

GENDER EQUITY POLICY



MARIAN COLLEGE
KUTTIKKANAM
(AUTONOMOUS)

MAKING COMPLETE

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Responsible Officer: Principal in collaboration with HODs/ Director or Dean of School

1. Introduction

Throughout the world, particularly in Kerala, attention is focused on the status of women and the need to improve the condition of their lives, and high light the benefit of a society where women and men participate as equals in all aspects of social, economic and political life. Higher education campuses have a special role in promoting gender equity between women and men. They are responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both boys and girls. As educators one must ensure that female and male students have equal access to the knowledge and skills that campuses can provide. The stakeholder in the higher education system must ensure for equal participation of female and male students in class rooms, thus achieving vision of Marian as a gender equity campus. The Gender Equity in Campus (GEC) policy provides a framework of principles and practices that will improve the life chances and opportunities of all students regardless of whether they are males or females. The education system has the responsibility to provide high quality equitable education that meets the needs of both

female and male students. The Gender Equity Policy has been developed so that no students in Marian campus are disadvantaged based on gender.

2. The Gender Equity Vision of Marian College

“Marian believes in offering equal opportunity for everyone in the campus; where there is no discrimination on the basis of gender in offering opportunities, in the allocation of resources and benefits or in access to educational services”

The Constitution of India embodies the government’s commitment to equality for both women and men within family, community and society. It supports the idea of human development, which encourages every person to be dynamically involved in the process of liberating himself or herself from every form of domination and oppression so that each man or woman will have the opportunity to develop as a whole person in relation to others. The Government of India also subscribes to and has endorsed a range of international Conventions such as the United Nations Declaration of Human Rights (1962), the United Nations Convention on the Rights of the Child (1989), Education for All (United Nations Declaration 1990) and the Beijing Declaration (1995) which called for the mainstreaming of gender issues. Hence, it is imperative that the essence and spirit of these declarations become part of day to day life particularly in the educational system.

‘Gender’ in this policy refers to those behaviours and attitudes which are culturally accepted as appropriate ways of being a woman (femininity) and ways of being man (masculinity). The sex of a person is biologically determined, where as ways of being a man or women are learned: they are constructed, reinforced, maintained and reconstructed over time through social and cultural practices. Such social constructions of gender vary across cultures, social class and time.

‘Equity’ means fairness and without bias. In social exchange fairness exists when persons who have made the largest contributions receive relatively large rewards, those who have made small contributions receive small rewards, and so on. In a social context equity also involves conscience or principles of natural justice. This can result in people being given different if it is considered

fair or just. Therefore, some people may be recognized as more deserving than others. The bias on which preferential treatment is made is important in judging whether a case is just or unjust. It can vary according to basic beliefs or political persuasion.

Gender equity refers to fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes.

Equity is not maintained where there is discrimination. Discrimination involves treating the sexes differently in ways that suggest that one is inherently inferior to the other. Being treated differently in areas of learning and related activities can and does affect the distribution of political, economic and social benefits and influence. Equality is different from equity. Equality means every person receiving the same treatment regardless of who or where he or she may be. Equity is the means. Equality is the goal.

The education system in the Marian campus has a role and responsibility in contributing to a socially just society. It can be done by ensuring equal and fair access to, participation in and outcomes from the education provided for female and male students. In order that all citizens have an equal opportunity to participate in and benefit from the development of the country, men's and women's aspirations, achievements and life choices must not be constrained by gender. Understanding gender equity in education enables students and educators to recognize and remedy the constraints and inequalities that may result from not understanding constructions of gender. The Gender Equity in campus Policy aims to develop every individual to her or his full potential.

3. Educational Principles and Values

The higher education system in India encourages, supports and promotes the following values and principles as being essential to the development and implementation of quality curriculum and educational experiences for male and female students.

3.1 PRINCIPLES

- All students have the ability to achieve their full potential; being either male or females does not determine the capacity to learn.
- Equality of opportunity and outcomes in higher education for female and male students may require that girls and boys get some preferential treatment at least for a period of time.
- Strategies to improve the quality of education for female students should be based on an understanding that neither men nor women are the same individually or as a group, having different needs and coming from different socio-economic and cultural backgrounds.

3.2 VALUES

- Both female and male students should value each other and be valued equally in all aspects of Campus life.
- High quality education for female students as well as for male students is a professional responsibility for all the educators in the system.
- Campus life for girls and boys should reflect the entitlements of all women to personal respect and personal safety, economic security, and participation in and influence over decisions making which affect their lives.

4. EXPECTED OUTCOMES

The Gender Equity Policy in campus is expected to result in:

- Education of female and male students for a satisfying, responsible and productive life, including work inside and outside the home.
- Provision of a curriculum which, in content, language and methodology meets the educational needs and rights of female students as well as male students.
- Acknowledgement and respect of positive cultural values and individual differences.

- Provision of a curriculum which challenges unfair cultural practices and recognizes the contribution of women to society and the full range as well as the contributions of diverse groups of men.
- Encouragement the development of positive attitudes and behaviours in male and female students which promote social responsibility, empathy, and sensitive, equal and non-violent relationships.
- Provision of a challenging learning environment which is socially and culturally supportive and physically comfortable for female as well as male students.
- Preparing female and male students for their rights to personal respect and safety and provision of an environment that is safe and free from all forms of harassment and violence.
- Provision of finances and personnel resources to ensure that the capacities of male and female students are fully and equally realized.
- Acknowledgement and effective changes and lasting improvements in campus and an high degree of awareness, understanding and acceptance of the educational needs of female students on the part of students, parents, teachers, management and all stakeholders.



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