

“A study of Gender sensitivity in School for Co-curricular and Extracurricular activities”

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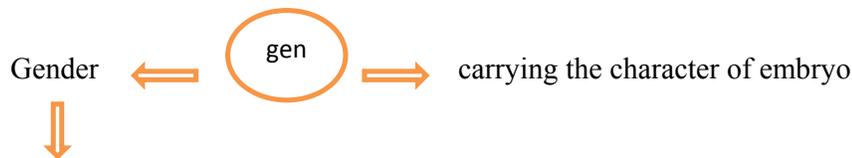
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Abstract

In this research paper, Researcher try to find out the Gender Sensitivity in school related to co-curricular and Extracurricular activity. In this paper, researcher was used checklist related to Gender Sensitivity in school, in co-curricular and Extracurricular activity, through checklist, researcher collect data from school children and then analysis them, and finding conclusion as show in paper. These paper checklists consist of ten parameters and from this ten parameter conclusion drawn out.

KEYWORDS :- Gender Sensitivity, Co-curricular activities, Extracurricular activities

Introduction:- Gender Concept :-



1. Shifting of biology domain to sociology
2. Arrange by value of living and culture,
3. Changing of views, mind set and action

Judith Lorber 1994, gender is institution created by human to organize their social life through the way of culture existed. So gender role is pattern of attitudes and behaviour as well as action expected or understood by the community for men and women.

The gender role would be change and very along with various culture, ethics?, value and social classes over the time.

Gender is a range of characteristics used to distinguish between male and female particularly in the cases of men and women masculine and feminine attributes assigned to them. Sexologist John money introduced the terminological distinction between biological sex and gender as role in 1955. Before his work, it was uncommon to use the word gender to refer to anything but grammatical categories, while the social science sometimes approach gender as a social contract and gender studies particularly do, research in the natural sciences investigates whether biological differences in male and female influence the development of gender in humans both inform debate about how for biological differences influence gender identity formation.

Gender and sex :- the concept “sex” and “Gender” may be defined as follows:

“Sex” refers to the biological characteristic that accounts for the biological difference between female and male, which will be chromosomal hormonal or morphological. They generally and universal.

“Gender” refers to the socially constructed role and responsibility of women in a given culture or location. These roles are influenced by perception and expectations arising from culture, political, environmental, economic and religious factor and individual. Gender attitudes and behaviours are learned and can be change.

Gender sensitivity :-

The concept of gender sensitivity has been developed as a way to reduce barriers to personal and economical development created by sexism. Gender sensitivity help to generate respect for the individual regardless of sex. On the contrary, education that is gender sensitive. It opens up the widest possible range of life options for both women and men.

Causes of Gender discrimination in society:-

1. Educational backwardness.
2. Caste
3. Religious beliefs
4. Culture
5. On the name of family history
6. Customs and beliefs
7. Races
8. Unemployment
9. Low income
10. Society
11. Family situation
12. Attitudes

For the study of research, The checklist for Gender sensitivity consist of gender sensitive parameters which would be followed to promote gender sensitivity in classroom transaction and extra circular activity.

Objective of the study:-

1. To study the gender sensitivity in school for co-curricular and extra curricular activities related to student.

Scope and Limitation:

1. The scope of research study is related to the secondary students
2. The scope of research study is related to secondary school in Nanded city.
3. The scope of research study is related to gender sensitivity in school, for co-curricular and extracurricular activities related to secondary student.
4. Only two secondary school in Nanded city selected for this study of the research paper.

Population of Research:-

In the present research study researcher has taken all secondary school, and all 8th standard. Out of 20 school in Nanded city.

Sample of Research:-

In the present study , researcher has been selected the purposive sampling method.

In the sample of school, out of the 30 population only two secondary school was selected for this study. From this secondary school 20 girls and 20 boy's students

Tools for research:-

The researcher was used check list for gender sensitivity in schools. In this check lists includes gender sensitivity parameters which is related to co-curricular and extracurricular activities.

Method of Analysis of Gender sensitivity:-

Related to co-curricular and extracurricular activities of secondary school students.

CHECK LIST

Co-curricular and extracurricular activities:-

Sr.No	Parameters	Yes	No
1.	Is their a fair and sensitive approach towards selection of school leader Perfect, house captains and other students designates?		
2.	Are both Genders given equal opportunities in representing the school in various programmes?		
3.	Is there any specific bias towards selections of candidates for school programme and events?		
4.	Are both Genders given equal statues and role in performance?		
5.	Are there any restrictions to either gender students in participating in field trips?		

6.	Are both genders given opportunities in program, like scouts, NCC, NSS etc?		
7.	Is there a specific practice of giving captaincy to boys and vice captaincy secondary role to girls?		
8.	Are both genders given opportunities to participate the school in sport of their choice?		
9.	Are both gender students provided adequate support, guidance and opportunities to develop bodily strength?		
10.	Are student of both the genders encouraged and provided equal opportunities to lean and practice self-defence techniques?		
	Yes = 03 Mark No = 02 Mark		

Sr.no	Parameter	Number of Students	
		Total = Boys(20) Response	Girls (20)
1.	1.	Yes = 15 No = 05	Yes = 16 No = 04
2.	2.	Yes = 16 No = 04	Yes = 14 No = 06
3.	3.	Yes = 15 No = 05	Yes = 14 No = 06
4.	4.	Yes = 15 No = 05	Yes = 12 No = 08
5.	5.	Yes = 13 No = 07	Yes = 12 No = 08
6.	6.	Yes = 14 No = 06	Yes = 15 No = 05
7.	7.	Yes = 12 No = 08	Yes = 13 No = 07

8.	8.	Yes = 15 No = 05	Yes = 12 No = 08
9.	9.	Yes = 16 No = 04	Yes = 13 No = 07
10.	10	Yes = 14 No = 06	Yes=12 No = 08

Total Student = 40

Sr. No	Parameter	Yes Response	Out of 40	No Response	Out of 40
1.	1	31	40	09	40
2.	2	30	40	10	40
3.	3	29	40	11	40
4.	4	27	40	13	40
5.	5	25	40	15	40
6.	6	29	40	11	40
7	7	25	40	15	40
8	8	27	40	13	40
9.	9	29	40	11	40
10.	10	26	40	14	40

Analysis and Interpretation of Data

Parameter 1

Response	Boy's N = 20		Girl's N = 20	
	n	%	n	%
Y	15	75	16	80%
N	05	25	04	20%

From the above analysis, there is a fair and sensitive approach towards selection of school leader.

Parameter 2 :-

Response	Boy's N = 20		Girls N = 20	
	n	%	n	%
Y	16	80	14	70
N	04	20	06	30

From the above data, there are both Gender given, equal opportunities in representing the school in various programs.

Parameter 3 :-

Response	Boy's N = 20		Girls N=20	
	n	%	n	%
Y	15	75	14	70
N	05	25	06	30

From the above data there are specific bias towards selection of candidate for school programme and events.

Parameter 4

Response	Boy's N=20		Girl's N=20	
	n	%	n	%
Yes	15	75	12	60
No	05	25	08	40

From the above data response there are both gender given equal status and role in performances.

Parameter 5

Response	Boy's N=20		Girl's N=20	
	n	%	n	%
Yes	05	25	08	40
No	15	75	12	60

From the above data analysis there are no any restrictions to either gender students in participating in field trips, excursions, and external victims.

Parameter 6

Response	Boy's N=20		Girl's N=20	
	n	%	n	%
Yes	14	70	15	75
No	06	30	05	25

From above data, there are both gender given opportunities in programmes like scouts and Guide, NCC, NSS, Road safety etc.

Parameter 7 :-

Response	Boy's N=20		Girl's N=20	
	n	%	n	%
Yes	12	60	13	65
No	08	40	07	35

From above data, no there is no specific practice of giving capacity to boys and girls.

Parameter 8 :-

Response	Boy's N=20		Girl's N=20	
	n	%	n	%
Yes	15	75	12	60
No	05	25	08	40

From above data there are both gender given opportunities to participate the school in sport of their choice.

Parameter 9 :-

Response	Boy's N=20		Girl's N=20	
	n	%	n	%
Yes	16	80	13	65
No	04	20	07	35

From above data yes there are both gender student provided adequate support guidance and develop bodily strength and endurance.

Parameter 10 :-

Response	Boy's N=20		Girl's N=20	
	n	%	n	%
Yes	14	70	15	75
No	06	30	05	25

From above data there are both student gender encouraged and provided equal opportunities to learn and practice self defence technique.

Conclusion

There is a fair and sensitive approach towards selection of school leaders/prefects, house captions and other students designates. In school, there are both genders given equal opportunities in representing the school in various programmes. There is no any specific bias towards selection of candidates for school programmes. In school both genders given equal status and role in performance in school. There are no any restriction to either gender students in participating in field trips, excursions and external visits. There are both genders given opportunities in programs like scouts and Guides, NCC, NSS, Road safety patrol etc.

There is no specific practice of giving captaincy to boys and vice captaincy secondary role to girls. There are both genders given opportunities to represent the school in sports of their choice. There are both gender students provided adequate support, guidance to develop bodies strength and endurance. Student of both the genders encouraged and provided equal opportunities to learn and practice self- defence techniques.

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