Swivel Of Gender Sensitive Assortment: An Educational Model To Analyse Gender Sensitisation

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Abstract

Gender sensitisation through education can be a powerful tool to modify the perception of the individuals towards the genders. This research papers extracts a compendious list of gender sensitive factors that is subsequently use to develop a pragmatic model termed as 'Swivel of Gender Sensitive Assortment'. This framework was developed using four different aspects of gender sensitisation, extracted after conducting an intensive literature review. These gender sensitive aspects are the core of the model along with nine factors forming the outside disc-shape. This model will assist the school organisation, training consultant and researchers to identify the loopholes in the school system. It will also help them to tailor the gender sensitive training programs after conducting the training need analysis as per the needs and requirement of the individuals. 'Swivel of Gender Sensitive Assortment' will help to identify the areas that affect gender sensitivity in schools.

Keywords: Education, Gender Inequality, Gender Sensitisation, Training Need Analysis, Swivel of Gender Sensitive Assortment

1.Introduction

The Indian education sector has an epidemic wings, which is poised to witness a tremendous growth in the coming years. The country has more than 1.4 million schools and 850 universities and is dilating rapidly with the rising demand of quality education(R. Kumar, 2013). Due to the robust demand, education sector is revampring to fulfil the gap between expectations and perception. Over last few decades, there is a remarkable transformation in Indian Education Sector (Kute, 2016). Education has wide spread its wings and students have access to low cost and high quality learning at all the levels. It has expanded largely with an aim to enhance the learning outcome of the individuals(Ara & Malik, 2012).

Education sector needs further reformaction and should focus on student's centric learning (Zhang, 2003). The vision of Indian education sector is to transform the country into a knowledge coin. For this, government of India is taking many initiatives to raise the current gross enrolment of students to 30 percent by 2020. This will further boost the Indian education sector to a greater extent(Council, 2019).

Education is a wide connotation, perhaps it cannot be amenable to a single definition. It is a process of imparting or acquiring knowledge to burgeon the power of reasoning, judgement and also prepares oneself to lead a quality and well mature life(Chapman, 2017).

To lead a quality life it is essential that the individuals of the society should have an equal and a positive mind-set towards life. However, the individuals of the society are facing a major challenges of gender discrimination, dowry, son preference and sexual harassment (Ghatvisave, 2016).These type of discrimination and harassment are going on since ages. A lot of time has been wasted due to these defunct deeds. One of the major summons for the society and educational system is to address the issues of gender inequality (Chaven, 2016). To rescript the existing gap among the genders, it is essential to implement awareness programs to modify the perception of the individuals towards the genders(Malik, 2012).

Gender sensitisation is a powerful weapon that unfurl awareness about gender equality. The process of gender sensitisation succour the man to rationalise their behaviour towards woman by shedding their ego and realising the venerability towards the women (Deshmukh, 2016). It does not mean denting the men forwards women, rather it is indispensable to realise the worth of all the genders. Transformation and empowerment are the key movers and shakers through which the gender equality in the society can be achieved (Barodia, 2015).The march towards gender inequality has to move on forward to create a greater impact.

Education can be a platform through which the society can be modified by concocting the awareness and by modifying the mind-set of the individual towards the genders (Sebastian, 2016). Efforts should be made to forge a commendatory environment by nurturing and flourishing the talent and freedom of all the genders. The concern towards gender equality is the need of an hour (Deore, 2016). The most effective and non-confrontationist approach through which the society can be transformed is gender sensitisation (Baviskar, 2016). This sector can play a crucial role in promoting gender sensitivity. This would aid in building a positive gender based ideology in the minds of the young learners. The education sector itself is affected by gender insensitivity(Aurange, 2016). The gender insensitivity is due to various reason such as;girl's enrolment is dwindling due to the lack of proper infrastructure in the schools. Adequate sanitation and hygienic facilities should be provided in the school for all the genders (Anita, Nargis, & Yasmin, 2010). Teachers are the education providers. A healthy and gender friendly environment needs to be imparted by the teachers for the students. Butknowingly or unknowingly they do gender disparity in the classroom (Younger, Warrington, & Jacquetta, 1999). Therefore, it is the need of an hour to train the teachers to build a gender sensitive positive ideology (Amruthraj, 2012). Instructional materials are the basic tool in teaching and learning process. It includes the textual and non-textual material (Sisodia & Kalra, 2017). The gender biasness are

embedded in the content, example, exercise and pictures which sometimes talks about a particular gender (Dawar & Anand, 2017). It is essential to create a gender friendly environment as, the cases of gender based violence within the schools are increasing gradually. Gender sensitisation should be reinforced in the school that will assist in building a gender positive ideology which will create a new reflection of new image prevailing in the society(Kalra & Sharma, 2019a).

The paper aims to identify the factors that affect gender sensitivity in schools of Delhi. After conducting an extensive literature review, the researcher has identified that Secondary School Students from classes VI to X are more gender insensitive. The students of class IX were considered for the present study because the students of class VI to VII have limited understanding of the topic under investigation and class X was not considered because of the board exams.

It explores various aspects of gender sensitisation in section 2, all the aspects triggers gender sensitivity in schools. Further section 3, discusses about the research methodology applied in this research paper. In section 4,the factors identified and their utility are discussed in detail. Themodel' Swivel of Gender Sensitive Assortment' was developed during the study using various empirical tools. The model will help to identify the key areas that affect gender sensitivity in schools.

2.Literature review

Education sector pre-dominates all the global industry. The economic growth and social transformation is based on the education sector of the country (Obiunu, 2013).India'seducation sector has witnessed a paradigm shift in recent times due to the increase demand of high quality of education (Thosare, 2016).Education aggrandize understanding of the individuals about themselves and the outside. It ameliorates the quality of life by raising the productivity and creativity of the individuals (Arora, 2012).

Indian Education sector can be segmented broadly into two parts public sector and private sector (Kumar R. , 2013) (Fig. 1.). There are many verticals in public and private sector. For this research work the researcher has considered schools segment which includes Pre-Primary, Primary, Upper Primary/ Middle, Secondary and Senior Secondary classes. Fig. 1. represents the Segmentation of Education Sector.
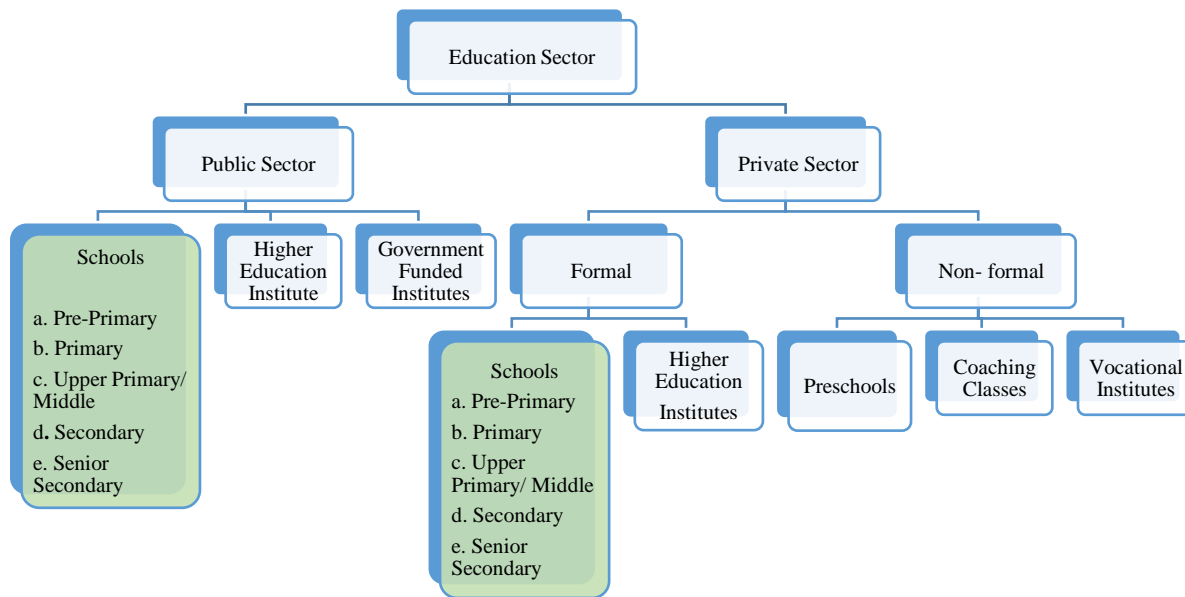
Figure 1. Segmentation of Education Sector

Gender inequality cannot be treated in isolation, its root are deeper and plague the society. The society needs to be gender sensitive in all levels. Gender sensitisation is an instrument to mould the stereotype and traditional pensive of the society(Kalra & Sharma, 2019). It refers to the modification of the behavior by spreading the awareness towards the genders equality (Reddy & Sakuntla, 2016). The first step to achieve the goal of gender sensitisation is by metamorphosing the perception of the individuals towards the genders (Travasso, 2016). Gender awareness does not only require understanding the gender issues, but efforts should be laid in sensitizing and modifying the mind-set to change the view (Devi, 2017).

Gender Sensitisation is not confined to male or female. It also includes the transgender. There are three type of gender (Male, Female and Transgender) in the society and inclusion of each has a prominent role to play in the society(Evans, 2014). The solution to combat and suppress the problem of gender inequality is by subtly including gender sensitivity in school (Gure, 2016). Education foster the strength of equality in students. Education system should romp a positive role in annihilating gender inequality by transforming and empowering the genders. Training should also be renderedon gender sensitive issues that triggers gender insensitivity in schools(Stamarski & Son Hing, 2015). All the efforts should be directed to influence the mind-set by spreading awareness towards the gender equality. This will bring explicit orientation in thinking, practice and approach(N. Kumar, 2016).

After conducting an intensive literature review the researcher has identified four aspects that triggers gender sensitivity. The Table 1, represents various aspects and their sources.

Table1.Aspects of Gender Sensitisation

S.no.	Aspects of Gender Sensitisation	Sources
1.	**School Infrastructure and Management**	(Nurhaeni & Kurniawan, 2018)(Barodia, 2015)(Baviskar, 2016)(Gure, 2016)(Narayanrao & Gingine, 2016)(Shayan, 2015)(Amruthraj, 2012)(Ifegbesan, 2010)(Lumadi & Shongwe, 2010)(Frawley, 2005)(Banda, 2003)(Marshall & Reinhartz, 1997)(Abrahams & Sommerkorn, 1995)
2.	**Classroom Practices**	(Aurange, 2016)(Baviskar, 2016)(Chaven, 2016)(Deshmukh, 2016)(Gure, 2016)(Barodia, 2015)(Mustapha, 2013)(Obiunu, 2013)(Amruthraj, 2012)(Raina, 2012)(Ifegbesan, 2010)(Erden, 2009)(Kesici, 2008)(Frawley, 2005)(Tatar & Emmanuel, 2001)(Younger, Warrington, & Williams, 1999)(Abrahams & Sommerkorn, 1995)
3.	**Instructional Material**	(Bhattacharya, 2017)(Dawar & Anand, 2017)(Shukla, 2017)(Chaven, 2016)(Deshmukh, 2016)(Gure, 2016)(Kale, 2016)(Narayanrao & Gingine, 2016)(Reddy & Sakuntala, 2016)(Patel & Shaikh, 2016)(Sharma, 2016)(Barodia, 2015)(Kumari, 2014)(Mustapha, 2013)(Raina, 2012)(Lumadi & Shongwe, 2010)(Elgar, 2004)
4.	**Gender Based Violence**	(Daigneault et al., 2017)(Sharma, 2017)(Cheah & Yuen, 2016)(Boroumandfar et al., 2015)(Shayan, 2015)(Sula, 2014)(Itegi & Njuguna, 2013)(Kumar et al., 2012)(Meyer, 2008)(Chen, Dunne, & Han, 2007)(Bryant & Milsom, 2005)(Shumba, 2002)(Kenny, 2001)(Davis & Gidycz, 2000)(Madu & Peltzer, 2000)

2.1 Aspect of Gender Sensitisation

2.1.1 School Infrastructure and Management (SI &M)

School is the learning societal ground for children, as they spend around eight hours a day over there. Thus, the responsibility of the school is to ensure safety, equality, quality and sustainable infrastructure(Pirani, 2014). The school management should be cooperative, collaborative and encouraging for the genders(Legewie & DiPrete, 2012).

Schools are superintended to promote confidence level, teamwork, socialisation and mental wellbeing in the students(Beyer, 2006). They have the obligation to provide health, welfare and safety by ensuring hygienic sanitary facilities, timely medical facilities and awareness towards gender sensitivity (Adu Oppong & Arthur, 2015).

School should have gender friendly committee to address the gender based violence in the school (Matope, 2012). School administration should ensure the workshop for students, non-teaching and teaching staff as they need to be gender sensitive. School should address equal opportunities and participation for the empowerment of all the genders (Gul et al., 2012).

2.1.2 Classroom Practices (CP)

Traditional thinking and the gender roles that are divided by the society are the root cause of gender discrimination. The boys are considered to be strong and independent whereas girls are considered to be weak (Stromquist, 2008). Gender biasness in classroom practices is embedded through teacher-student interactions which puts spot light on males and relegate females to the sidelines of invisibility (Sebastian, 2016). A healthy classroom environment is built through the continuous interaction between the teachers and students (Miske, 2013).

Classroom practices such as, creativity, educational projects, scouts and guides and other co-curricular activities are aimed to develop students both cognitively and physically (Slater, 2003). These activities are not gender specific and are aimed to provide equal opportunities to the students. However, at times due to neglecting, disparity while distributing projects, lack of interactive sessions, use of offensive language and gestures and corporal punishment, students get trained to be silent and passive (Bonomo, 2010). Because of the fear of punishment and face-off, they do not raise their voice against unfair treatment. The teacher should discourage the inequality and should provide neutral environment to all the genders (Drudy, 2008). Classroom has numerous gender insensitive behaviors which are shown by the teacher to the students intentionally or unintentionally (Choo et al., 2013). The gender discrimination in the teachers behaviour can be noted by teachers praises, providing positive feedback for the response, criticism, encouraging the students to correct their answer (Korthagen, 2009). Gender biasness in classroom can be elucidated through an example, where attention is laid towards boys by the teachers to encourage them to be more vocal in the class and be more socially conversate ; girls become quieter and they learn to be passive as compared to boys (Ara & Malik, 2012). At times, gender biasness is

visible in the attitude of the teachers. It is usually witnessed that gender disparity occurs during choice of subjects and sports due to stereotypical thinking. Teachers believe that sports like football, cricket are more masculine. Similarly, subjects like home science, drawing are more feminine (Eder & Thorne, 1995).

It is usually visible that in a classroom the teacher should plan and interact with students in a way to promote gender sensitivity(Gunderson et al., 2012). They themselves should recognise their actions and eliminate gender biasness in their teaching and learning process both inside and outside the classroom. Gender equitable methods and resources should be utilized by the teacher to eliminate gender biasness in the classrooms (Dee, 2007).

The emphasis of the teacher should be on the student's problem, critical thinking and decision making skill that needs to be inculcated in boys, girls and transgender (Lahelma, 2011). Teachers and students all should be equally gender sensitive. Gender specific problem such as boys teasing girls & using abusive language and subject based disparities by the teacher in the classroom should be dealt on time (Wood, 2012). Teachers can use different strategies for establishing healthy interactive sessions by building a positive gender based ideology, that can eliminate gender disparities from the young minds and modify the society by establishing a gender friendly environment (Fryer & Levitt, 2010) . Gender sensitive approach needs to be inculcated in teaching as, it provides equal opportunity and participation of all the genders (Swann & Graddol, 1988). School should provide proper training to modify the thinking of the teachers towards the gender (Plumm, 2008). This will assist in eliminating the gender discriminatory behavior by building a gender friendly learning environment that can forged the thought process of the individual towards all the genders (Arnot, David, & Weiner, 1997).

2.1.3 Instructional Material (IM)
The Curriculum is imparted in formal or informal way. Formal curriculum is implemented through textbooks and learning material (Haydock, 2015). Whereas, Informal curriculum is transmitted through verbal interaction between teachers and students within the school (MacGillivray & Jennings, 2008).

Instructional Material is the primary instrument for imparting formal curriculum. It is most the accessible and affordable resource available to students. Recurrence of gender biasness and stereotype is the result of hidden curriculum (Schmitz, 2015). In the textbooks the lessons portray biasness and stereotypical gender roles (Sadker & Zittleman, 2007). The discrimination in the textbook portrays unfair sharing of the domestic work among family members. In few of the cases it is visualising that examples such as, 'Father goes to office', 'Mother cooks for child', 'Boys don't cry', 'Girls playing with dolls' are depicted in textbooks. All this infuses gender biasness (Kuruvilla & Thasniya, 2015). The representation in instructional material merely manifests the

inequality of females, males and transgender (Sunderland, 2000). Biasness is depicted in the content and visual representation from the preschool to the higher secondary level (Dawar & Anand, 2017).

Rather, they should uplift the contribution of women by showing them in other economically productive professions such as, doctors, engineers, lawyers etc. Instead of showing the picture of a man mountaineer in the textbook, a picture of woman amputee mountaineer who successfully climbed the Mount Everest should be highlighted (Schmitz, 2015). The realistic portrayal of life should be depicted in the Instructional Material by sharing the same responsibilities by male, female and transgender. Textbooks modification is a pre-requisite, it should depict the equal representation of all the genders(Yasin et al., 2012).

Instructional Material can be a powerful vehicle for reducing the gender inequality by sensitizing the society towards gender(Levtov, 2014). Representation in the textbook should reflect a positive role for all the genders. Constructive change should be reflected in the textbook to frame an affirmative concept towards the genders (Sharma, 2016). The authors of the textbook should also be gender sensitive while compiling the content of the textbooks. A fair representation of each gender should be illustrated in the textbooks (Kumari, 2014). The authors of the textbooks have to move out of the time wrap of antiquity as far as gender equality is concerned (Ayalon, 2002).

2.1.4 Gender Based Violence (GBV)

Gender based violence is one of the most heinous crime done with children (Elliott, Browne, & Kilcoyne, 1995). It is highly grave in nature. It's a dark reality of our daily life's but in majority of cases it is unnoticed and unreported (Crosson Tower, 2003). It's ghastly breach of the commitment to the society to protect the innocent from an appalling violation.

It is an act of sexual, physical and psychological abuse aggregated by gender discrimination due to the stereotypical mind-set of the individuals towards the genders (Black, Heyman, & Slep, 2001). It exhibits a range of behavioural problems including depression, anxiety and violence towards peers (Chisamya et al., 2012). Its impact has an adverse effect on the victims and the effect of this can last up to short and long time depending on the intensity of the violence. Females are more likely to face violence than males (Kenny, 2004).

Schools are one of the breeding grounds for gender based violence (Morejohn, 2007). Violence in schools can lead to consequences such as depression, lack of attention, social isolation, lack of motivation and low self-esteem in the students hampering the student's academic performance (Bryant & Milsom, 2005).

Education is an important social mechanism that transforms the behaviour of the individuals by building a sense of gender equality (Chen and Dunne, 2004). Teachers

can play a central role in building gender sensitive environment in schools. This will prevent gender based violence by promoting peace, equality, social tolerance and social cohesion(Tanaka et al., 2017). Gender sensitive ideology must be built in the young minds since the inception of primary school level(Dunne, Humphreys, & Leach, 2006).

3.Research Methodology

3.1 Participants and Sample Size

For the research paper, survey method was used to explore the factors that affect gender sensitivity in schools. It was conducted using stratified random sampling. A sample of 100 students from class IX of private and government CBSE affiliated schools of Delhi was chosen for the study. All the genders (Male, Female and Transgender) was considered for the study. Out of 100 respondents,55 were Male, 43 were Female and 2 were Transgender. The demographic characteristics are shown in Table 2.

Table2. Demographic Profile of Class IX Students

Characteristics		Number	Percentage
Gender			
Female		43	43%
Male		55	55%
Transgender		2	2%
	Total	100	
Type of Schools			
Private School		50	50%
Government School		50	50%
	Total	100	

3.2 Development of the Research Instrument

Research Instrument (RI) has been developed keeping in mind the aspects of gender sensitisation. Through literature review four gender sensitive aspects (School Infrastructure and Management, Classroom Practices, Instructional Material and Gender Based Violence) were identified. 'Gender Sensitivity Scale' has been developed by the researcher which includes 44 items developed on a Lik ert scale with five alternatives (1= Strongly Disagree, 5= Strongly Agree). The students were explained the meaning of each item beforehand. Further, they were asked to rate each item based on their observation and knowledge. The research instrument was aimed to develop a model 'Swivel of Gender Sensitive Assortment' representing the aspects and factors of gender sensitisation.

3.3 Validity and Reliability of the Research Instrument

Validity is an extent that accurately measures a test what it is supposed to measure. The tool was validated to ensure that it fulfils the criteria for eliciting the information targeted and a number of measures were taken to achieve the same. Face Validity was ascertained by the experts in the field who evaluated the tool to establish relevance, clarity and its suitability. Some unsuitable items were eliminated and rephrased based on the experts' feedback. Further, the content validity was administered using KMO and Bartlett's Test of Sphericity (Table 3.). If the value is greater than 0.5, then the instrument is considered to be valid. Here, the value is 0.767 which is more than 0.5 this indicates that the research instrument is valid.

Table 3. Validity of the Research Instrument

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.767
Bartlett's Test of Sphericity	Approx. Chi-Square	4989.262
	df	946
	Sig.	.000

Reliability test was conducted to measure the internal consistency of the research instrument. The reliability of the tool is measured using Cronbach's Alpha value. A high level of Cronbach's Alpha means that the items used in the test had a higher degree of correlation. If the Cronbach's Alpha value is greater than 0.7, then the tool is considered to be reliable (Table 4.). Here, the value is 0.816 this indicates that the research instrument is reliable.

Table 4.Reliability of the Research Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.816	44

3.4 Research Techniques

3.4.1 Factor Analysis

Factor Analysis is a multivariate statistical technique, also called Exploratory Factor Analysis (EFA). It is a data reduction method that seeks to resolve a large number of variables into a lesser number known as factors. The SPSS 23.0 version is used to conduct EFA. This method extracts the maximum common variance from all the variables and puts them into a common score. It is a linear relationship between the factors and variables. The underlying factors depict the pattern of correlation within a set of observed variables. Extraction of factors is performed in a manner such that the highest variance in the data were accounted in the first factor, the next highest in the second factor and so on.

There are two basic approaches to factor analysis, principal component analysis and common factor analysis. The researcher has used Principal Component analysis method. The primary concern is to determine the minimum number of factors that accounts for the maximum variance in the data and the matrix indicates the relationship between the factors and individual variable. It seldom results in factors which are correlated with many variables. Therefore, the factor matrix is transformed into a simpler one with the help of rotation that is easier to interpret. This benches the basis of interpreting the factors.

Gender Sensitivity Scale consists of forty four items which were further analysed and loaded onto nine factors, using EFA. The components of the factors whose communality was less than 0.5 were rejected. Eigen value of every component was equal to 1. Then, the factors were further mapped with the aspects of gender sensitisation, which were extracted via intensive literature review.

3.4.1.1 Factorability of Variables

Adequacy of data was ensured before applying factor analysis by various well recognized criteria as explained below.

1) Kaiser- Meyer-Olkin (KMO) measure of sampling adequacy

To examine the appropriateness of the factor analysis KMO measure is one of the index to measure the sample adequacy. It compares the observed correlation coefficient magnitude to the partial correlation coefficient magnitude and the factor analysis is appropriate when the value is above 0.5. Here the computed value of KMO is 0.767 (Table 5).

2) Bartlett's Test of Sphericity

Bartlett's Test of Sphericity examines the hypothesis that variables are uncorrelated in the population and therefore, unsuitable for structure deduction. Here, the appropriate chi-square statistics is 4989.262 with 946 degree of freedom (Table5.). Ensuring the adequacy of data for the application of factor analysis.

Table 5. KMO and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.767
Bartlett's Test of Sphericity	Approx. Chi-Square	4989.262
	df	946
	Sig.	.000

4.Analysis

4.1 Gender Sensitive Framework

Gender Sensitisation is modifying the behaviour of the individuals towards the genders. To tailor the behaviour of the individual, training programs can act as a driving force in spreading awareness and expanding the knowledge. Training programs should not furnish as a blanket rather, it should always be tailored according to the need and requirements of the individuals. A three-tier approach can be applied in need analysis at operational level, organisational level and individual level. If the training programs are not designed accordingly the cost, time and energy applied to conduct the training will be misspent.

Before, tailoring any training on gender sensitisation, the trainee should have a clear picture of the gaps that affects gender sensitivity at school level. The training, performance would only be improved and strengthen when the training models are provided to the trainee which clearly indicates areas that depicts gender insensitivity. Training programs should be formulated in such a way that there should be motivation to learn. The desire of the trainee to learn the content and then transfer it to the actual situation is defined as training motivation. Motivation is an essential part that is associated with training and its effectiveness. Table 6, represents Compendious list of Gender Sensitive Structure.

Table 6. Compendious List of Gender Sensitive Structure

S.No.	Aspects of Gender Sensitisation	Gender Sensitive Typologies
1.	School Infrastructure and Management	Gender Sensitive Infrastructure
		Gender Sensitive Management
2.	Classroom Practices	Gender Inclusive Experiential learning
		Gender Inclusive Participatory learning
3.	Instructional Material	Gender Inclusive Representation
		Gender Inclusive Content
4.	Gender Based violence	Gender Sensitive Stakeholders

| | | Gender Impartial Behaviour |
| | | Gender Inclusive Capacity Building |

This Gender sensitive framework has succoured the researcher to develop a framework "Swivel of Gender Sensitive Assortment". This model assists a trainee to evaluate the gender sensitive areas that require ardent attention towards gender sensitisation. This would further assist the schools to evaluate the loopholes that exist in the system before exposing them to any of the training programs on gender sensitisation.

4.1.1 Swivel of Gender Sensitive Assortment Model

Swivel of Gender Sensitive Assortment Model has four core aspects and nine factors forming periphery representing areas of gender sensitivity. The model would assist to identify the areas that affect the gender sensitivity in schools. Further, it would assist the training consultants to tailor the training programs as per the need and requirement of the individuals. The model has been derived after conducting EFA on 100 respondents. Each factor represents the set of items affecting gender sensitivity in schools of delhi. The four aspects are spread over nine factors that spells the gender sensitive areas as represented in fig. 2.
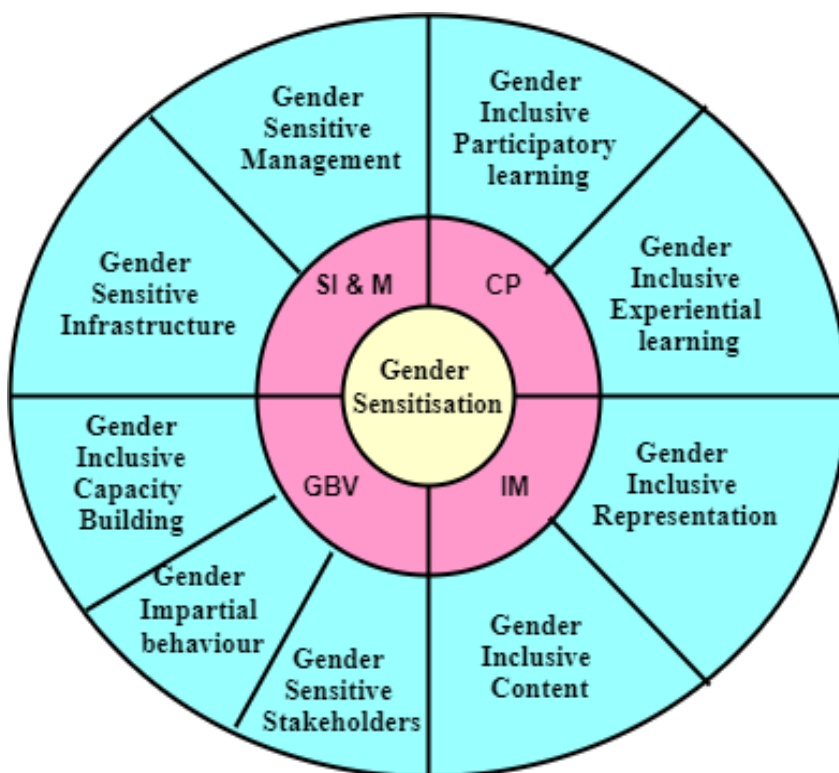

Figure 2. Swivel of Gender Sensitive Assortment Model

2089 | Dr. Divya Kalra   Swivel Of Gender Sensitive Assortment: An Educational Model To Analyse Gender Sensitisation
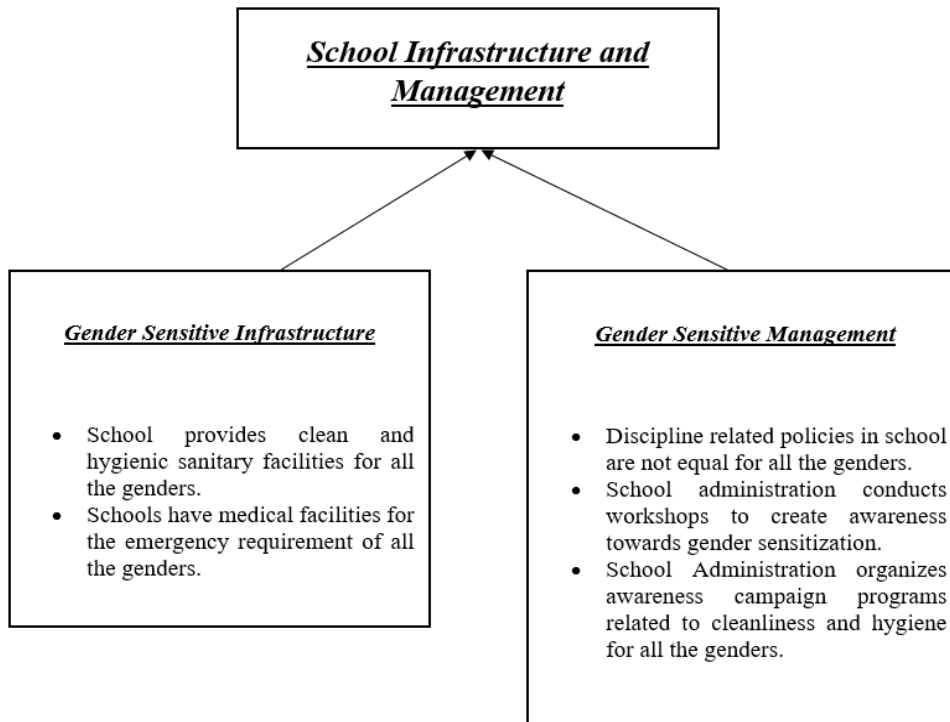
5. Result of Factor Analysis

5.1. School Infrastructure and Management

The forty-four items representing various attributes of gender sensitisation were assessed using Exploratory Factor Analysis. The data was collected from 100 students of class IX from private and government CBSE affiliated schools, which were further subject to Factor Analysis. The principal component method was used for data reduction. The components having eigen value greater than 1 was extracted. Representation of various components was done with the help of rotated component matrix. This was done using the highest loading as a determinant of the factor from where an attribute belongs to. Items which had factor loading less than 0.5 were deleted. The solution was extracted, Gender Sensitive Infrastructure and Gender Sensitive Management factors were derived as shownin Table 7. Among the nine factors the Gender Sensitive Infrastructure and Gender Sensitive Management was mapped with School Infrastructure and Management, which are presented in Fig. 3. Both the extracted factors represent the various attributes of School Infrastructure and Management.

Table 7. Factor Loading based on Principal Components Analysis with Varimax Rotation for 5 items (N=100)

Items	Gender Sensitive Infrastructure	Gender Sensitive Management
Q1.School_clean_hygienic_sanitary_facilities	.541	
Q2.Discipline_related_policies		.606
Q9.School_medical_facilities_emergency_requirement	.559	
Q10.School_administration_workshop_awareness_gender_sensitisation		.583
Q16.School_administration_awareness_campaign_cleanliness_hygiene		.601

NOTE: Factors with factor loading < 0.5 are suppressed.

Figure 3. Mapping of Gender Sensitive Infrastructure and Gender Sensitive Management Factors with School Infrastructure and Management
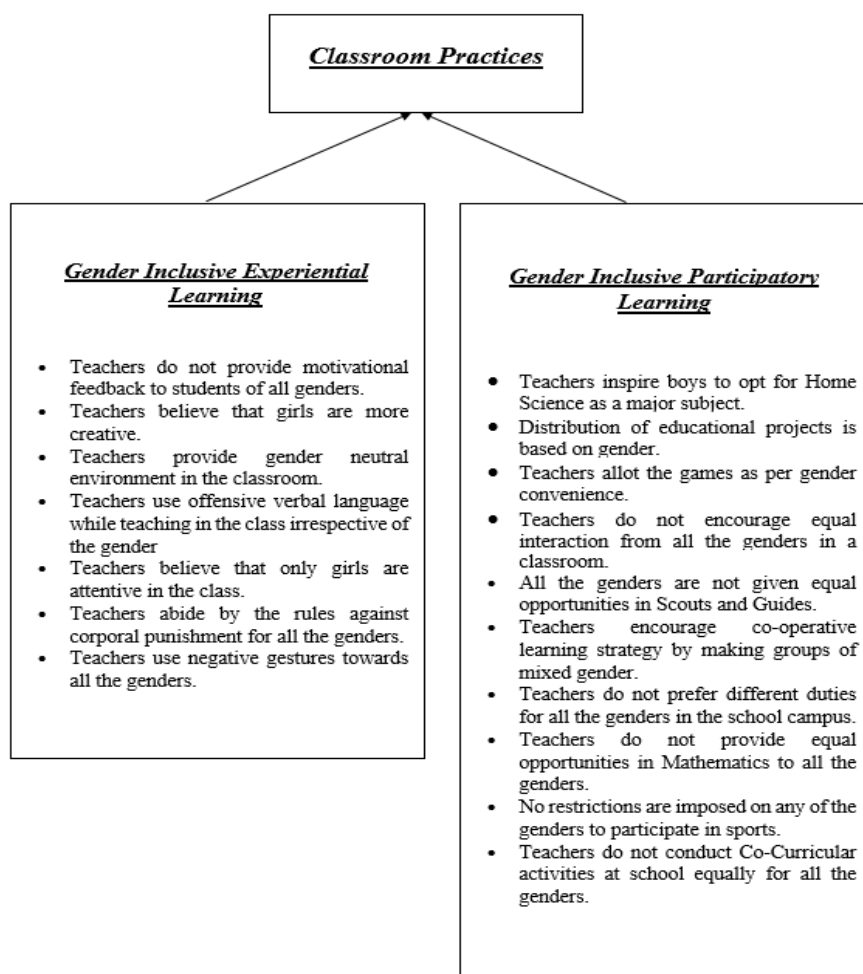
5.2. Classroom Practices

The forty-four items representing various attributes of gender sensitisation were assessed using Exploratory Factor Analysis. The data was collected from 100 students of class IX from private and government CBSE affiliated schools, which were further subject to Factor Analysis. The principal component method was used for data reduction. The components having eigen value greater than 1 was extracted. Representation of various components was done with the help of rotated component matrix. This was done using the highest loading as a determinant of the factor from where an attribute belongs to. Items which had factor loading less than 0.5 were deleted. The solution was extracted, Gender Inclusive Experiential Learning and Gender Inclusive Participatory Learning factors were derived as shown in Table 8. Among the nine factors the Gender Inclusive Experiential Learning and Gender Inclusive Participatory Learning was mapped with Classroom Practices, which are presented in Fig. 4. Both the extracted factors represent the various attributes of Classroom Practices.

Table 8. Factor Loading based on Principal Components Analysis with Varimax Rotation for 17 items (N=100)

Items	Gender Inclusive Experiential Learning	Gender Inclusive Participatory Learning
Q3.Teachers_inspire_boys_homescience		.605
Q11.Teachers_motivational_feedback_students	.502	
Q12.Teachers_believe_girls_more_creative	.569	
Q17.Distribution_educational_projects		.537
Q18.Teacher_allot_games_gender_ convenience		.517
Q23.Teachers_gender_neutral_environment_classroom	.657	
Q24. Teachers_encourage_equal_interaction		.709
Q26.Equal_opportunities_scouts_and_guides		.591
Q28.Teachers_encourage_cooperative_learning_strategies		.609
Q30.Teachers_offensive_verbal_language	.570	
Q34.Teachers_believe_girls_attentive_class	.607	
Q36.Teachers_abide_rules_corporal_punishment	.658	
Q37.Teachers_prefer_different_duties		.719
Q38.Teachers_equal_opportunities_Mathematics		.609
Q40.No_restriction_gender_participate_sports		.604
Q41.Teachers_use_negative_gestures	.558	
Q43.Teachers_cocurricualr_activities_equally		.502

NOTE: Factors with factor loading < 0.5 are suppressed.

Figure 4. Mapping of Gender Inclusive Experiential Learning and Gender Inclusive Participatory Learning Factors with Classroom Practices
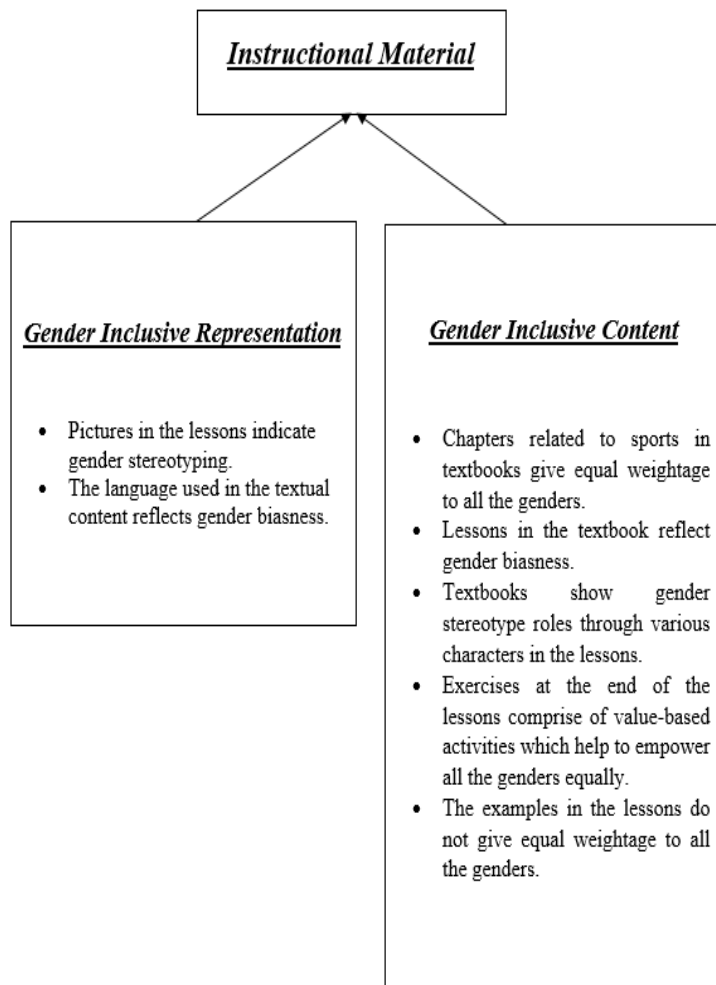
5.3. Instructional Material

The forty-four items representing various attributes of gender sensitisation were assessed using Exploratory Factor Analysis. The data was collected from 100 students of class IX from private and government CBSE affiliated schools, which were further subject to Factor Analysis. The principal component method was used for data reduction. The components having an eigen value greater than 1 was extracted. Representation of various components was done with the help of rotated component matrix. This was done using the highest loading as a determinant of the factor from where an attribute belongs to. Items which had factor loading less than 0.5 were deleted. The solution was extracted, Gender Inclusive Representation and Gender Inclusive Content factors were derived as shown in Table 9. Among the nine factors the Gender Inclusive Representation and Gender Inclusive Content was mapped with Instructional Material, which are presented in Fig. 5. Both the extracted factors represent the various attributes of Instructional Material.

Table 9. Factor Loading based on Principal Components Analysis with Varimax Rotation for 7 items (N=100)

Items	Gender Inclusive Representation	Gender Inclusive Content
Q4.Chapters_sports_textbook_equal_weightage		.601
Q5.Pictures_indicate_gender_stereotyping	.738	
Q13.Lessons_textbook_reflect_gender_biasness		.587
Q19.Textbook_gender_stereotype__role_characters_lessons		.504
Q20.Exercise_end_lessons_value_based_activities_empower_genders		.510
Q27.Example_lesson_equal_weightage		.700
Q35.Language_textual_content_reflect_gender_biasness	.614	

NOTE: Factors with factor loading < 0.5 are suppressed.

Figure 5. Mapping of Gender Inclusive Representation and Gender Inclusive Content Factors with Instructional Material

5.4. Gender Based Violence

The forty-four items representing various attributes of gender sensitisation were assessed using Exploratory Factor Analysis. The data was collected from 100 students of class IX from private and government CBSE affiliated schools, which were further subjected to Factor Analysis. The principal component method was used for data reduction. The components having eigen value greater than 1 was extracted. Representation of various components was done with the help of rotated component matrix. This was done using the highest loading as a determinant of the factor from where an attribute belongs to. Items which had factor loading less than 0.5 were deleted. The solution was extracted, Gender Sensitive Stakeholders Gender Impartial Behaviour and Gender Inclusive Capacity Building factors were derived as shown in Table 10. Among the nine factors the Gender Sensitive Stakeholders, Gender Impartial Behaviour and Gender Inclusive Capacity Building was mapped with Gender Based

Violence, which are presented in Fig. 6. Both the extracted factors represent the various attributes of Gender Based Violence.

Table 10. Factor Loading based on Principal Components Analysis with Varimax Rotation for 15 items (N=100)

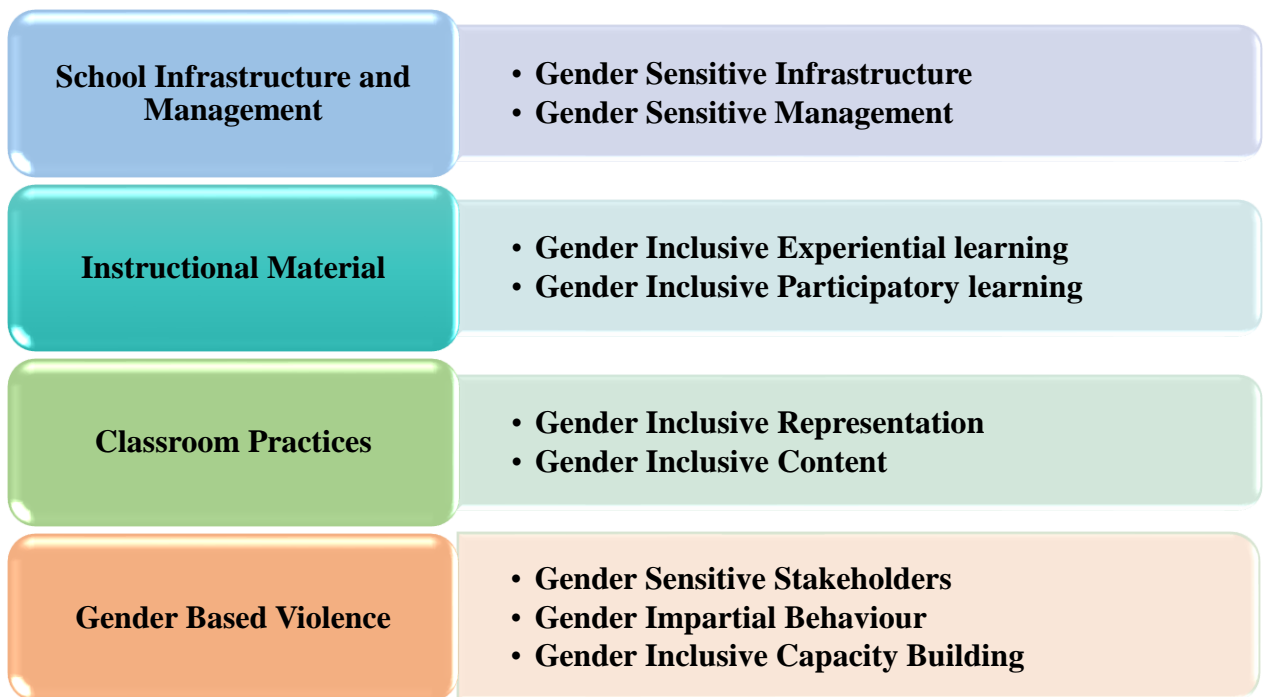| Items	Gender Sensitive Stakeholders	Gender Impartial Behaviour	Gender Inclusive Capacity Building
Q6.Teachers_use_offensive_language_punishing_genders		.573	
Q7.Gender_aware_teasing_punishable_offence		.670	
Q8.Appropriate_actions_regarding_physical_abuse_by_school_authorities	.539		
Q14.Girls_more_prone_isolation_scolded_by_teacher		.637	
Q15.Students_aware_POCSO_Act_2012			.504
Q21.Phobia_emotional_abuse_psychological_effect		.593	
Q22.Boys_neglected_special_orientaion_program_for_girls		.655	
Q25.Physical_violence_strict_action_school_teachers	.558		
Q29.Students_aware_child_helpline_number			.666
Q31.Boys_emotional_neglected_scolded_by_a_teacher		.598	
Q32.Students_aware_three_sensitive_touch_zones			.634
Q33.PTA_meeting_held_resolve_gender_based_violence_school	.523		
Q39.Harsh_punishment_genders_equally		.534	

Q42.Teachers_reach_school_earlier_school_management	.585		
Q44.School_separate_training_program_physical_changes			.574

NOTE: Factors with factor loading < 0.5 are suppressed
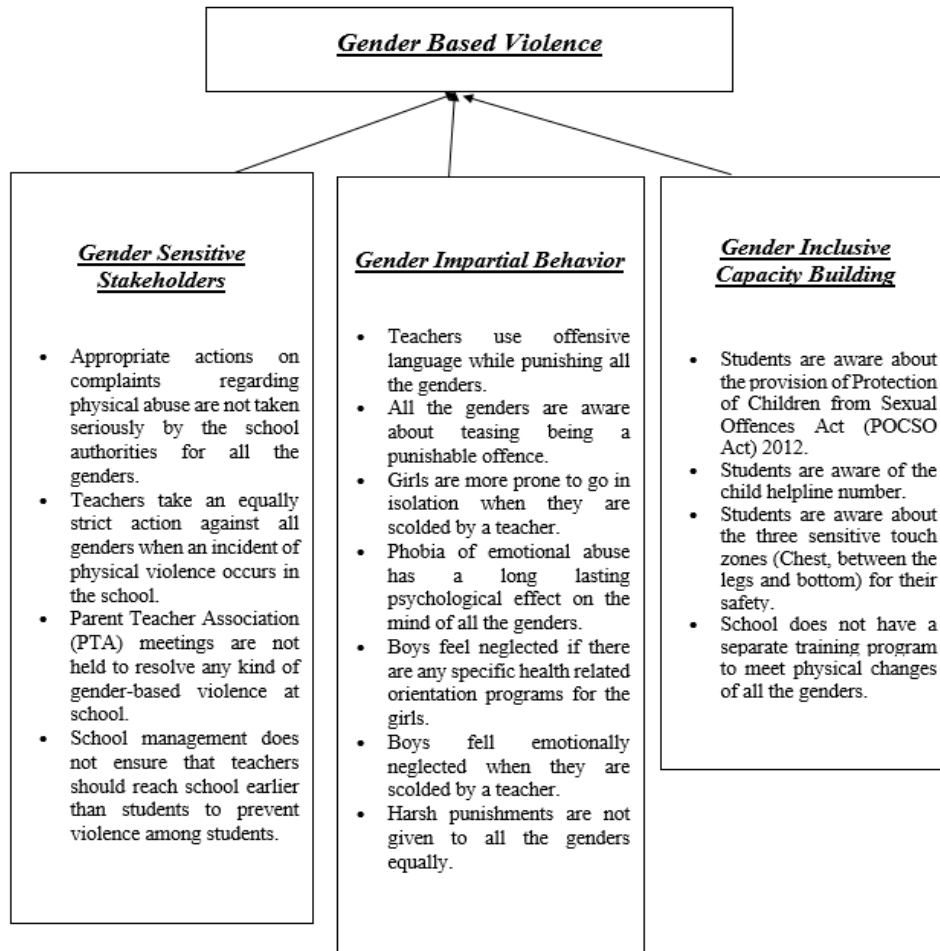
Figure 6. Mapping of Gender Sensitive Stakeholders, Gender Impartial Behaviour and Gender Inclusive Capacity Building Factors with Gender Based Violence

By conducting EFA on 44 items using SPSS 23.0 version, nine factors were fulfilling the broad requirements of factor determination. The factors were mapped with the four gender sensitive aspects obtained from literature review. It was analysed that these nine factors represent the four gender sensitive aspects respectively. The mapping of the aspects and factors is shown in Fig 7.

School Infrastructure and Management	• Gender Sensitive Infrastructure • Gender Sensitive Management
Instructional Material	• Gender Inclusive Experiential learning • Gender Inclusive Participatory learning
Classroom Practices	• Gender Inclusive Representation • Gender Inclusive Content
Gender Based Violence	• Gender Sensitive Stakeholders • Gender Impartial Behaviour • Gender Inclusive Capacity Building

Fig 7. Mapping of the Aspects and Factors

6. Application of Gender Sensitive Typologies

The research study is an attempt to bridge the gap between theory and practice. This study will be beneficial for the whole education sector, mainly for the education stakeholders, training consultants and researchers.

Before designing any training programs, it is important to identify the key factors that affect gender sensitivity in schools. Following are the applications of gender sensitive typologies in the education sector:-

1. **Education Stakeholders-** Educational stakeholders are the one who invest in the welfare of the schools. There are many stakeholders such as administrators, teachers, staff members, students, parents etc. This study will assist all the stakeholders to identify the shortcomings in the school system. These gender sensitive typologies would assist in identifying the gender insensitive areas in the schools.
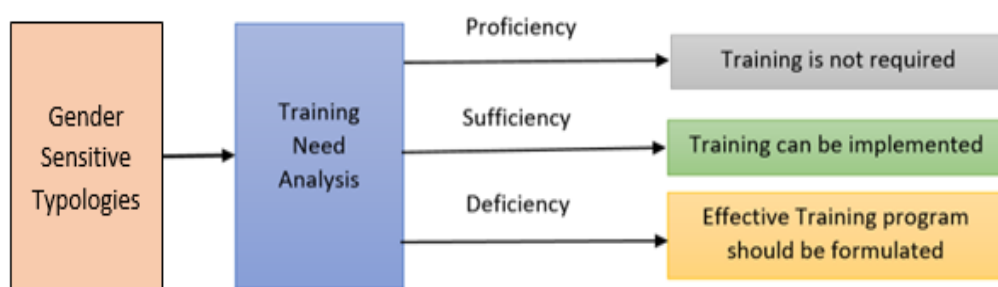
2. **Training Consultants-** Training consultants are the ones who provide training on the loopholes in the system. They are responsible in implementing the training effectively. Before implementing any training, it is important to identify the proficiency/ deficiency/ sufficiency areas through training need analysis. Here, these typologies would aid the trainer to identify the gaps and further will assist in designing customized training programs.

3. **Researchers-** They can deploy these factors and further research can be conducted on gender sensitisation. They can further device a tool for training evaluation.

7.Conclusions and Limitations

Society is in a progressive age, but it is still tied in the clutches of gender inequality. To eradicate gender inequality it is essential to build Gender sensitive environment for all the genders. Gender sensitisation should be created in the minds of the individuals and which should be a part and parcel of everyone's life. Gender sensitisation is an approach that aims to promote equality for all the genders. Gender sensitisation is modifying the behaviour of the individual by spreading awareness towards gender equality concern.

Education can act as a weapon to eradicate the gender issues from the society. Schools are the miniature society. They can become a nurturing ground to sow the seeds of equality, respect, togetherness and harmony of all the genders. Gender sensitive environment should be built in the school to promote gender equality. This change can only be imparted if education becomes a yardstick that will assist inuplifting the society through a gender sensitive lens. But education sector itself is grappling with boiling issues of gender inequality. This research paper is an attempt to analyse the factors that affect gender sensitivity in schools.

Based on the result nine factors were identified that spreads gender insensitivity in schools. 'Swivel of Gender Sensitive Assortment' model is developed by the researcher to assist the school organisation, researchers and training consultant to perform training need analysis which will assist in identifying the loopholes in the school system. If training is conducted in right direction the genders will uplift from abyss of darkness to the dawn of bliss. A further limitation of this research paper is the study can be conducted on primary and higher secondary school level. The researcher has chosen Central Board of Secondary Education, any other board can be considered for the study. Further research can be conducted on higher education sector which can bring desired results in the field of Gender Sensitisation.

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