

GENDER AND SEXUALITY IN THE TEACHER TRAINING CURRICULUM

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ABSTRACT

Gender and sexuality is a little known and poorly understood area of human experience. Curricular approaches can play an important role in school health promotion. There is currently lack of rigorous evidence to demonstrate the effectiveness of sexuality education. Positive role modeling by all teachers is important in supporting students to improve the quality of their relationships and responsible decision-making with regard to sexualactivity. Teaching is strongly linked to the way in which teachers build their professional/personal identities. Expressions of gender and sexuality that go beyond this-or-that are nothing new, but they're increasingly moving from the margins to the mainstream. Some of the legal trappings that organize society around two categories of people are also starting to be challenged. Emphasis is put on personal and social development of students, cross-curricular dimensions, school ethos, school climate and partnership with families and community. The objective of this paper is to make the younger generation aware of gender roles, to promote healthy relationships to maintain social balance, to transfer the gained knowledge to the students, to understand the key concepts in gender, to understand the social construction of gender at different levels and their functioning, to understand the role of school in the society and its related issues. Research methodology is the systematic way to solve the problem. The study under taken by me includes secondary data. The methodology used in the study is analytical and descriptive. This study suggest that serious investments in teacher training and support can enhance teachers' capacity in regard to gender equality and human rights, and that these gains can carry over to their teaching practice and teaching career both within and possibly beyond the formal sexuality curriculum. In this way, the training may provide a concrete opportunity for preparing teachers for the work of 'undoing gender'.

Key Words: Sex education, Gender, Sexuality, education, curriculum

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INTRODUCTION

Aspiring school and pre-school teachers will get a lesson in gender. Gender studies has been introduced in the curriculum for Bachelors of Education (B.Ed.) and Diploma in Education (D.Ed.) that has been recently modified by the National Council for Teacher Education (NCTE). The NCTE has decided to make gender an integral part of the curriculum, among other changes. This will be done by including courses on gender in the context of school education and society in the theory courses for bachelors and diploma programmes. The need for including gender studies in teacher education programmes was felt in the wake of the rising crimes against women. Gender studies is usually a popular course among students of humanities and journalism, but was so far not part of any teacher education programmes. Academicians said that exposing aspiring teachers to the subject will help them in overcoming gender stereotypes, appreciating gender differences and teaching students to respect women. The new curriculum will also include topics on yoga, information and communication technology and inclusive education.

For several decades, the dominant approach to sexuality education emphasized individual models of decision-making, with medical information and sexual refusal scripts as keys to adopting healthy behaviors. In recent years, however, based on emerging evidence, there has been a gradual shift away from that model. Increasingly, researchers, policy-makers, civil society organizations, and international agencies have called for models of comprehensive sexuality education that go beyond individual behavior-change models to explicitly address the social context underlying sexual behavior, especially issues of gender and relationship

Programmes that explicitly address gender have been described as offering these elements: (1) provide young people with 'information about human rights, gender norms, and power in relationships (including consent and decision making, sexual coercion, intimate partner and gender-based violence, and sexual diversity)'; (2)

strengthen young people's skills, including their critical thinking; (3) empower learners beyond the curriculum, as agents in their own lives and leaders in their communities; and (4) deliver such education in 'a safe and healthy learning environment'

The momentum behind this shift towards a 'gender-focused approach is, in part, evidence of its success in improving sexual health. of programmes measuring sexual health outcomes found that those that placed gender and power issues at the heart of a curriculum were five times more successful at reducing sexually transmitted infections and unintended pregnancy than those that ignored these issues. Indeed, while gender-focused programmes were very likely to achieve their health goals, 'gender-neutral' programmes were unlikely to do so. This held true across community, clinic, and school-based programmes. These findings resonate with the evidence that gender norms profoundly influence sexual behavior and health outcomes. For example, young people who adhere to more conservative gender norms and form gender-inequitable intimate relationships are more likely than their peers to have early sex, unsafe sex, sexually transmitted infections, and unintended pregnancy. The number of school-based empowerment comprehensive sexuality programmes is limited; however, so little is yet known about whether and under what conditions the far-reaching education sector can deliver such programmes.

ADVANCING TOWARDS GENDER-EQUITABLE NORMS

The pathway by which curricula focused on gender, aim to achieve their sexual health goals is by changing learners' attitudes and behaviors regarding gender and power, i.e., creating more gender-equitable norms. Schools can effectively deliver gender-equitable programmes like the following

- Define masculinity
- Group education interventions towards gender roles behavior change
- Intervention focused on combating inequitable gender norm
- Knowledge of latest rejection of section 377 of IPC

GENDER-FOCUSED SEXUALITY EDUCATION

In many countries, the implementations of gender- and rights-based sexuality programmes have been conducted primarily by non-governmental organizations on a small scale, outside the formal educational system. Some countries have made attempts to integrate gender and rights into sexuality education programmes within formal education systems, but with mixed results at best. Gender-focused sexuality education not yet widely implemented in our schools in following ways,

- Boys and girls must feel welcome in a safe and secure learning environment.

- Governments, schools, teachers and students all have a part to play in ensuring that schools are free of violence and discrimination.
- Nondiscriminatory curricula,
- Facilitate teacher education and make sure sanitation facilities are adequate.
- Schools are responsible for addressing school-related violence and providing comprehensive health education.
- Teachers should follow professional norms regarding appropriate disciplinary practices and provide unbiased instruction.
- Students must behave in a non-violent, inclusive way.

TEACHERS' COMPETENCIES TO DELIVER GENDER-FOCUSED SEXUALITY EDUCATION

Effective teaching about topics related to sexuality, gender, and power in relationships requires facility with participatory pedagogic approaches, as well as personal comfort with the content. All of these interventions, however, focused on gender-equitable pedagogic methods. None addressed teaching of content directly related to gender and sexual health. There remains a dearth of evidence about whether it is realistic to expect teachers to deliver gender-focused sexuality education in schools, and in particular, what might be involved in preparing them to do so effectively. There is a need for,

- Strengthening teacher skill is an urgent priority
- Find that a classroom in which students can freely express themselves
- Support for gender equality than with any other attitudinal variable

DELIVERY OF THE TEACHER TRAINING AT THE STATE LEVEL

Teacher-training plan must include some content on gender and rights. We make gender and human rights cross-cutting. We must look at the gender and rights issues in all the topics taught. We must build on the content on female genital mutilation in the curriculum, to explore a wider range of harmful practices, such as payment of bride price. They must spend time reflecting on the importance of a safe learning environment, including the problem of teachers sexually harassing female students. Help teachers understand more deeply how gender norms operate – in their own lives, in the lives of their students, and in society at large. The teacher training colleges must

- Provide young people with 'information about human rights, gender norms, and power in relationships (including consent and decision making, sexual coercion, intimate partner and gender-based violence, and sexual diversity)
- Strengthen young people's skills, including their critical thinking;
- Empower learners beyond the curriculum, as agents in their own lives and leaders in their communities; and
- Deliver education in 'a safe and healthy learning environment'.

TRAINING ABOUT GENDER EQUALITY, SEXUALITY AND RIGHTS

The student must learn about the difference between sex and gender. We talk to students about roles and not feeling confined. Now we have been able to tell them that anything you are good at, you can achieve. The girls find that so interesting. They like to learn about self-esteem negotiation, assertiveness, communication. The male teacher must know the proper terms for the female anatomy. The formal curriculum must reinforce the importance of learning about one's body and sexuality. The training provided to the teachers with concrete tools to reinforce messages about body awareness and comfort beyond the formal curriculum. The teachers must concentrate on

- Knowledge of sex and gender
- Gender equality with a focus on the UN Women's Rights Convention
- Gender equality and right to health with a focus on the UN Women's Rights Convention

ADDRESSING THE CLASSROOM AND SCHOOL ENVIRONMENT

Gender equality and sexual rights, along with the subsequent experience of being a Education teacher, might be spilling over to the broader learning environment. It is observed that 'Before, only boys cleaned the blackboards, the girls swept the floors. Now, boys also sweep floors and girls also clean blackboards. The school must

- Have a classroom seating plan that supports equal participation.
- Have equal academic and behavior expectations for all students dressing students equally
- Use gender neutral language

IMPROVE THE GENDER AND SEXUAL DIVERSITY CLIMATE IN OUR COMMUNITY AND/OR SCHOOL

Parent: Call your school or school district and ask what sort of training and workshops are provided to educational staff to prepare them to address anti-gay bullying, include and support children of gay and lesbian parents, and promote diversity and acceptance of all children and families. Volunteer to be on a working group to address these issues in your community.

- Teachers or school counselor: Use the summer time to plan a curricular unit or collaborate with colleagues on a school project that will educate your students and school community on these issues.
- Student: Talk to your family or another trusted adult about what is going on at your school and what you'd like to see changed: more books about gender and sexual diversity in the school or town library.
- Administrator or member of a governing board: Initiate talks to invite an expert to offer a full or half-day training to your school or school board personnel about these issues. Include a plan to have this topic revisited in school-wide in-service days at least every two years.
- Extend our own knowledge on these issues by reading books, watching videos, or attending local workshops and events.
- Plan a curricular unit or collaborate with colleagues on a school project that will educate your students and school community on these issues.
- Teaching about gender and sexual diversity is controversial
- Sexual diversity as it may violate some students' religion or cultural beliefs.

SUGGESTIONS

There is a need to shift to gender-focused sexuality education, and recognition of the central importance of teacher competency– through training and other teacher support – in teacher attitudes and practices. Gender equality is not an explicit goal of the sexual Education programme. The curriculum addresses gender rather superficially. However, the duration and scope of training established by the government and the involvement of non-governmental organizations provided an opportunity for those non-

governmental organizations to infuse a gender and rights perspective in a meaningful way that appears to have helped transform teachers' attitudes.

The more gender-egalitarian attitudes among teachers and their new teaching methods may also have exerted a positive effect on school connectedness among girls. Teachers' reports of increases in girls' participation, attendance and their likelihood of confiding in teachers or seeking their help are particularly notable in this respect, given possible links, discussed above, between school connectedness and sexual health outcomes.

Human body is complex, where every minute thing are complex, it is difficult to understand and also we just go through the outward appearance of an individual, where we remain deaf for the internal fear, struggles, anxieties, struggles and changes of the individual. So don't be an out ward judge. But place your foot in the shoe of others and get the knowledge or experience what goes on with them, or else give a helping hand or else to hear for their plea. Whereas we are not so we become egoist, adamant, were we restrain we listen to others and play as a boss of knowing the whole world were as we are ignorant of several aspects. so

- Make every one learn about human body.
- Make students understand what is Sex and Gender.
- Be open to express about the feelings.
- Opening of counselling centres.
- Educating about the sexual behaviours.
- Human physic has to be known to everyone.
- Developing respect for each and every individual for whatever they are.
- Accept the changes on scientific facts/grounds.
- Science can also prove many facts than that is of religion.

CONCLUSION

This study suggest that serious investments in teacher training and support can enhance teachers' capacity in regard to gender equality and human rights, and that these gains can carry over to their teaching practice – both within and possibly beyond the formal sexuality curriculum. In this way, the training may provide a concrete opportunity for preparing teachers for the work of 'un-doing gender'. Notably, this study also offers evidence that such effects on teachers may be achieved even in large education systems in resource-poor, socially conservative settings. This study also contributes to discussions of the role of schools in changing gender norms and reducing related human rights abuses. A sexuality education curriculum may be an opportune strategy for reaching

young people with messages about the right to stay in school and the right to live free of abuse. Finally, I suggest a need for research about additional potential outcomes of comprehensive sexuality education. Strengthening curricula and teaching alone is not enough, of course. Important steps need to be made across and beyond schools, especially beyond the primary grades.

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