

EXPLORING GENDER RELATIONS IN THE CONTEXT OF SCHOOL PRACTICES

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ABSTRACT

Gender is the most pervasive form of inequality that exists in the society today. This form of inequality is more prevalent in developing countries where both women and men have well defined roles to play in the society. Any deviation from those roles is strongly disapproved. If this gender discrimination is to be removed it can be only possible through education. When educational institutions will teach students to be gender sensitive, a significant change in the society can be expected. This study was undertaken to understand the teacher's perceptions on school and classroom practices in the context of gender relations and to analyse children's ideas on gender preferences in peer interaction. The study was conducted in a government school in Delhi.

The sample consisted of 8 teachers and 8 students from classes III to VI who were randomly selected. The students and teachers were interviewed based on a semi-structured interview schedule. The data collected was analysed on various themes like students organisation in classroom and school gatherings, teacher's allotment of tasks to boys and girls, teacher's notions on co-curricular space for boys and girls, teacher's perception on importance of education for boys and girls and students preferences in peer-interaction.

KEYWORDS: Gender Identity, Inequality, Perception, Interest Patterns, Peer Interaction