assignments:** Assignments must check gender biasness. In assignment learners generally read text from internet or library. They should direct to identify gender biased language and quotes. Even they should encourage to quotes words showing gender equality and non-conventional gender roles. Same way pictures showing gender biased should be identified by learners. They should include/paste pictures showing gender equality and modern gender role in the assignment.
8. **Quiz:** Class quiz is important curricular activity. First teacher and quiz master must execute gender unbiased language and questions. Gender based quiz Team should be discouraged. Even while receiving right answers genders should not focused by teacher. For example teacher should avoid wording—"well done boys "or" well done girls".
9. **Case Studies:** In case study learners collect data about a case. Case may be a person, institution, NGO or a group of people.
10. **Computer Implementation of Teaching:** According to AAUW in (1999) Boys have more experience with and better attitudes toward computers than girls do. This imbalance may be prevented if teachers avoid selecting sexist software that is typically "masculine" or "combative", And if they encourage girls to learn computer skills. Teacher should not allow boys to dominate the time spent in front of the computer terminals.
11. **Research:** Research is now an important tool of learning. CBSE suggests it in CCE Manual. Teachers can combat gender biasness in school, teachers, students and parents. After such identifications teacher should guide himself and others to remove feeling of biasness for boys and girls.
12. **Parental Role:** Role of parents is important in curricular activities. Parents can be taught to avoid gender biases. For example while selecting subjects, selecting learning material and while treating with their children. Particularly parents of girls discourage them to participate in activities which demand visiting different social place. They need to encourage work without traditional stereotypes.
13. **Teacher Student Interaction:** Teacher student interaction depends on beliefs and biases of teachers. Further male and female teachers have different biases. Besides, their culture also influences interaction. Avoiding all these influences is not an easy task. But work of teacher and education is to remove these effects while interacting. Teachers can recognize their own biases. Teacher should reflect on how they treat children in light of their own beliefs and expectations for each gender. This is the first step in accepting children for who they really are. The second step is to become gender neutral by not favouring one side or the other. This can be accomplished by supporting classroom behaviour that defies gender stereotypes. Accepting and celebrating distinguishing qualities from both sides of the spectrum may encourage androgynous behaviour.
14. **Subject Selections:** There is the often repeated criticism that many girls are not encouraged to get into science, maths, vocational and non-conventional subjects and technical streams. At the school stage itself several interventions are necessary for this. So subject selection should be free from gender biases. As girls are more sufferer, that is why girls should encourage to opt non-conventional subject. For it counsellor and teacher should guide while selecting subject.
15. **Enrichment Activities:** Special enrichment activities should be given to girls. Particularly in the girls excursion societies. Padma Ramachandran (2001) in the newspaper The Hindu suggested to include Enrichment activities, such as a special hands on programme with toys in the preschool stage, visits to museums and fairs and science centres, experiments in physics with water, air and heat. Activities that promotes the competitive spirit through individual and team projects.
16. **Subject Learning:** Many teachers assume that boys are better on some subjects (Maths, science) than girls. This is gender bias in subject learning. Such biasness further promote biased learning outcome in those subjects. Same way some teachers feel that female can do better in fine art, music. Such biased feelings again promote biased learning for girls than boys. So teachers thinking should be moulded as unbiased.
17. **Questioning:** Research showed that teacher tend to wait longer for male students to respond to questions. Teacher gives male students more eye contact following questions. Teacher asks male students more questions that call for "higher order" critical thinking. Teacher less asks "lower order" questions like recounting of facts to boys. It should be avoided. Research has shown that girls often think about the answer to a question for a few moments, while boys tend to answer immediately. Wait a few seconds after asking a question to give girls an equal chance to respond. Provide adequate wait time, perhaps 3 or 5 seconds before calling on a student to answer the question. Females often wait until they have formulated an answer before they raise their hands; boys often raise their hands immediately and then formulate an answer.
18. **Discussion:** Discuss is an important curricular activity. Teacher should not allow dominating few students. Generally male dominates in the discussion. Teacher should give equal chance to all. Teacher should interfere to make a balance of boys and girls participation.

19. Academic Competitions: All academic competitions should avoid gender biasness. Further competition between boys and girls should not be organised. Such competitions may increase gender differences stereotypes and biasness. In any competition teams must include both boys and girls.

In conclusion, gender bias is a serious issue in our educational institutes. Then there is a duty of whole management, faculty members to combat it through conducting several educational activities. Because, we all are living in an modernisation and globalisation era. Thus, Gender bias is really a cheap term and we all should remove it in our mind and promote gender equality in our educational institutes.

Conclusion

This article reveals that gender bias is a serious issue in our educational institutes. The gender inequity in education is an embedded in textbooks, lessons, and language and teacher interactions with students. This type of gender bias is a part of the hidden curriculum of lessons taught implicitly to students through the everyday functioning of their classroom. This inequity can manifest in various ways, such as gender-based stereotypes in subject choices, teacher expectations, and classroom interactions. Girls and boys may be encouraged or discouraged from pursuing certain fields or activities based on societal expectations Gender inequity sets rudimentary limits on future potential and creates inequality in the classroom. Gender discrimination contributes to the abuse and damaging our society. The norms created by our society and also by educational institutes are harming everyone. Then there is a duty of whole management, faculty members to combat it through conducting several educational activities such as curricular activities must encourage equal participation and conduct gender equality based academic competitions. Because, we all are living in an modernisation and globalisation era. The role of teacher should be to guide himself and others to remove feeling of biasness for boys and girls. Thus, Gender bias is really a cheap term and we all should remove it in our mind and promote gender equality in our educational institutes

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