

Men in 21st century for gender equality

Dr. Supreet Kaur & Harpreet Kaur

Assistant professor, Dept. of Education, Panjab University, Chandigarh
Email Id: Supreet10000@gmail.com Contact No. : +919855310000

Research Scholar, Dept. of Education, Panjab University, Chandigarh
Email Id: hpkaur38@gmail.com Contact No. : +917508639695

Abstract

Education is a tripolar process which includes teacher, student and society. In today's era of competition students are prominent for society or country's development. Our society is filled with gender stereotypes and biases, children often adopt specific roles. As children move on through childhood and later into adolescence many factors influence their ideology and behaviors in the society. Society possess all the stake holders from grass root to local and state bodies. These attitudes and behaviors are learned initially in the home, and later reinforced by many other outside influences such as their school experiences, friends, teachers, and television. Children turn out to internalize many of the gender stereotypes and behaviors of the past. Social barrier which are influencing the gender equality possess cultural, ideology, home environment, parenting style, fanatics whereas psychological barrier which influences are interest, needs, self-esteem, self-concept, attitude, congenial environment, platform for showcase the abilities should be considered. These all would be possible through educated man who can act as father, brother,, community member, teacher, local authorities and state bodies.

Key words: gender stereotypes, adolescence, ideology, school experiences

Indians of 21st century rejoice in celebrations when a boy is born, and if it is a girl, a muted or no celebrations is the norm. Love for a male child is so much so that from the times immemorial they are killing daughters at birth or before birth, and if fortunately, she is not killed they find various ways discriminate against her throughout her life. Though the religious beliefs make women a goddess but they fail to recognize her as human being first. The most famous saying said by Pandit Jawarlal Nehru is "To awaken the people, it is the women who must be awakened. Once she is on the move, the family moves, the village moves, the nation moves". In India, to empower the women, first it needs to kill all the demons killing women's rights and values in the society such as dowry system, illiteracy, sexual harassment and inequality. However in the fundamental rights of Citizen of India; there is right to Equality. Right to Equality ensure both before law and equal protection of law. This mean the state cannot discriminate between people on the basis of caste, creed, color, gender, religion, place of birth etc..

Gender is a socio-cultural term referring socially defined roles and behavior assigned to 'males' and 'female' in a given society. Gender may be understood as a man-made concept. Gender inequality means to discriminate between a girl and a boy. Girls by birth are given less rights in the society and boys are given unnecessary rights. Gender inequality in simple words, may be defined as discrimination against women based on their Sex. Educating a girl in India is very necessary to remove various social issues against girls in the Indian society. Girls are treated as load and taker of money by the parents especially in the rural areas. Boys are given much value by the parents in India as they are understood as earner of the money and support of parents in future. However, as we live in 21st century and know well the value of both, boys and girls; both are equally responsible for the development and bright future of the country. . Without access to

education, these women and girls will never be able to claim their rights, may not have the power to make their own choices, be able to secure a life of dignity for themselves and their daughters. Not only in India many areas of Afghanistan, girls often taken out of school when they hit puberty. Cultural factor related to school, they shown reluctance to send girls walking to school. lackness of female teachers .China's one child policy has heightened the disdain for female infants; abortion, neglect, abandonment and infanticide have been to occur to female infants. Women should equal with men in matters of education, employment, inheritance, marriage and politics etc. The constitution of our nation doesn't discrimination between men and women, but our society has deprived women of certain basic rights, which were bestowed upon them by our constitution. Empowerment allows individual to reach their full potential, to improve political and social participation and to believe in their capabilities.

FACTORS WHICH IMPACT GENDER INEQUALITY

ECONOMIC FACTORS:-

Labour Participation: There is wage inequality between man and woman in India. A substantial number of women enter the labour market after thirties, generally after completion of their reproductive roles of child bearing and rearing. In India, Wage inequality between man and woman has been followed by private sector which is involved in dealing with goods and services. Research by Bravo, Sanhueza & Urzua (2008) provide evidence that in the Chilean Labour market gender discrimination plays a critical role in determining the wages of work force . A report by the ministry of social welfare in India confirmed women's exploitation in the workplace highlighting women's low wages, gender biases in the workplace, extended hours, and poor conditions.

Access to Credit:- There are large disparities between men and women in terms of access to banking services. Women often lack collateral security for bank loan due to low levels of property ownership and micro- credit schemes have come under scrutiny for lending practices. As banking sector also check credit worthiness and background.

Occupational inequality:- Women are not allowed to have combat roles in military services. In special

entry scheme of NCC every year 50 post recommended for man and 10 from woman. Permanent commission could not be granted to female officers because they have neither been trained for command nor have been given the responsibility in India. Competitive exam like National Defence Academy is only for man not for woman. so in Defence also potential of women are used effectively and efficiently. Research by Truman and Baroudi (2014) there exist, treatment discrimination outcome in differences in job results between two groups similar in work experience, education and skill after access occurs. Berta Esteve & Volart (2004) described that gender discrimination against women in the market place reduces the available talent in an economy which has negative economic consequences.

Property Rights: - Although women have equal rights under law to own property and receive equal inheritance rights, yet in practice, women are at disadvantage. The Hindu Succession Act of 2005 provides equal inheritance rights to ancestral and jointly owned property, the law is weakly enforced. Women are insignificantly deprived of their proper inheritance culturally and religiously as well. The religious constitution doesn't give women equal inheritance; there is a segregation of giving the property to women as they not be given the property as men can have. Though Islamic constitution permits women having at least half of the property as man, society is reluctant to give the desired property to women let alone giving the equal share.

Employment inequality: - some common inequalities that take place in the workplace are the gender-based imbalances of individuals in power and command over the management of the organization. Women are not able to move up into higher paid position quickly as compared to men. Some organizations have more inequality than others and the extent to which it occurs can differ greatly. In the workplace the men usually hold the higher position and the women often hold lower paid positions such secretaries Women have never been more than a small portion of the CEOs of Fortune 500 companies. In 2004, eight women were 1.6 percent of the CEOs all these companies claimed by study of Acker (2006)

SOCIAL FACTORS:-

Education: - Education is the single most important tool that can result in bringing the welfare, empowerment and development of women. An educated and empowered woman can have much to add to the socio economic development of the country. The female literacy rate in India is lower than the male literacy rate. According to census of India 2011, literacy rate of female is 65.46% compared to males which are 82.14%. it shows that there is lot of gap between education of girls and boys. **Sonalde Desai (2008)** observed that parents reluctance to educate daughters has its roots in the situation of women. Parents have several incentives for not educating their daughters. Foremost is the view that education of girls bring no returns to parents and that their future roles, being mainly reproductive and perhaps including agricultural labor, require no formal education. In poor families generally, there are many children. According to the priority list of parents, girls education is not compulsory and boys get a high chance of receiving education Bose (2000)

Health:- On health issue, the gender inequality between women's and men's life expectancy and women live compared bad health because of lots of violence, disease, and torture. Kalyani Menon Sen and Shivakumar (2001) found that girls in India are discriminated against in several ways- fewer months of breast feeding less of nurturing and play, less care or medical treatment if they fall ill, less of "special" food, less parental attention. As a result, girls are far more susceptible than boys to disease and infections, leading to poor health and shorter lifespan. It is the lifelong discrimination in nurturing and care that is the real killer of girls, less visible and dramatic, but as unequivocally lethal as female foeticide and infanticide. Lack of finances, insufficient nutrition, gender bias and test that result in abortion of female fetuses are the main cause for girl death in India (Medhi,2000)

Dowry: The dowry system in India contributes to gender inequalities by influencing the perception that girls are burden on families. Such belief limits the resources invested by parents in their girls and limit her bargaining power within the family.

Early marriage: most of the villages of India still following Early marriage system. Where the girl is get married before age of 18years, which is

adolescent age. Although it is a crime to child marriage still its have been followed in India. Many girls in many districts of J & K still get married at an early age ,which affect their education to a great Extend claimed by Dabla (2007). Globally,1 in 3 women will experience gender based violence in her lifetime. In the developing world, 1in 7 girls is married before her 15th birthday, with some child brides as young as 8 or 9. Each year more than 287000 women , 99 percent of them in developing countries, die from pregnancy and child birth-related complications.

Gender-based violence:- Gender-based violence such as rape, sexual assault, insult to modesty, kidnapping, abduction, cruelty by intimate partner or relatives, importation or trafficking of girls. Whenever there is case of women assaulting at that time the complaints have not been registered in a recent case The FIR has been lodged after more than 20 days of incident, then whole community protest at police station then following this police registered an FIR after more than 20 days of the incident.

MEN FOR GENDER EQUALITY

- Today if we consider about labour participation whenever man is acting as employer in private sector if woman is possessing equivalent qualifications and skills then, woman should not to underpaid, salary should be given equal to man in same position by the employee and work environment should be favorable and healthy .In the most of Multinational companies women are also serving but somewhere they are exploited physically for the employer benefit. So before involving in such activity employer should think about the consequences of the Act. A good leader always motivates the employees; get work done from them for fulfillment of vision and mission of organization, so men should follow professional ethics.
- In many country female foeticide and fanticide is a big issue , at that time parents are involved for that , women are compelled for that by men, he consider as baby boy future of family and baby girl born to be burden. Somewhere social insecurity is the reason. so men have to change their ideology now women are more strong then

men, by giving the good platform to girl to flourish her talent and interest.

- Chief of Indian army can bring revolution by recruiting girls in Indian Army for Permanent commission so that their potential can be fully utilized as in Indian Police Force have Indian police officer till the age of 60 years.
- Property rights are there which only exist in books not implemented in mainstream. Man should give half possession of property to their wife. Women should be awakening about this. If she do not ask for this thing, being husband he should give half of the property possession to wife.
- Parenting style should be adopted responsive and demanding from the girl and boy both equally .being a father, person should give equal rights to boy and girl, attention and same expectation from both. So that both can have positive self-concept .father have to act as role model instead of fulfilling the needs only. Father should not act rationale for investing in the education of sons rather than daughters, as daughters are perceived to less valuable once educated and less likely to abide by will of the father.
- Father who is not sending her daughter to school community member should awaken him it's a offence to not to send school as it is fundamental right of every human being to have right to education.
- Men and women both should promote NGOs to eradicate gender inequality so that NGOs can help girl child to have higher education.
- Education is a basic human right and therefore it is the obligation of states to provide a school environment which ensures equal access to boys and girls. State must not only guarantee that women and girls are safe in school, but also establish facilities, curricula and strategies that adapt to their specific needs and rights, and will thus keep them in school.
- State bodies should involve women in active politics, social activist and arrange social protection programs.
- Men teacher should high expectations of girl's intellectual skills, since it is thought that girls are inherently less intelligent than boys so that girls can have higher self-esteem and fewer expectations of

themselves in and out of school. So that girls can't think their future consists primarily of being wives and mother. Girls suffer sexual assault and harassment by male teachers and classmates it should be ensured that these practice will be offence

- There is need to men to work in community like local leader should raise awareness of, and challenge, discrimination against girls.
- Men should not forget his professional ethics whether they are doctor, teacher, lawyer, judge, police and civil servants. So that they remain committed to profession not to discriminate gender.

CONCLUSION

Women play an imperative role in making a nation progressive and guide it towards development. They are essential possession of a lively humanity required for national improvement, so if we have to see a bright future of women in our country, giving education to them must be pre-occupation .empowering means moving from a weak position to execute a power. The education of women is the most powerful tool to change the position of society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. The education develops the idea of participation in government, panchayats, and public matters etc., .for elimination of gender discrimination. The national income of the country is like cake where incomes from different sector are cake piece. So for the growth and development of a country is possible through the citizen of country, when men and women will be working equally there will more per capita income. Ultimately there is growth in GDP and development of nation. Then only India will become develop country, so for that it is prominent to elicit gender inequality.

Without socio-economic equality for women in poor sectors of India, the impacts of efforts at development cannot become fully realized. India must value women as human resources assets and not liabilities. Socio- economic development can both empower women and raise the status of Indian economy. Women need employment justice; education,

vocational training, and skill improvements would increase the capacity for gainful economic participation of women in India. A United Nations report (2000) on economic and social status of poor women concluded that empowerment could lead to “political power and leadership” (p.35).This paper presents a fragmentary glimpse of the field of women’s development because itonly focuses on socio-economic empowerment of poor women in India.

REFERENCES

- [1] Acker, J. (2006). Inequality regimes gender, class, and race in organizations. *Gender & society*, 20(4), 441-464.
- [2] Adam, A., Howcroft, D., & Richardson, H. (2004). A decade of neglect: reflecting on gender and IS. *New Technology, Work and Employment*, 19(3), 222-240.
- [3] Bravo, D., Sanhueza, C., & Urzúa, S. (2008). Is There Labor Market Discrimination among Professionals in Chile? Lawyers, Doctors and Businesspeople.
- [4] Bhat T. (2014) Women Education in India Need of the Ever. Human Rights International research journal: Vol. 1 p.3.
- [5] Esteve-Volart, B. (2004). Gender discrimination and growth: Theory and evidence from India. *Vol.*
- [6] Dabla-Norris, M. E., Kochhar, M. K., Suphaphiphat, M. N., Ricka, M. F., & Tsounta, E. (2015). *Causes and consequences of income inequality: a global perspective*. International Monetary Fund.
- [7] Sen, K. M., & Shivakumar, A. K. (2001). Women in India, How Free. *How equal*, 37.
- [8] United Nations, Economic, Social Commission for Asia, & the Pacific. (1997). *Women in India : a country profile* (Vol. no. 12). New York: United Nations.
- [9] United Nations, Economic, Social Commission for Asia, & the Pacific. (2000). *Improving the status of women in poverty A comparative study on women's status in poverty in Bangladesh, India, Malaysia and the Philippines* (Vol. no. 3). New York: United Nations
- [10] <http://eric.ed.gov/?q=gender+inequality+in+india> accessed on 18-9-2016
- [11] <https://www.scribd.com/document/156168064/10-Extreme-Examples-of-Gender-Inequality> accessed on 20-9-2016
- [12] <http://www.indiacelebrating.com/social-issues/gender-inequality-in-india/http://www.indiacelebrating.com/essay/social-issues/women-empowerment/> accessed on 20-9-2016
- [13] <http://iosrjournals.org/iosr-jbm/papers/Vol16-issue7/Version-1/F016713848.pdf> accessed on 18-0-2016