

340

Senior Secondary Course

GENDER STUDIES

2

NATIONAL INSTITUTE OF OPEN SCHOOLING

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A Word with You

Dear Learner

Welcome to the course in Gender Studies.

I am glad that you have chosen Gender Studies as one of the subjects at the Senior Secondary level.

As you know, Gender Studies is a significant area of inquiry today which is interdisciplinary, multidisciplinary, and transdisciplinary at the same time. Worldwide, several institutions at school and higher education level offering Gender studies as a course. You must feel happy that you have chosen a versatile field where you will develop an understanding of working of gender at the social, cultural and psychological level. This course provides a chance to you to acquire many transferable skills that are required by numerous jobs. Employers prefer to hire people with a deep understanding of issues surrounding discrimination and equality and people who are equipped to work in a team or deal with diverse groups of people and this course provides an opportunity to learn this critical issue in your early academic years.

The course on Gender Studies includes various modules: 'Understanding Gender Studies: An Overview', 'Gender Issues and Social Change', 'Education and Gender', 'Gender, Health and Nutrition', 'Gender and Law' and 'Gender and Media'. This course comprises of 20 lessons and presents a well-structured and thoroughly updated discussions of central issues in contemporary gender studies. The course has been developed in modular form and every module deals with a separate concept. Each module is interlinked with others and motivates the learners to develop in-depth understanding about various aspects of gender and its effect on all areas of life- politics, economy, education, law, media, health and nutrition etc.

During the course of study, you will find a number of activities, including intext questions, in the lessons. Do make a sincere effort to attempt them. While activities have been carefully designed to provide you an opportunity to learn and practice, the intext questions and Tutor Marked Assignments (TMA) help you assess the extent of your learning. Attempting these will aid in developing life skills without any extra effort.

For making you prepared for examination in Gender Studies, a sample question paper has been given at the end of the self-learning material. This is followed by detailed marking scheme which will tell you how your answers will be evaluated. Try to answer all the questions and compare those with the answer given in the marking scheme

I hope you will find these study materials rewarding and helpful in your personal and professional life.

Your feedback is always welcome. For any kind of suggestion or difficulty, feel free to contact us. We shall be more than happy to serve you.

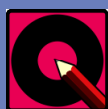
Thanks

Course Team

NIOS

How to use the Learning Material

Congratulation! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed in the material in Gender Studies with the help of a team of experts, keeping you in mind. A format supporting independent learning has been followed. If you follow the instructions given, then you will be able to get the best out of this material. The relevant icons used in the material will guide you. These icons have been ex-plained below for your convenience.



Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson linking it to the previous one.

Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.

Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.

What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Exercises: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.

Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers : These will help you to know how correctly you have answered the questions.

Activities: Certain activities have been suggested for better understanding of the concept.

Web site: These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

COURSE OVERVIEW



Book- 1

Module	LESSON
1. Understanding Gender Studies: An Overview	1. Gender Studies - An Introduction 2. Gender: Concept and Meaning 3. Gender in History (Pre-colonial period) 4. Gender in History (Colonial period)
2. Gender Issues and Social Change	5. Marriage Kinship and Family 6. Inequalities of Gender 7. Gender and Economy 8. Gender and Environment
3. Education and Gender	9. Development of Women's Education in India 10. Gender and Educational Policies 11. Schemes and Programmes Towards Gender Equality



Book 2


Module	LESSON
4. Gender, Health and Nutrition	12. Gender and Access to Food 13. Gender and Health - Reproductive, Mental and Emotional Well-being 14. Health Policies and Programmes
5. Gender and Law	15. Family Laws: Dowry, Marriage and Divorce 16. Laws for Women's Safety and Security 17. Gender and Labour Laws
6. Gender and Media	18. Gender and Language 19. Media representation of Gender 20. New Media and Social Change

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Module	LESSON	PAGE NO.
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	13. Gender and Health - Reproductive, Mental and Emotional Well-being	17-42
	14. Health Policies and Programmes	43-60
5. Gender and Law	15. Family Laws: Dowry, Marriage and Divorce	61-74
	16. Laws for Women's Safety and Security	75-92
	17. Gender and Labour Laws	93-106
6. Gender and Media	18. Gender and Language	107-116
	19. Media representation of Gender	117-134
	20. New Media and Social Change	135-142
Sample Question Paper		143-167

Note: The syllabus has been bifurcated into two sections -

I. (i) Lessons for the Tutor Marked Assignment (TMA) 

II. (ii) Lessons for public examination question paper 

Lessons in Section (ii) are further divided as-

A. Lessons for objective type Questions only

B. Lessons for subjective type of questions.

The details of the different sections are on the next page.

Bifurcation of Syllabus in Gender Studies (340)

Total no. of Lessons=20

MODULE (No. & name)	I TMA (40% of Syllabus (No. of lessons-8)	II Public Examination (60% of Syllabus)	
		A Objective 50 % (No. of lessons -6)	B Subjective 50 % (No. of lessons -6)
1. Understanding Gender Studies: An Overview	L-3 : Gender in History (Pre-colonial period) L-4 : Gender in History (Colonial period)	L-2 : Gender: Concept and Meaning	L-1 :Gender Studies - An Introduction
2. Gender Issues and Social Change	L-6 : Inequalities of Gender L-8 : Gender and Environment	L -7: Gender and Economy	L -5: Marriage Kinship and Family
3. Education and Gender	L-9 : Development of Women's in India	L-11 : Schemes and Programmes Towards Gender Equality	L-10 : Gender and Educational Policies
4. Gender, Health and Nutrition	L-12 : Gender and Access of Food	L-14 : Health Policies and Programmes	L-13: Gender and Health Reproductive, Mental and Emotional Well-being
5. Gender and Law	L-17 : Gender and Labour Law	L-15 : Family Laws: Dowy, Marriage and Divorce	L-16 : Laws for Women's Safety and Security
6. Gender and Media	L-20 : New Media and Social Change	L-18 : Gender and Language	L-19 : Media representation of Gender

MODULE -4

Gender, Health and Nutrition

This module enables the learner to explore the relation between gender and food access and consumption particularly with reference to the Indian context. The module also seeks to aware the learners about issues and concerns of adolescent health, prevention of the use of intoxicant substances and anti-health behavioural functions, importance of maternal health and the necessity of dispelling myths and misconceptions related to reproduction. The learner also get exposure to various Health Policies and Programmes that are directed at ensuring the wellbeing of girls and women.

12. Gender and Access to Food
13. Gender and Health - Reproductive, Mental and Emotional Well-being
14. Health Policies and Programmes

*Notes*

GENDER AND ACCESS TO FOOD

Food is essential for the survival of human life. We, productive beings, need food to live and perform. However, all humans are not seen as adequately fed and nourished. The signs of imbalance between food intake and body needs may be explicitly seen through frequent illnesses, fatigue and exhaustion. Therefore, the question is, why are all humans not adequately fed when it is so basic for survival?

Our health status is directly related to food intake in quantity and quality. Looking around, we find the most obvious distinction between the health status of men and women. The health indicators such as birth rate, mortality and life expectancy are better for men than for women at most ages except in old age. On the other hand, the low health status of women may indicate that their food intake is inadequate in quantity and inferior in quality. This may point to factors that vary in nature from personal to social and economic and have a direct and indirect link with the food intake of men and women. To understand it in-depth, each factor needs to be analysed in the context of gender within the food availability, access, and consumption framework.

In this lesson, we explore the relationship between gender and food access and consumption, particularly with reference to the Indian context.



OUTCOMES

After studying this lesson, learner:

- discusses the concepts of food availability, food access and food use;
- describes the economic factors that determine differential access to food;
- explains the socio-cultural practices that lead to disparity in access to food;
- identifies the major deficiency diseases for children and women in India and discuss their impact on health, viz. Anaemia and PCM (Protein, Calorie Malnutrition).

**Notes****12.1 THE FOOD CYCLE: FOOD AVAILABILITY, ACCESS, AND USE**

Women are an integral part of the Food Cycle. They work in agriculture production, from sowing and weeding to harvesting various crops, and are actively involved in processing, distributing, and marketing food products. However, their work is largely on family land, which keeps their economic role in agriculture hidden and unnoticed. Their work neither fetches them ownership of resources such as land, credit, technologies, finance, and other services nor any decision-making powers. Empirical studies suggest that if women have the same access to productive resources as men, they can boost their yields by 20–30%, leading to an increase in the overall agricultural output. Therefore, to improve agriculture production in the country, we need to close the gender gap in agricultural operations and ownership of resources.

12.1.1 From Production to Consumption

Food reaches us after passing through several stages: production of food, distribution of food, It grows at one place, is processed at another and is made available at another.

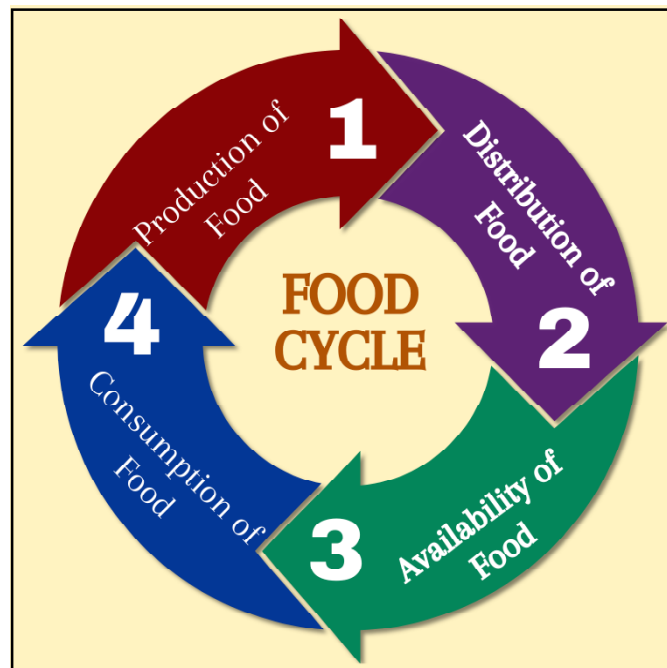


Fig 12.1: Stages of Food Cycle

There is value addition at every stage of the food cycle to make it palatable, likeable, and worthy of direct consumption. The various stages may be summed up as follows:

1. Production of Food

India has a rich agriculture industry. The production of food grains and other agri-produce has steadily increased.



Notes

Food is grown on farms in different parts of the country. Around 70% of the people are engaged in agriculture and allied sectors. The main activity is to grow food such as wheat, cereals, pulses, vegetables, fruits, and nuts. The food grown in fields is raw and inedible. Therefore, it is processed in factories to make it edible. After food is processed, it is ready for packaging and labelling with product details. It is then made available in the market for direct consumption.

Food Safety and Standards Authority of India (FSSAI) regulates the manufacture, storage, distribution, and sale of food and ensures that safe and wholesome food is available to people. It also creates an information network nationwide so that the public, consumers, etc, receive rapid, reliable, and accurate information about food safety and hygiene and related issues (Visit: <http://www.fssai.gov.in>).

2. Distribution of Food

Food is distributed across the country after it is processed and packaged in manufacturing units. The processed food is stored in proper storage facilities, which maintain the optimum temperature and moisture levels required to maintain the shelf life of different items.

Food is transported safely in covered vans and trucks for distribution. The food in an open market is priced considering factors like labour, equipment, machinery and other resource inputs. Food costs vary from place to place as per the quality and quantity of food packaged in a packet. However, the Maximum Retail Price (MRP) printed on packaged food is meant to keep the selling price of an item under check.

3. Availability of food

Food availability relates to food supply through production, distribution, and exchange. Food availability is defined as sufficient quantities of foods available consistently. Food is made available in two ways:

- **Open Market Sale** – Food is available in the market, and people can purchase it from shops at prevailing rates for different items.
- **Public Distribution System** – This is the food security measure of the Government to make food available at subsidised rates. The Ministry of Consumer Affairs, Government of India, has ensured food security for people through Public Distribution System (PDS). The aim is to distribute subsidised food and non-food items to the country's poor. A network of PDS outlets provides food such as cereals, oil, and wheat at a rate much subsidised than the market. A ration card is issued to the family to access food under the PDS. To avail food under this category, the total family income must be under a certain amount decided on the parameters of the poverty line defined by the Government.



Notes

4. Consumption of Food

The last stage of the Food Cycle is the most important of all. After going through several stages, food reaches our table. It is at this stage that we get to eat food which has a direct implication on our health and capacity to work. There are 3 main factors that operate at this stage:

- a. **Purchase of food:** The household is the unit for food procurement, preparation, and consumption. It is usually the Head of the family or the person who handles money in the home who purchases/procures food for all. They visit the market to buy food as per the money allocated for it and the likes/dislikes of the household members. Multiple factors determine the choice of food purchased by a family for consumption.



Fig 12.2: Purchase of Food



Notes

- b. Cooking and Distribution:** The food is cooked at home and is distributed among the members. One person, usually the woman of the house, is tasked with preparing meals for all. She cooks the meals and distributes them among the members. At this stage, social and cultural norms and beliefs intervene and control the food distribution mechanism within the family. Therefore, women are responsible for cooking, but social norms affect the distribution and consumption of food.
- c. Share of women in the family:** There is enough empirical evidence to say that the woman of the house is the last one to eat in the family. She eats food only after distributing it among the family members. This practice has a very adverse effect on their health. Therefore, the correlation between women's food intake and total food availability in the family needs to be studied in the existing socio-cultural milieu of society.

12.2 ACCESS TO FOOD

Access to food refers to the final food intake of a person or how much they finally get to eat. At home, access to food may depend on the following factors:

1. Economic Access

The family purchases food according to its gross income and the proportionate amount kept aside for purchase and preparation. A portion of the total money in the household is generally held aside for food procurement and preparation. The higher the income, the greater the quantity and choice of food purchased for consumption in the home. The availability of food in the family, therefore, fluctuates with the prevailing rate in the market from where it is purchased.

2. Direct Access

There are families, particularly in rural areas, which own a piece of land and grow food for their own consumption using human and material resources. Depending upon the land size, the family grows and receives the produce. The larger the land, the more food that can be grown and is available for consumption by the family. Conversely, growing food on a smaller piece of land brings less food for family consumption and restricts the available quantity.

3. Social Protection

Public Distribution System (PDS) provides food security at the household level. People below the poverty line are issued ration cards to buy food from government outlets at a much more subsidised rate than the market.



Notes

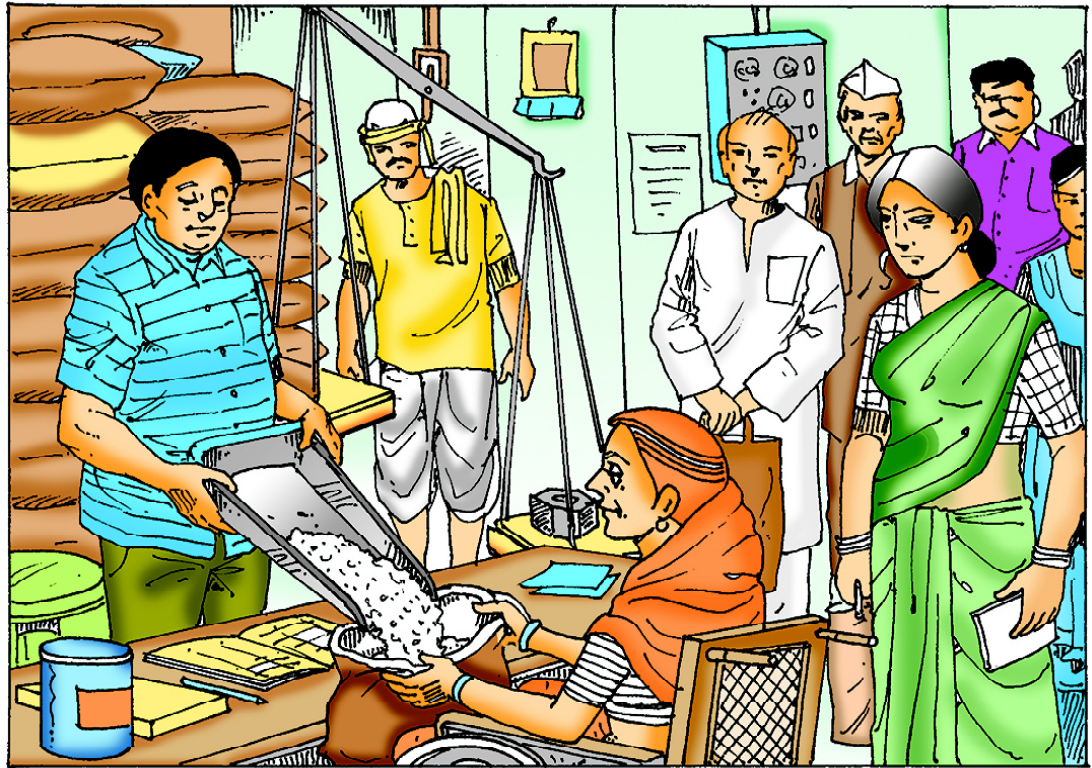


Fig 12.3: People purchasing food grains at a PDS shop

PDS is a food security measure to ensure that all household members have access to enough food for an active, healthy life. In addition, it provides that none of the members lives in hunger or fear of starvation.

To conclude, the quantity and quality of food consumed by the family are constrained by economic access, social protection and direct access to food, as explained above.

Access to food implies *Sufficient resources to obtain appropriate foods for a nutritious diet.*

National Level: The country's food access from the country's production and the global market.

Household Level: The members' ability to produce their food or purchase food from the market.

Individual Level: Individual's ability to meet their nutritional needs



INTEXT QUESTIONS 12.1

1. Explain Food Cycle?
2. Comment on the role of women in the Food Cycle.



Notes

3. Discuss the mechanism of social protection with respect to access to food.

12.2.1 Gender and Access to Food

A household's access to sufficient and nutritious food may not assure adequate food intake by all household members, as intra-household food allocation may not sufficiently meet each household member's requirements. This may hold valid given the socio-cultural factors and existing gender equations where bias and discrimination against women and girls are now a fact.

There is a strong relationship between gender-based discrimination and the channels households, and individuals access food. The unequal access to food is, by and large, defined by the following factors:

- **Gender Inequality:**

Gender inequality exists in various forms. For example, women face discrimination in education and employment opportunities and within the household, where their bargaining power is lower.

Women and girls make up 60 percent of the world's chronically hungry. Moreover, their health status is relatively poor in comparison to men. Though the Equal Right to Food for women has been enshrined in the Convention on the Elimination of All Forms of Discrimination against Women, not much has been achieved to ensure it is on the ground.

Gender discrimination is a stark reality which impacts food, nutrition and health outcome for women and girls. Women are discriminated against for:

- **Inheritance Rights** - Denied under the pretext of family lineage and continuity.
- **Low Wage Rate** - Paid less for as much work performed by men.
- **Employment & Income** - Restricted options to work and earn
- **Decision making** - Very limited participation.
- **Social status** - Given a status lower than men.
- **Unequal distribution** - Provided fewer resources than men.
- **Food and medical care** - The last to receive in the family

Women have a significant role and responsibility in the food sector. They contribute tremendously to food production, processing, distribution, and marketing. At home, they procure, store, prepare, distribute, and ensure that all members have ample food. However, data indicate that girls have significantly worse health and nutrition outcomes than boys. The reason for this

**Notes**

discrepancy may be seen in gender discrimination in the intra-household allocation of resources. The preference for boys in our families is a fact coupled with higher resources spent on boys than girls. These include more access to food, education and learning opportunities for boys than girls.

Women's access to food is closely connected to the access of food to the household. Women are primarily responsible for the food supply in the household. Women have access to food through production on family farms or through purchasing it with money. Gender roles often create socio-cultural constraints on women's access to food. These constraints are interrelated with each other. The three major kinds of constraints are: Physical, Socio-cultural, and Economic

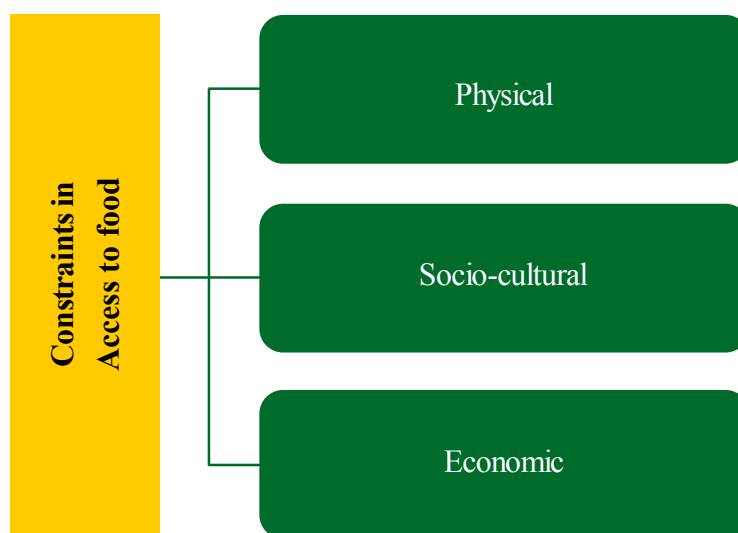


Figure 12.4: Various Constraints for access to food

Various factors are explained as under:

- **Physical Access to Food**

Generally, women are less mobile and more time-constrained due to the gender-based division of labour in the household and socio-cultural norms. While men are generally held responsible for income-generating activities, women oversee childcare and time-consuming domestic activities. Lack of time and workload at home may constrain women from maintaining optimum food intake.

- **Economic Access to Food**

Women have less decision-making power in the household. Their restricted mobility outside the home limits their engagement with the market. As a result, they have fewer chances to participate in income-generating activities in the market. This may reduce their bargaining power and weaken their say in access to and distribution of intra-household resources. Due to malnutrition, women's participation in the economic system

and their productivity also get adversely affected. This results in a vicious cycle of women, nourishment, and productivity. The productivity of an undernourished woman is low, and when coupled with illiteracy, all the chances for her to find work are negated.

● Socio-cultural Access to Food:

Customary practices often dictate differential roles, privileges, and life options for women and men, especially favouring the latter. For example, the woman's access to food at home is determined by the meal-eating pattern of the household. The pattern is based on multiple factors such as age, sex, social status, and decision-making power of the member.

In economic stress, access to quantity and quality of food is further reduced for women. Moreover, the intra-household distribution of food becomes more biased against women and girls owing to gendered social norms, raising gender-specific nutritional needs and lifecycle vulnerabilities.

Family is not a homogenous unit operating with members who share the same amount of access to and utilisation of the household's resources, including food—an underline dynamic impacts intra-household resource allocation and its effects on distribution within the family.



Notes



ACTIVITY 12.1

Visit 5-6 house at Lunch or dinner time. Observe their meal eating patterns and make a report on how all the members sit together, how food is served, who serves the food, and if personal preferences are asked when serving it, etc.



INTEXT QUESTIONS 12.2

1. Define gender discrimination?
2. What do you understand by access to food in the context of gender?
3. Clarify how do women's access to food differ from that of men?

12.3 Major deficiency diseases in India

Insufficient food intake or hunger causes ill health and many associated deformities. There is a decrease in body size, known in medical terms as stunting or stunted growth. This process starts *in utero* if the mother is malnourished. This state continues through approximately the third year of life. It leads to higher infant and child mortality.

Gender, Health
and Nutrition**Notes**

Our body requires many different vitamins and minerals crucial for both body development and disease prevention. These vitamins and minerals are often referred to as micronutrients. Unfortunately, they aren't produced naturally in the body, so we must get them from food.

A nutritional deficiency occurs when the body does not get the necessary amount of a nutrient. Deficiencies can lead to a variety of health problems. These can include digestion problems, skin disorders, stunted or defective bone growth, and dementia.

Nutritional deficiencies cause irreversible damage to the human body. These lead to stunted growth, which cannot be reversed even with improved nutritional intake later in life.

Nutritional deficiencies adversely affect health in three ways:

- Premature failure of vital organs occurs during adulthood. For example, a 50-year-old individual might die of heart failure because his/her heart suffered structural defects during early development.
- Stunted individuals suffer a far higher rate of disease and illness than those who have not undergone stunting.
- Severe malnutrition in early childhood often leads to defects in cognitive development.

Poor food intake among women and children directly impacts nutritional deficiencies among them. Taking the average nutritional status of households, severe malnutrition has been found among the women in eastern states and the state of U.P. and M.P.

In India, women face most health problems due to socio-cultural and gender discrimination. As a result, the high-risk periods in their lives are the early childhood and reproductive years.

In India, higher female mortality between ages 1 and 5 and high maternal mortality rates are due to the following reasons:

- Inadequate and poor nutrition
- Poor access to primary healthcare
- Poor reproductive health
- Discrimination against girls

The practice of sex determination tests and induced abortion of female fetuses lead to a skewed sex ratio. For example, the sex ratio in India is 943 females per 1000 males (Population Census, 2011).

Gender disparity in nutrition prevails from infancy to adulthood. Girls are breastfed for shorter periods during infancy. Therefore, malnutrition among girls below five years of age is an underlying cause of death.

Adolescence, between the ages 10 and 13 years in girls, is characterised by a growth spurt, i.e., growth is very fast in this phase. During this time, physical changes affect the body's nutritional needs.



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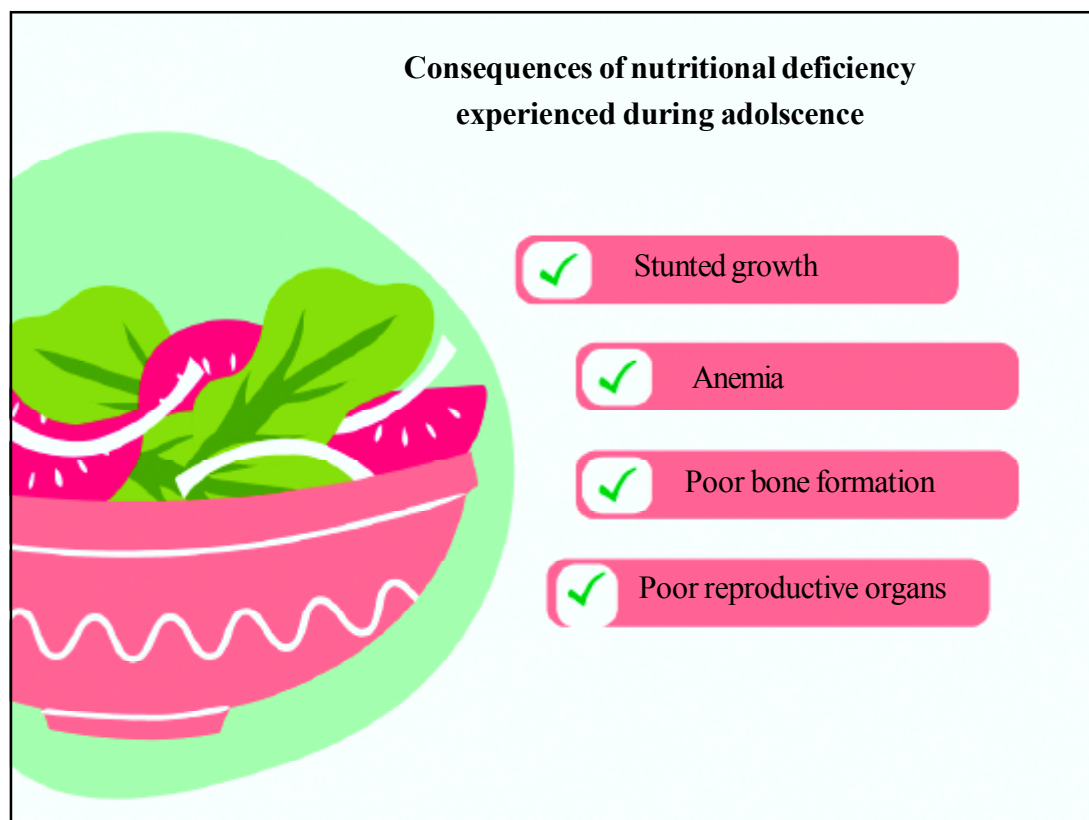


Fig 12.5: Consequences of nutritional deficiency

Any nutritional deficiency experienced during this critical period can result in stunted growth, Anemia, poor bone formation and reproductive organs and their functions. Stunted growth during adolescence has a negative bearing on the health status of women during adulthood and beyond.



ACTIVITY 12.2

Find out the sex ratio of top and bottom 5 states in India based on Census 2011

12.3.1 Major Deficiency Problems

There are various primary nutritional problems found among women in India. These are given in the diagram.



Notes

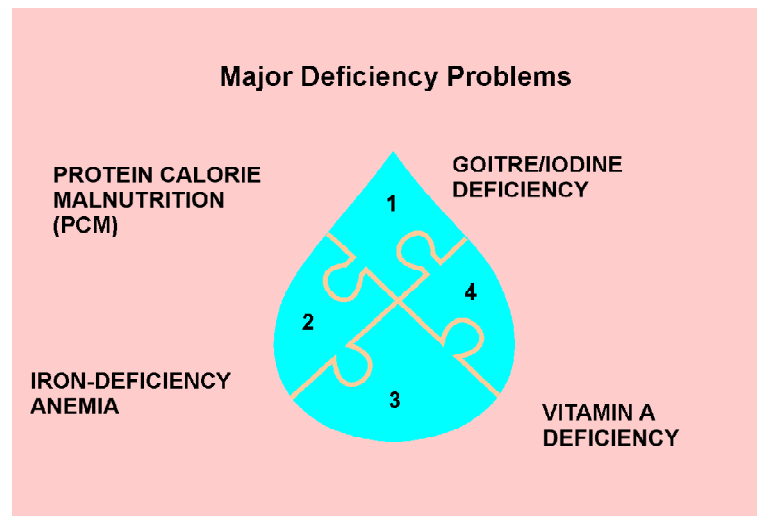


Fig 12.6: Major Deficiency Problems

- **Protein Calorie Malnutrition (PCM)**

PCM is the primary cause of death in underdeveloped countries. Also called protein-energy malnutrition (PEM) is caused by insufficient nutritional intake to meet the body's needs.

The clinical signs and symptoms of PCM include the following:

- ❖ Poor weight gain
- ❖ Slowing of linear growth
- ❖ Behavioural changes - Irritability, apathy, decreased social responsiveness, anxiety and attention deficits

In Indian conditions, the dietary sources of proteins and calories are the same. Therefore, an adequate quota of calories is expected to ensure adequate protein in the diet.

- **Iron-deficiency Anemia**

Iron deficiency anaemia is the most common type of Anaemia. It occurs when our body doesn't have enough mineral iron to make haemoglobin, a protein in red blood cells in our blood responsible for carrying oxygen to the tissues. Anaemia occurs when we have a decreased level of haemoglobin in our blood.

Iron Deficiency Anemia is a global health problem primarily due to iron deficiency. It involves a population of all age groups and sex. But adolescent girls, pregnant and lactating women are more vulnerable to it. According to the latest available estimates, 59.1% of Indian adolescent girls are anaemic (NFHS-V, 2019). The symptoms of iron deficiency Anemia are general fatigue, weakness, pale skin, shortness of breath, dizziness, cold hands and feet, irregular heartbeat and headaches.



Notes

In India, nutritional Anaemia is a significant public health problem.

Anaemia complicates childbearing, causing higher maternal and infant deaths, maternal depletion, and low birth weight infants, but it also severely affects women's productivity and quality of life. About 20% of maternal deaths are estimated to be directly related to Anaemia, and another 50% are associated with it. The reasons for maternal deaths include sepsis, abortion, haemorrhage, Anaemia, etc. Sexually transmitted diseases, HIV, have serious implications for women. Many deliveries take place at homes, with untrained assistance, resulting in increased chances of infection and death. Due to low status, women are mostly not involved in decision-making, including contraceptive use, family size, etc. More so, they often seek medical help only if an illness is advanced and the chances of survival are less.

The control of Anaemia in India is a challenging issue. Reasons like inadequate dietary intake of iron, defective iron absorption, increased iron requirements due to repeated pregnancies and lactation, poor iron reserves at birth, the timing of umbilical cord clamping, timing and type of complementary food introduction, frequency of infections in children, and excessive physiological blood loss during adolescence and pregnancy are some of the causes for a high prevalence of Anaemia. Oral intake of iron salts like Ferrous Sulphate tablets helps check iron deficiency Anaemia. These are very low-cost tablets available in the market. For direct consumption, intake of iron-rich green leafy vegetables (amaranth, drumstick leaves, coriander, etc.), jaggery, ragi and dried fruits help check Anaemia. Prophylactic administration of Iron and Folic acid to women and children in poor communities as part of routine PHC services through MCH centres and schools must also be strengthened to prevent Anaemia.

- **Vitamin A Deficiency**

Vitamin A deficiency is a common form of micronutrient malnutrition affecting 21.1% of preschool-age children and 5.6% of pregnant women worldwide.

Vitamin A plays a vital role in our vision. To see the full spectrum of light, our eye needs to produce certain pigments for the photoreceptor cells in the retina to work properly. Vitamin A deficiency stops the production of these pigments, leading to night blindness. Nyctalopia (Night Blindness) is one of the first signs of Vitamin A deficiency.

Vitamin A deficiency is the leading cause of preventable blindness in children worldwide. An estimated 250,000 to 500,000 children become blind every year because of vitamin A deficiency. Half of these children die within a year of losing sight.

In pregnant women, vitamin A deficiency causes night blindness and may contribute to maternal mortality. Vitamin A deficiency also compromises the immune system, increasing the chance of death from malaria, measles and diarrhoea.

Vitamin A is found in many foods, including red, yellow, and orange vegetables and fruits (carrots, sweet potatoes, pumpkin, mangoes, papaya), eggs, and cantaloupes. Lack of access



Notes

to a balanced diet with enough vitamin A can lead to its deficiency.

- **Goitre/Iodine Deficiency:**

Iodine deficiency is a lack of the trace element iodine, an essential nutrient in the diet. It may result in a goitre, which results in developmental delays and other health problems. Therefore, iodine deficiency is a significant public health issue as it is a preventable cause of intellectual disability. Globally, 2.2 billion people live in areas with iodine deficiencies, with the risks of resulting complications, while in India, 167 million people are at risk of Iodine Deficiency Disorder (IDD), 54.4 million people have a goitre, and 8.8 million people have IDD-related mental/motor handicaps.

Prevention includes the intake of iodised salt and iodine compounds added to other foodstuffs, such as flour, water and milk. Seafood is also a well-known source of iodine. However, iodised salt consumption is low due to a lack of knowledge about iodine deficiency diseases, poverty and the low availability of iodised salt in the far-off area.

In India, there are a host of other mineral and vitamin deficiency diseases, other deficiency anaemias, like folic acid, vitamin B12 and B6 deficiency anaemias, and problems caused by food toxicants like adulteration of mustard oil with argemone seed oil and consumption of ground nut flour contaminated by a toxic fungal growth in groundnut seeds.

To improve the health status of women and children, we need to bring a social shift in access, availability, and food distribution within the family society.



INTEXT QUESTIONS 12.3

1. Why does Nutritional Deficiency occur?
2. What are the main types of common nutritional deficiencies?
3. What is iron deficiency Anaemia?



WHAT YOU HAVE LEARNT

- Women are directly and indirectly involved in various food production, processing, packaging, and marketing stages. However, at the stage of food consumption, their food intake gets conditioned by socio-cultural beliefs and norms.
- Access to food refers to the final food intake of a person or how much they finally get to eat. Unfortunately, women's access to food is, by and large, restricted by the prevailing gender bias and discrimination which results in multiple health problems.



Notes

- Less food intake in quantity and quality cause nutritional deficiencies with a long-term harmful impact on the body. Common nutritional deficiencies occur due to a lesser intake of vitamins, minerals and iron in food. These are, however, preventable and can be addressed through optimum food intake and nutritional supplements.
- To improve the health status of women, the prevailing socio-cultural norms need to be addressed through awareness-building and gender-responsive services.



TERMINAL EXERCISE

1. What is the role of women in the food cycle?
2. Why do women suffer from health ailments more than men?
3. Which socio-cultural practices restrict women's access to food?
4. What are the different modes of food distribution in India?
5. How can women prevent nutritional deficiencies?
6. Observe the food intake of an adolescent brother and a sister in a family over two complete days. Note down the frequency and quantity of food consumed separately by both. Tabulate the information and compare the two. Draw comparisons on food consumption based on age, sex and gender of the brother and the sister.



ANSWERS TO INTEXT QUESTIONS

12.1

1. The food cycle is the complete process from agriculture production to food availability to the people. It involves various stages, such as growing, harvesting, processing, packaging, marketing, and distribution of food products.
2. Women are involved in various stages of the food cycle. They work in family-owned farms and are responsible for the tasks such as sowing, weeding, harvesting, cleaning and packaging food items.
3. Social protection is ensured through Public Distribution System, which provides subsidised food and non-food items to the country's poor. A network of outlets under the Public Distribution System (PDS) provides food such as cereals, oil and sugar at a rate much subsidised than the market. PDS provides household food security whereby all members always have access to enough food for an active and healthy life. In addition, it ensures that none of the members lives in hunger or fear of starvation.



Notes
12.2

1. Gender discrimination is prejudice or discrimination based on a person's sex or gender. Women and girls are deprived of their right to live and educate due to gender bias against the female child.
2. Food is generally distributed in the family. Each member is given the food for his/her age and likes/dislikes. Usually, the woman of the house cooks and distributes food among the family members.
3. Women's access to food depends on two main factors:
4. Economic Access to Food:

Women have comparatively lesser mobility outside the home, so their engagement with the market remains very restricted. As a result, their chance to participate in income-generating activities is reduced, so their bargaining power is reduced. This limits their say in access to and distribution of intra-household resources, including food. Subsequently, food, as a priority item of consumption, remains more accessible to other family members than the women.

- Socio-cultural Access to Food:

Customs and culture dictate differential roles, privileges, and life options for women and men, especially favouring the latter. A woman's access to food is primarily determined by the meal-eating pattern followed in the household. This pattern is based on multiple factors such as age, sex, social status and decision-making power of the member and the priority given to the same. With women at the receiving end, their share in available food is often compromised. They would voluntarily forgo their share in a particular food item for the love and concern of the other family member.

12.3

- 1 Insufficient food intakes deplete our body of essential nutrients. As a result, our body becomes weak and loses its ability to fight against infection and illness. Nutritional deficiencies occur when the quantity and quality of food intakes are below essential requirements. The Indian Council of Medical Research defines the recommended nutritional daily allowances.
- 2 The common nutritional deficiencies are Protein, Calorie Malnutrition, Iron deficiency Anaemia, Vitamin A, B12 and Goitre due to iodine deficiency.
- 3 Iron deficiency Anaemia is the most common type of Anaemia. It occurs when our body doesn't have enough mineral iron, which is required to make Hemoglobin. Lack of iron in the bloodstream leads to insufficient oxygen in our body and we get symptoms like tiredness, dizziness and cold hands and feet.

GENDER AND HEALTH – REPRODUCTIVE, MENTAL AND EMOTIONAL WELL BEING



Notes

By now, you must have understood that the male and female sex is biological, and for sexual reproduction, both are required. Both sexes differ from each other in the structure of their reproductive organ systems, which are aptly adapted to their specific roles in reproduction. Gender is a social construct, and sexuality is dependent on several factors, many of which are yet unknown. However, health is vital for all human beings in all its aspects – reproductive, mental and emotional and the contents of this chapter attempts to address these aspects. These include issues and concerns of adolescent health, prevention of the use of intoxicant substances and anti-health behaviours.

Generating awareness about the ill consequences on society of desire for male children and skewed sex ratio has been attempted. Behaviours promoting patriarchy, desire for a male child and the consequent skewed sex ratio are to be addressed for a positive change for more gender just society. The importance of maternal health and the necessity of dispelling myths and misconceptions related to reproduction are discussed. An awareness of life in conflict zones is also included in this lesson.



OUTCOMES

After studying this lesson, learner:

- appreciates and shares the charms and challenges of growing up.
- discusses the issues and concerns of health during adolescence.
- links consumption of enough food and rest with pregnancy and childbirth outcomes.
- explains cultural practices related to maternal health and reproduction.
- expresses concerns about declining sex ratio and sex-selective abortions.

**Notes**

- dispels myths and misconceptions related to gender.
- becomes aware of the consequences of substance abuse and insist on refraining from habit-forming substances.
- emphasises the unhealthy impact of RTI, STI and sexual abuse.

13.1 CHARMS AND CHALLENGES OF GROWING UP

Read the extract written below-

When we brought Tanvi home as a six-month-old infant, we wondered why she did not cry as she changed hands from the nanny of the orphanage to my welcoming outstretched arms. Since that day, Tanvi has passed childhood and, from a dark, beautiful snub-nosed child, has grown into an attractive young lady. She is beginning to have an attitude and has a visibly large appetite. She is making friends, mostly girls but is selective about whom she mixes up with. Today, at 17, she has large dusky eyes and shiny dark skin. She is eloquent, self-confident, hardworking and helpful. However, for certain decisions, she depends on her parents. She is generally happy, but sometimes, we have to tolerate her changing moods. Her hormones, I know, are responsible for all these changes, which are now noticeable.

The above paragraph is part of a conversation between a mother and her friends which covers the description of her 17-year-old daughter. You may consider it as a case study for adolescence.

13.1.1 Puberty and Adolescence: Physical, Mental and Emotional Changes

World Health Organisation (WHO) defines individuals aged 10 to 19 as adolescents. Puberty is the beginning of adolescence when girls and boys begin to undergo physical changes, such as growing of axial and pubic hair. Girls begin to develop breasts, and boys grow a moustache. Puberty merges into adolescence as individuals show a growth spurt with an increase in height and appearance of secondary sexual characters. However, physical changes add to the charm of growing into adulthood. It becomes necessary for elders to motivate adolescents to build up self-confidence.

Since adolescence is a period of transition between childhood and adulthood, it is marked by mental turmoil for the adolescent for whom the sudden noticeable physical changes may come as a surprise. The onset of menstruation in girls and occasional wet dreams in boys also worry them unless some guidance is provided beforehand, either through sex education or by teachers or parents.

New relationships with girls and boys of the same age group are enjoyable but may sometimes be worrisome. Relationships develop and assume great importance for adolescents. In addition,

adolescence is a period of high energy levels. If properly guided, the energies of adolescents can be channelled to express inherent creativity and talent and, at the same time, help them mature into balanced adults.

**ACTIVITY 13.1**

Make a table listing the physical, mental and emotional changes during adolescence using your experiences and knowledge gained from books or seers.

**ACTIVITY 13.2**

Use the case study given earlier in this lesson and underline the words, phrases or sentences used to describe adolescent characteristics.

*Notes***13.1.2 Socio-cultural challenges faced by adolescents**

Apart from the challenges of undergoing changing body and mind, certain socio-cultural challenges faced by adolescents. These are as follows-

Socio-cultural Challenges faced by adolescents

Fig 13.1: Socio-cultural Challenges faced by adolescents

It is unfortunate that even in modern times, gender roles may be stereotyped, which also affects how girls and boys are brought up. For example, boys are given nutritious food,

**Notes**

whereas such nutrition to adolescent girls is denied in some families. Similarly, some girls are made to undertake domestic work, whereas boys are asked to go out for family errands. Such stereotypes affect their self-esteem.

During adolescence, the need to be part of a peer group is high. Nevertheless, the timing for the appearance of adolescent characteristics may not be the same for all individuals of the same age group, which may cause anguish. Further, adolescence is the period when interpersonal relationships get established. As friendships develop, romantic relationships and heartbreaks also occur. Often adolescents stray into the path of wrongdoings such as substance abuse under peer pressure. Socio-economic disparities cause problems with parents. Therefore, it is desirable that adolescents establish positive and responsible relationships.

Parents, teachers, older siblings, or even friends can guide them regarding a safety net available when adolescents need it.

It becomes necessary for adolescents to be aware of hormonal changes that occur naturally and bring about physical changes and ultimately lead the body to gain sexual maturity. In addition, educational intervention from appropriate sources regarding these changes helps them become comfortable with the changes.

**INTEXT QUESTIONS 13.1**

1. State the ages between which falls period of adolescence.
2. Mention two characteristic visible features that distinguish adolescent boys from adolescent girls.
3. Why should there be no gender discrimination during adolescence? Give two reasons.

13.2 ISSUES AND CONCERNS OF GROWING UP HEALTH**13.2.1 Adequate Nutrition and Exercise during Adolescence.**

Adolescence is marked by rapid growth and development of the body and its parts. Individuals' genetic makeup, nutrition and exercise are determinants of growth in height, weight, healthy looks and energetic behaviour.

Food: Not only is the kind of food essential, but also eating it at appropriate intervals. A schedule needs to be maintained for nutritious breakfast, lunch and dinner. An erratic eating time for different meals may result in over or under-nutrition, which is detrimental to health. Adequate nutrition comes from a meal in which nutrients like protein, carbohydrates, fats, vitamins and minerals are in balanced proportion. A balanced diet benefits all in the following ways;

- proper physical growth;
- strong teeth;
- strong bones, well-developed muscles, and
- timely reproductive and sexual maturity

Undernutrition causes health problems in teenagers. As mentioned, in our predominantly patriarchal society, boys are served nutritious food in a relatively large quantity than girls in some families. This impacts the health of girls and women adversely. Undernourished girls not only lack proper physical growth but are also at risk of developing complications during pregnancy and childbirth.

Overeating and an unbalanced diet lead to obesity and nutritional disorders. Food items like noodles, pasta, chocolates, and sweets are delicious but rich in sugars and starch (Carbohydrates). Excess carbohydrates get converted into fat which accumulates in the body. That is why those people who regularly eat this so-called 'junk food' usually become fat and obese. Obesity leads to heart problems, and such people may experience difficulty in running and playing. Often obese people also may have low self-esteem.



Notes



ACTIVITY 13.3

Check if you are underweight, overweight or have a normal weight

Measure your height and weight and calculate your BMI or Body Mass Index

$$\text{BMI} = \frac{(\text{Weight in kilograms})}{(\text{Height in meters})^2}$$

Then check results from the table given below:

BMI	Category
<18.5	Underweight
18.5-24.9	Normal
25-29.9	Over weight
>30	Obese

The normal weight norm can be easily reached by having healthy habits of eating and exercise.

Common nutritional disorders that may affect some adolescents are:

**Notes**

Anaemia: Lack of intake of iron-rich food, e.g. green leafy vegetables

Bulimia nervosa: Periods of overeating and later vomiting due to fear of weight gain

Anorexia: Extreme dieting, fasting and over-exercising to prevent weight gain

Obesity: Excessively fat due to lack of protein and excess carbohydrates.

13.2.2 Importance of exercise and yoga

Exercise and yoga are important for good health, especially during adolescence. Exercise, whether through long and brisk walking or playing outdoor games or doing exercises regularly, is useful for:

- Stimulating the growth of muscles
- Keeping a check on body weight and
- Managing stress in our daily lives.

13.2.3 Teenage pregnancy

During adolescence, boys and girls become biologically capable of sexual activity. Due to the action of sex hormones, they not only mature sexually but also develop secondary sexual characteristics. However, adolescents are not mentally or psychologically mature enough to



Fig. 13.2: Cases of Anemia among girls

Early pregnancy thus exposes a girl to health risks such as anaemia and prolonged labour may damage the reproductive tract and, in a few cases, may even lead to death. Moreover, newborn to young and undernourished mothers are also of low birth weight and are prone to death.

The legal marriageable age in India is 18 for girls and 21 for boys, according to the Child Marriage restraint Act 1978. But early marriage is still a norm in many parts of India due to factors like

- gender discrimination
- caste system and dowry; and
- young married women are coerced into becoming pregnant to prove their fertility by elders in the family.

Adolescent marriage and pregnancy are social problems and can be a trauma for young girls. Their education gets disrupted, and the future becomes bleak. Motherhood is too much of a responsibility and does not give any joy as is expected. This causes emotional problems and adversely impacts normal family life.



Notes



INTEXT QUESTIONS 13.2

1. Name the two factors necessary for good health during adolescence.
2. Why is teenage pregnancy not good?
3. Name any two nutritional disorders likely to affect adolescents.

13.3 SUBSTANCE ABUSE, REPRODUCTIVE TRACK INFECTIONS AND SEXUALLY TRANSMITTED INFECTIONS AND SEXUAL ABUSE

13.3.1 What is substance abuse?

Drugs are of common use as medicines for curing diseases and disorders. However, when drugs or substances are put to non-medical use, the practice becomes drug abuse or substance abuse.

Adolescents are more vulnerable to substance misuse as they are likely to experiment and are amenable to peer pressure. Substance abuse begins as a trial and then leads to phases of drug tolerance, then dependence and ultimately drug addiction, which is a threatening consequence.

The commonly abused substances are alcohol, tobacco, marijuana or Ganja, cough syrups, caffeine, cocaine, opiates, cannabis, inhalants and even solvents such as petrol, glue and correction ink which are not meant for oral consumption. In addition, hallucinogens such as



Notes

LSD (Lysergic Acid Diethylamide), PCP (Phencyclidine) etc., are also addictive.

An individual resorts to experiencing the effects of drug abuse either under peer pressure or for experimentation. However, once begin, they slowly become drug-tolerant and then drug dependent as their craving for the drug increases and ultimately become a victim of drug addiction, which affects their physical, mental and emotional health and social relationships of the addict. As a result, withdrawal from drugs becomes difficult. Certain drugs can be procured easily. They are legitimately manufactured and distributed through ethical chemists and druggists. Others are prohibited drugs whose manufacturing and distribution are prohibited except for approved or medical purposes.

Substance abuse harms pregnant women as both mother and foetus are harmed since the abused substance reaches the foetus through the mother’s blood.

You can see the general effects of drugs in the following figures

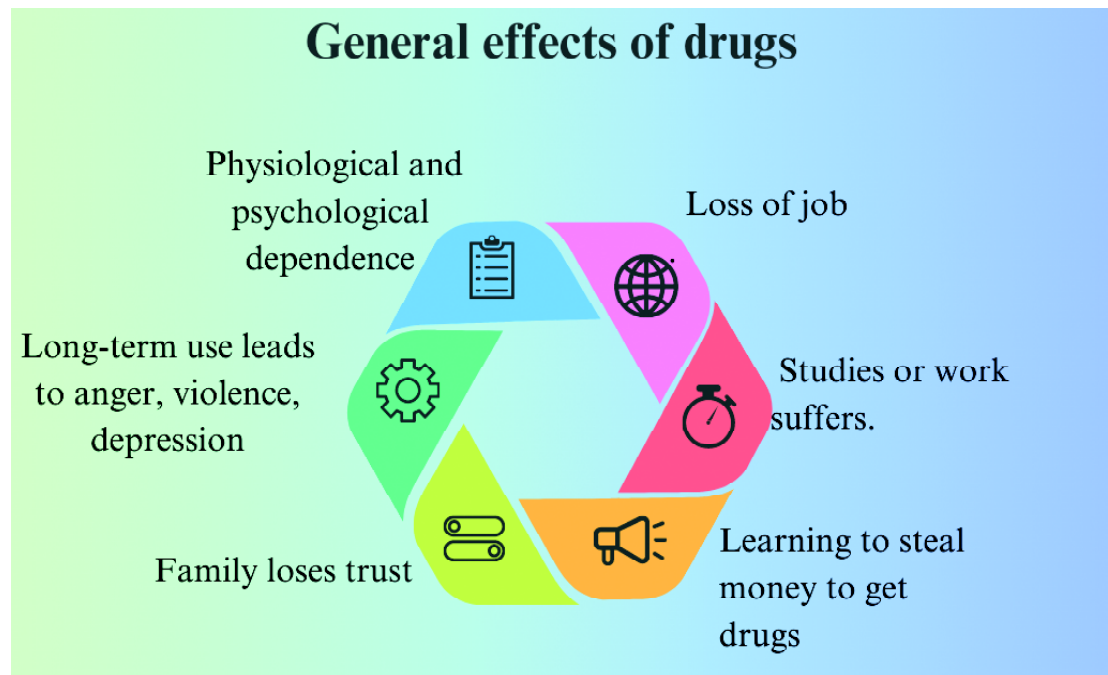


Fig. 13.3 General effects of drugs

Prevention

Drug abuse can be prevented by generating awareness about the consequences of drug abuse. Adolescents must be made aware of the need to keep themselves safe and away from substance abuse. They have to be prepared to Say No (to Drugs and to smoking tobacco)

To be aware and empowered to understand the harm done to the body

Engage in (socially) productive work so that there is no time inclination for drug abuse.

Have a safety net comprised of teachers, parents, relatives, counsellors, health professionals or other persons to whom they have access.

13.3.2 Unhealthy Impact of RTIs and STIs

RTI and STI are two abbreviations for Reproductive Tract Infections and Sexually Transmitted Infections such as Syphilis and Gonorrhoea.

Signs and Symptoms

The reproductive tract of women includes the fallopian tube, uterus, cervix and vagina. However, it is the vas deferens, testes, penis and urinogenital opening in men.

Initially, reproductive tract infection causes no symptoms, but as infection increases, symptoms appear, and medical advice to contain it becomes necessary.



Notes

Symptoms in Women	Symptoms in Men
<ul style="list-style-type: none"> ● Pain in the lower abdomen ● Pain and burning sensation during urination ● Foul-smelling vaginal discharge ● Irregular and painful periods ● Painful intercourse ● Inflammation and ulcers, and swelling in the vagina area ● Fever in chronic cases 	<ul style="list-style-type: none"> ● Burning sensation and pain during urination ● Tenderness in the groin ● Lesions on penis ● Itching in the genital area ● Pus discharge from the urethra ● Ulcers, rash and swelling around the genitals ● Fever in acute cases

Fig. 13.4 Symptoms of women and men

Transmission

Infections are due to microbes like certain fungi, bacteria, viruses, etc. The infective agents pass

1. from the infected partner to the uninfected partner during intercourse.
2. from an infected mother to her child before or after birth.
3. through blood transfusion, as in the case of the bacteria causing syphilis.
4. during unsafe abortion

**Notes**

5. due to a lack of menstrual hygiene.

Prevention of infection can be ensured through -

- No unprotected intercourse with an infected partner or a person of unknown credentials.
- Avoid multiple partners.
- No continuation of unprotected sex during treatment.
- Seeking specialist doctor's advice upon observation of the symptoms.
- Becoming aware of such infections and insisting on the use of condoms

Common STI
Gonorrhea and Syphilis

STIs and RTIs increase
the risk of getting HIV-
AIDS by 8 to 10 times.

Early diagnosis and
treatment are necessary

Vulnerability

- Young females with multiple sex partners
- Commercial sex workers and clients
- Sexually active adolescents
- Lack of awareness and ignorance about protected sex.

**INTEXT QUESTIONS 13.3**

1. What are RTIs and STIs?
2. Name two symptoms each of infections in the reproductive tract in men and women which warrant a visit to a doctor.
3. State two ways of transmission of these infections and two methods of preventing them.

13.4 ACCESS TO FOOD AND TIME TO REST DURING PREGNANCY AND AFTER CHILDBIRTH

Pregnancy is a normal phenomenon in the life of a woman who wishes to have children. However, during pregnancy and soon after childbirth, it becomes necessary to pay attention to a nutritious diet, exercise and adequate rest.

Pregnancy is the time between conception and childbirth when a foetus grows and matures for approximately nine months and ten days in the mother's womb before birth. During this

period nutrition of the mother becomes more important as the foetus's growth depends on the mother's nutrition.

13.4.1 Access to Healthy Food

Access to healthy food and adequate rest is essential for all. Women are generally concerned about the health of their children and their husband and often neglect their health. However, now women are becoming more aware of the need for rest for their own and their baby's health and well-being and that being fit requires a proper diet.

Diet during pregnancy

There are no special diets and no food to be avoided during pregnancy, in general. The best is to eat a balanced diet both during the antenatal and postnatal periods. Listed below are certain 'do's and don'ts. A pregnant mother is required to consume

- i) a little more than her regular diet
- (ii) light meals in small quantities about 5 or 6 times a day
- (iii) fruits and green vegetables in adequate amounts. Green vegetables provide iron and folic acid. They also provide the fibre needed for easy bowel movement.
- (iv) a diet that includes carbohydrates (chapatis, rice etc.) and proteins (lentils, egg, meat, etc.), vitamins, minerals and roughage.
- (v) Milk or milk products as they provide protein, vitamin D, carbohydrates, fat and mineral such as calcium.

It is advisable to avoid

- (i) fried foods frequently and in large quantities
- (ii) too much-processed food, canned food and aerated drinks.
- (iii) too much salt and sugar
- (iv) too many beverages like tea and coffee.
- (v) too much spicy food.
- (vi) eating outside food too frequently because a light homemade meal is most easily digested, absorbed and assimilated.

It is crucial to seek the help of a physician to recommend a diet if the pregnant woman is underweight, ailing, or a teenager. It is important to seek the help of a physician to recommend a diet if the pregnant woman is underweight, ailing or a teenager.



Notes



ACTIVITY 13.4

Given below is a table showing the daily dietary requirement (balanced common Indian meal) for pregnant women. Fill in the columns.

Item	Nutrients	Effect on the body



Notes

13.4.2 Important ingredients in the diet of pregnant women to avoid common problems

Common complaints in pregnant women are bleeding gums, constipation and flatulence (gas formation in the digestive tract). Increasing levels of Estrogen hormone cause gums to swell and become softer. A diet with sufficient calcium and high-quality proteins prevents problems with gums and teeth.

Constipation happens as hormonal changes relax muscles, including the digestive tract. Consequently, bowel movement becomes less efficient. Fresh vegetables, salads, fresh and dried fruits like raisins, figs, and fruit juice without added sugar are important. Whole grains bread, and cereals increase the amount of fibre in the diet and ease bowel movement. Above all, a lot of water (6+8 glasses daily) and regular walks are helpful for digestion and egestion (elimination of solid waste).

Flatulence can be avoided by eating four to five small meals daily. Food should be chewed well. Spicy or greasy food and intake of coffee should be avoided.

Leg cramps often result from nutritional deficiencies or electrolyte imbalance and strain placed on the legs due to extra weight. Calcium and potassium intake becomes important and is taken care of by eating foods like bananas, cottage cheese (paneer), oranges, almonds, soya products and yoghurt (dahi).

13.4.3 Nutritional health in pregnancy

During pregnancy, more than ever, the mother-to-be needs to have a balanced diet. Our Indian thali is a balanced meal with chapatis or rice providing the carbohydrates, vegetables (sabzi) providing the vitamins and minerals and lentils providing protein and yoghurt (dahi) providing nutrients like calcium and other constituents of food.

The following table gives the important nutrients during pregnancy .

Diet during Pregnancy

No special diets, no food to avoid in general. The best is to eat a balanced diet which includes

Protein: These build and repair body tissues and form amino acids, enzymes and antibodies. Take at least 50 g of proteins in a day.

Carbohydrates: These are the major source of energy for the growth and maintenance of the body and everyday physical and mental work.

Fats: These provide energy; some fat is essential for protecting the body's vital organs, assisting them in regulating temperature and for good skin. But high-fat diets cause heart disease and obesity.

Vitamins and minerals: These help to regulate metabolism. Vitamins A, D, E and K are fat-soluble vitamins that can be stored in the body, but vitamins B-complex, and C are water-soluble and must be consumed daily.

Minerals are necessary for water balance, glandular secretions, and nerve and muscle responses. In addition, foods containing iron and calcium are essential during pregnancy as iron is needed for building Hb and Ca for bones and teeth.

Nutrients	Benefits	Sources
1. Vitamins B complex and Folic Acids	Prevents deficiencies and chances of congenital disabilities Folic acid keeps skin clear	Green leafy vegetables, peas, chickpeas, and kidney beans
2. Iron	Builds Blood: Important ingredient of Hemoglobin, helps to reduce tiredness and fatigue	Red Meats, fish, poultry, eggs, chickpeas, ground nut, nuts, green leafy vegetables, lentils,
3. Vitamin C	Good for gums – prevents bleeding	Cabbage, lemons, oranges
4. Zinc	Helps in the growth of cells and is important for building proteins, healing damaged tissues and support immune system	Meats, poultry, plant sources like legumes and whole grains
5. Calcium	Necessary for the formation of bones and teeth of a foetus; otherwise, it draws calcium from the mother's bones	Almonds, bananas, cottage Cheese (Paneer), soya products, curds

**Notes**

6. Magnesium	Needed in a small amount to balance calcium	Pumpkin seeds, almonds, spinach, banana, whole milk
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13.4.4 Moderate exercise, a nutrition-laden diet and plenty of rest are necessary for a healthy pregnancy. In addition, a pregnant woman should remain active and sleep well.

After the baby is born, liquid diets like juices, milk with Sabudana cooked in it or watery khichdi help form and easily release milk during infant feeding.



Notes



INTEXT QUESTIONS 13.4

1. Why is access to proper nutrition and adequate rest important for pregnant women?
2. Name the nutrients required to build (i) bones and (ii) blood in the foetus. Mention one source of each.
3. How can you remove myths related to gender?

13.5 CULTURAL PRACTICES RELATED TO MATERNAL HEALTH AND REPRODUCTION

In some families in India, a pregnant woman receives a lot of care soon after conception. She is provided with adequate diet and rest and is not allowed to undertake heavy work like lifting, carrying heavy vessels or taking down heavy articles from a height. However, it is necessary for a woman to continue with daily household work that gives enough exercise.

In nuclear families, the women need to be aware of the requirements of pregnancy and take an adequate and nutritious diet, rest and exercise. Moreover, after childbirth, the diet stimulates mammary glands to produce enough milk.

After Childbirth: It is essential to feed the newborn infant the first exudation from the mother's nipples, called COLOSTRUM. Many ignorant elders do not allow this as they think that since it does not look like milk, it has to be discarded by the mother. Colostrum develops immunity in the newborn and should always be given to newborn babies.

In many households, the newborn and the mother are kept in a separate room or place to be away from the main house for 40 days to (a) avoid infections, (b) healing of mother's tender body parts (c) give her adequate rest and (d) time to bond with her baby. However, even if it is impossible to arrange a separate place, it is important to provide a safe, well-lit place for the mother and newborn babies.

**INTEXT QUESTIONS 13.5**

1. What is Colostrum?
2. What is the cultural practice of 40 days of separation?

13.6 MYTHS AND MISCONCEPTIONS RELATED TO GENDER

Except for the reproductive organ system and reproductive physiology, the anatomy and physiology of a male and female are more or less the same, with minor differences. And yet there are many misconceptions related to the behaviour traits of the two genders. Some of them are given below:

Misconceptions about traits which define Men

1. Brave
2. Naturally dominant
3. More intelligent
4. Impatient
5. Clever and practical
6. More mature
7. Independent in thoughts and action

Misconceptions about traits which define Women

1. Always scared
2. Naturally submissive
3. Less intelligent
4. Patient
5. Foolish and sentimental
6. Less mature
7. Dependent

Both genders can be equally sensitive, caring, and courageous. Parents have to give daughters and sons an equal and enabling environment to grow up healthy.

**ACTIVITY 13.5**

Tick statements you think are right because of your experience. Then think of instances which disprove these. Record them

Men ought to be wage earners for the family

Women need to be homemakers only and stay home and look after the family

**Notes**



Notes

Men dictate terms	Women submit and obey
Men are aggressive by nature, so boys should be raised to be aggressive	Women are loving and forgiving by nature, so do not empower them
Men are more intelligent and logical	Women are less intelligent and more sentimental, so illogical
Real men never cry	Women cry at the slightest pretext
Men should marry less qualified women	Women should marry more qualified men

These stereotypes can be addressed by creating and promoting alternate views. For example, men can be soft and caring, or they can cry. Many women today take up successful careers and are leaders. Yet, they are emotional and take up challenging jobs.

13.7 THE DECLINING SEX RATIO AND FEMALE FOETICIDE

Performance for a male child affects several girls. In the past, female infanticide was practiced by a few communities. However, in the past few decades, sex-selective abortions have been carried out illegally. This may be due to desire to keep their family size small but ensure that they have sons.

13.7.1 The Sliding Sex ratio continues

For many years the sex ratio (the ratio between men and women) in India has been sliding down in favour of men.

13.7.2 What is Sex ratio?

The sex ratio refers to the number of females per 1000 males. As per the last available census data, the sex ratio in India is 943 females per 1,000 males (2011 Census Report)

The following table shows that the sex ratio has been declining since 1901.

13.7.3 Reasons for ‘missing millions’

By now, you know that in our patriarchal society, daughters are deemed a burden on the family. The constitution of India confers equal rights upon women and men. But women are killed even before they are born! This is called ‘Female Foeticide’ or sex-selective abortion.



Notes**Female Foeticide**

Foetus is the 'embryo', or the developing young one in a mother's womb. Technology such as Amniocentesis and Chorionic villi testing permits the foetus to be recognised as male or female. Though tests for determining the sex of an unborn child are banned in India, such detections are carried on secretly, and a female foetus is aborted. Again, the abortion or medical termination of pregnancy Act was introduced in 1971, but only under medically approved conditions. And still, illegally female foetuses are aborted in India.

Female infanticide

It is strange that even after so many decades of independence, data shows that female infanticide is a reality even today in several states. The highest rate of under-5 mortality rate (U5MR) has been recorded for Northern India. The factor seen as responsible for the death of 0-4-year-old girls are:

- (i) gender bias and inequality
- (ii) low economic development
- (iii) high fertility
- (iv) preference for sons

Rural areas are worst affected due to low levels of education, high population densities, high fertility, and low socio-economic development. Apart from these factors, many deaths of females under five years of age (U5MR) (55 males and 66 females in rural and 51 males and 59 females in urban India in 2011) are due to unwanted childbearing and neglect thereafter.

Prevention of skewed sex ratio due to female foeticide and infanticide is possible if

- (a) Practitioners of surreptitious prenatal sex selection are severely punished
- (b) Gender discrimination is reduced by imparting awareness.
- (c) Girls and women are encouraged to be economically independent
- (d) All girls are educated so that preference for sons is diminished
- (e) Various acts favouring women are strictly implemented.
- (f) Cases against assaulters are disposed of speedily, and the guilty is adequately punished.

**INTEXT QUESTIONS 13.7**

1. What is sex ratio?
2. Give any two reasons for lesser number of girls than boys in India.
3. Suggest two ways of preventing the decline in the sex ratio.

**Notes****13.8 IMPORTANCE OF VISIBLE SOCIAL CHANGE****Women empowerment**

Society, by and large, dictates the roles of two genders, and many succumb to the societal norm though these norms vary from society to society. But these role stereotypes are often discriminatory, and that is why gender studies has become a discipline in itself. Education, employment, and freedom to take decisions indicate women's empowerment.

However, we find today an erosion of stereotypes not only in attire or dresses but also in household work and even vocations and professions. In earlier times, girls/women were not allowed to study much and were married off early. Such was the situation in India's early few decades of the twentieth century. But since then, most parents have been eager to send their daughters to school and college. As a result, many women today are educated and empowered. We have had women leaders as Prime Ministers of the century. As heads of corporate business houses and banks, aircraft flying domains are visible in fields such as wildlife photography. These domains are not untouched by women any longer.

However, since women have been coming out to study or work now, there are many violations of socially accepted norms. The problematic issues of violence occur in many forms, sexual assaults such as sexual abuse and rape; violent assaults like throwing acid, burning or blinding; traumatic experiences of incest and even dowry deaths and murder. Men usually carry out these heinous acts as revenge for refusal to sexually advance or under the influence of alcohol or as an outburst of general frustration. In our country, because of the caste system, there is a horrendous act of honour killing of couples marrying out of the caste. Such acts either kill or cause physical and psychological damage, requiring strict legislation and awareness towards existing laws permitting inter-caste and interreligious marriage in India.

13.9 IMPACT ON MENTAL AND EMOTIONAL HEALTH OF MEN, WOMEN AND CHILDREN LIVING AS UNEQUAL

For thousands of years, the society has been structured so that women remain conventionally bound to fulfil certain roles and obligations. Women's roles are perceived as less important

than those of men. Men thus dominate over women. When the dominant group maltreats the subordinate group, social problems arise. A need arises to advocate a 'Power Balance' between the two genders. The conflict between men and women still exists though the Constitution of India provides equality for men and women, including voting rights since independence.

The gender conflict is considerable because men, as bread earners, have control over wealth and finances and consequently control over resources, and women are dependent on men. This hold on finances by men in households often causes gender conflict among couples. But conflict, for the same reason, exists between employer and employee, the rich and the poor. In addition, there can be a conflict between generations which though not of much consequence in the west, has relevance in Asian societies where the 'joint family' system still exists.



Notes

13.9.1 The Gender Conflict

The conflict between man and woman has many underlying reasons. Though both partners together need to raise a family, more often than not, the task of looking after daily household tasks and taking care of infants is delegated to the woman. Men are supposed to go out and earn money to run the household. However, in modern times when many women are educated, they go out to work and earn and do cooking, cleaning, washing and bringing up children. Certainly, however, in some households, men lend a helping hand to the women in domestic chores and child care.

13.9.2 Factors leading to gender conflict

There are various reasons why women are still subjugated by men. This leads to tensions and conflict in the family and society. The reasons for gender conflict where it exists are as follows:

- Gender discrimination and gender stereotypes.
- Patrilineal society and Patriarchy
- Poverty and discrimination
- Dowry system
- Domestic violence
- Literacy and lack of women's rights

Gender discrimination and poverty: In many families, especially in rural areas, a girl suffers discrimination right from birth. The birth of a girl is not celebrated, but there is a lot of jubilation when a boy is born. As she grows up, the brother is given better food, much more love and much less family responsibility. He is also sent to a better, more expensive school than his sister.



Notes

Girls are married off early in age, even before completing their education. In low-income families, girls are married to widowers or older men so that no dowry is needed. The wife often has no say in the spacing of childbirths. Infertile women are cursed and polarised, and even if the husband has a problem, she is blamed as a ‘barren woman’ and not welcome to participate in wedding rituals. The enlightened families, however, get medical done for both men and women. But even reproductive technologies like intrafallopian transfer of zygote or GIFT and ZIFT primarily need to be done on women because they bear the developing embryo.

In rural areas, woman take food for the men working in fields and fetch water and fuel like dry sticks and wood from the forest. As a result, they suffer not only the drudgery but also bear the weight of water or fuel as they carry them on their heads or in arms and walk long distances.

Patrilineal society and Patriarchy

- Except in some communities in Kerala and Nagaland and among certain tribes, Indian society is patriarchal, i.e. authority is with the males. Children take the father’s surname, and sons continue the family line. A woman changes her maiden name upon getting married and bears the name of her spouse’s family.
- Even though the law provides for an equal share in the parental property and assets, daughters are often not given their due. They are also exploited by not being given the right to hold or dispose the property. Brothers often deprive the sisters of ancestral property, leaving them to fight for their rights at the cost of losing the brother-sister bond.
- In agriculture and labor-intensive construction-related jobs, wages of men and women vary, and women may be paid even less than the minimum wages prescribed by the Government. Poverty and illiteracy force women to refrain from fighting for their rights.

Dowry: In a patriarchal society, a girl leaves her parental house to live with the in-laws. The parental family gives her gifts as she leaves her parental home. But when the husband and his family demand money and expensive gifts from the girl’s family, it becomes ‘dowry’. The temptation does not stop after the wedding, and the demand for dowry may even lead to domestic violence on the girl and even her death. The Dowry Prohibition Act is to prevent such violence against women.

13.9.3 Impact of gender inequality on men, women and children

We have read in the earlier section about gender dynamics and family conflicts partially. Such conflict ruins the entire family. Men, if confronted by their wives, resort to domestic violence. Often an everyday altercation with the wife affects work at the workplace. On the other hand, the wife may go into depression and even vent her concealed anger on the children. As a

result, the children grow up unhappy. The atmosphere in the home keeps away adolescent children who may even resort to the use of drugs or other misdoings.

Since independence, the Government made arrangements for girls to go to school. Recently the Government has made it mandatory for all schools to have separate toilets for girls, both in schools situated in urban and rural areas. With education, girls are becoming increasingly aware and shall make better mothers and take informed decisions. Many laws on gender equality exist in India. The provision to improve women's status started even before India became free, and new laws are enacted as per the emerging needs of the society to empower women and enhance gender equality.

1829: Prohibition of Sati (Raja Ram Mohan Roy)

The Hindu widow Remarriage Act, 1856

The child marriage Act, 1929

The Hindu marriage Act, 1955

The Hindu Succession Act, 1956

- Protection of women from domestic violence Act, 2005
- Sexual harassment of women at workplace (Prevention, Prohibition and Redrenal) Act, 2013 Dowry prohibition Act, 1961



INTEXT QUESTIONS 13.9

1. Explain in a sentence or two the following terms.
 - (i) Female Foeticide
 - (ii) Gender Conflict
2. Mention any three acts/laws in our country favouring women.
3. What is dowry? Why has it been banned through an act?



WHAT YOU HAVE LEARNT

- Physical, mental and emotional changes during puberty and adolescence.
- Puberty is the stage in life which begins at age ten and merges with the stage termed



Notes

**Notes**

adolescence. In girls, puberty begins with breast development and the onset of menstruation at adolescence. Boys of the same age begin to grow a moustache and have cracked voices. Both show growth spurt with increased height, muscle strength and brain size. Apart from physical changes, adolescents build up friendships and exceptional bonds.

- All the above changes that occur are due to hormonal changes.
- During adolescence impact of a peer group is high, and important for adolescents to make informed choices about friends and acquaintances.
- Adolescents may fall prey to temptations like substance abuse, and curiosity about sexual changes may lead to sexual abuse due to ignorance. Adolescents have to learn to say No to undue advances and distinguish between a good and a bad touch.
- Substance abuse over consumption of intoxicating substances for feeling good and not as a medicine and then becoming tolerant to it and ultimately addicted to it. Commonly abused substances are Amphetamines, Barbiturates, Codein, Cough syrup etc. The effects of continuous drug abuse lead to a total breakdown of normal life.
- A woman requires normal health and fitness for herself and the growing foetus during pregnancy and childbirth. The diet should include food items which provide protein, carbohydrates, vitamins and minerals to prevent commonly occurring problems.
- The sex ratio is the number of girls per 1000 boys. In our country, the sex ratio has been in favour of males, but the scenario is changing now.
- There is, however, a social change now in attire, diet, better transport and communication facilities, and above all, more and more women are getting educated and employed. Many women are in professions not taken up by women 20-30 years ago.
- Gender conflict is still there and impacts men, women and children.

**TERMINAL EXERCISE**

1. Define puberty and adolescence and list three changes in adolescence which are different in boys and girls. Add a note on challenges faced by girls during adolescence.
2. Explain these terms: (i) substance abuse (ii) Sexual abuse (iii) RTI and STI
3. List the detrimental effects of drug abuse.

4. Give an account of the diet necessary during pregnancy and after childbirth.
5. What is the sex ratio? State reasons for a declined sex ratio in our country and how it may be rectified.
6. What is meant by social change in society? Mention five changes you have noticed.



ANSWERS TO INTEXT QUESTIONS



Notes

13.1

1. World Health Organization (WHO) defines adolescence as ages between 10-19 years.
2. Physical differences such as facial hair in adolescent boys and development of breasts in girls are distinguishing features between adolescent boys and girls.
3. Gender discrimination puts the girls at a disadvantage and may hinder their physical and mental development. Gender stereotypes also adversely impact the self-esteem of adolescents.

13.2

1. Proper and adequate nutrition along with physical exercise are the two factors necessary for good health during adolescence
2. Teenagers are not mentally or psychologically mature enough to shoulder the responsibilities of parenthood. Also teenage girl's uterus is still developing and a pregnancy may expose them to health risks like anemia and prolonged labor which may damage the reproductive tract.
3. Bulimia nervosa: Periods of overeating and later vomiting due to fear of weight gain and Anorexia: Extreme dieting, fasting and over-exercising to prevent weight gain

13.3

1. RTI and STI are two abbreviations for Reproductive Tract Infection and Sexually Transmitted Infections such as Syphilis and Gonorrhoea.
2. For women, symptoms like pain and burning sensation during urination and foul-smelling vaginal discharge warrant a visit to the doctor. For men also, burning

**Notes**

sensation and pain during urination along with tenderness in the groin should be checked with doctor.

3. Infections can be transferred through from the infected partner to the uninfected partner during intercourse and from an infected mother to her child before or after birth. Using proper protection and avoiding multiple partners are two ways of preventing them.

13.4

1. Proper nutrition and rest are important for pregnant women to safe and healthy development of foetus because the growth of foetus depends on mother's nutritional status and physical condition.
2.
 - i) Nutrient to build bones in calcium. It is found in milk and milk products like cottage cheese (paneer)
 - ii) Iron is important for hemoglobin (blood) and is found in green leafy vegetables.
3. Myths related to gender are not easy to remove and require that we work on them continuously by avoiding gender discrimination and eliminating ill-practices like female foeticide, child marriage, dowry etc. Another way to remove myths related to gender is to encourage parents to educate their girls while giving a loving, nurturing and safe environment to their children to explore their personalities.

13.5

1. Colostrum is the first exudation from mother's nipples which is extremely important for newborns as it gives them immunity.
2. Many cultures practice 40days of separation where the mother and her newborn are kept in a separate room to avoid infections, and give adequate rest to the mother for healing and time to bond with her child.

13.6

1. There are several behavioral misconceptions related to the two genders some of which prescribe that men are brave while women are always scared, men are naturally dominant while women are naturally submissive, men are practical while

women are sentimental. However, these misconceptions need to be corrected as both genders can be sensitive and courageous.

13.7

1. Sex ratio refers to the number of females per 1000 males in a given population.
2. Preference for son and associated female foeticide lead to lesser number of girls than boys in India.
3. Strict punishment for those who practice in female foeticide and improving the status of women through education and employment can prevent decline in sex ratio.



Notes

13.8

1. The three things that indicate women empowerment are education, empowerment and agency to take independent decisions.
2. Gender bias and inequality, low economic development, high fertility and preference for sons are some of the factors that contribute to female infanticide
3. Skewed sex-ratio can be improved by reducing gender discrimination against women and girls, improving girls education so that preference for son is diminished and strictly punishing those engaged in female foeticide and infanticide.

13.9

1.
 - i. Female Foeticide is the practice of terminating unborn female foetus due to preference for a male child
 - ii. Gender Conflict occurs due to culturally defined roles of men and women, where men due to being chief wage earners control the finances and women become dependent on them. Patriarchy, gender discrimination and stereotypes are some of the reasons for gender conflict in family and society.
2. Three laws/ acts in our country favouring women are:
 - a) The Hindu widow remmarriage Act, 1856 The Hindu succession Act, 1956



Notes

- b) Hindu Succession Act on inheritance right to sons and daughters (1956), and
 - c) Anti-dowry prohibition Act, 1961
3. When the groom and his family demand money and gifts from the bride's family as a part of marriage it is called dowry. This temptation is one of the ills of patriarchy and has often lead to violence against women. Hence, dowry has been banned in India through the Anti-dowry Act of 1976.

HEALTH POLICIES AND PROGRAMMES



Notes

Health is a basic human right. A healthy body is important for individuals to live a good and healthy life. The government ensures that good quality health care is available to all sections of the population. There are special programmes and policies that are directed towards ensuring and protecting the weaker sections of the population. The vulnerable sections of the population are often denied access to health care. This could be because they do not have enough money or perhaps their status in the family is low. This is particularly true for women. We often see that women in well to do families are the last to get medical help if needed. Their health is often neglected and overlooked by the society. In order to ensure that women are healthy, the Government of India has special programmes that are directed at ensuring their wellbeing. This lesson will explain the concept of health and policies and programmes for achieving goals of people's health in the country.



OUTCOMES

After studying this lesson, learner:

- explains the existing health system
- identifies health services and programmes for women
- advocates and assist community in accessing various health services

14.1 UNDERSTANDING HEALTH

According to the World Health Organisation, “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” This means that health is multidimensional and not just physical. It is important to understand the different dimensions of health. These are

- **Physical-** The body has to be physically healthy and free from disease.

Gender, Health and Nutrition



Notes

- **Mental-** The person should be mentally healthy and should not be depressed or suffering from anxiety or other mental health issues.
- **Social-** Social factors like economic and social status also determine your health. For example, women in the family have a low status so they may not get access to nutritious food or they may be overworked doing household chores.

Thus, health is not just the absence of disease. Just because you do not have a disease does not mean that you are healthy. You could be malnourished because you do not have nutritious food to eat. Malnutrition is not just the loss of body weight but it could also lead to obesity. Malnourishment could be because a person is too poor to eat a balanced diet. So, such a person may have more rice or chapatis and less vegetables, dal, milk, eggs and fruits etc. which make the diet balanced. The person should also be able to live in clean surroundings. If they are living in unclean surroundings like for example in a slum, they may not have clean drinking water, sewage and sanitation facilities. This could lead to water borne diseases like cholera.



INTEXT QUESTIONS 14.1

1. How is health defined?
2. How is the status of an individual socially determined?



ACTIVITY 14.1

Talk to the women in your neighbourhood and find out if they suffer from anaemia. Also find out what and when they eat. Use the chart below. (The symptoms of anemia include a body ache, feeling of tiredness, nausea, yellowish nails and insides of the eyes.)

TIME	FOOD EATEN
Early Morning	
Breakfast	
Mid- Morning	
Lunch	
Evening	

Dinner

Any other



14.2 HEALTH SYSTEM

The health system of a country refers to the health care system or the health services system. Through the health care system, the government aims at some of the following:

- Reducing mortality
- Reducing morbidity
- Controlling population growth
- Increasing life expectancy
- Better nutrition
- Providing basic sanitation facilities
- Ensuring enough health personnel to deliver health services

It is binding on the government to work towards providing health care to its citizens. The constitution charges every state with “raising the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties”. Policy makers articulate the health needs of the population. The various stakeholders like the government, civil society, academia, civil servants, researchers and doctors contribute on policy making for achieving goals for health of the people in a country. They provide guidelines for the government to address the health needs of the population.

The health care delivery system includes medical personnel as well as administrators to ensure a smooth, better and equitable access to all sections of the population. The health centers and hospitals exist at the village, block and district levels. These also have different levels of specialisation. At the village level, the doctors and the health workers give primary care to people. More specialised care is available at the block level and the nearby cities through Civil hospitals where a patient can also consult medical specialists. The hierarchy of the health delivery system also includes teaching hospitals where medical care is available. Figure 14.1 illustrates the different levels of health care institutions.

Notes



Notes

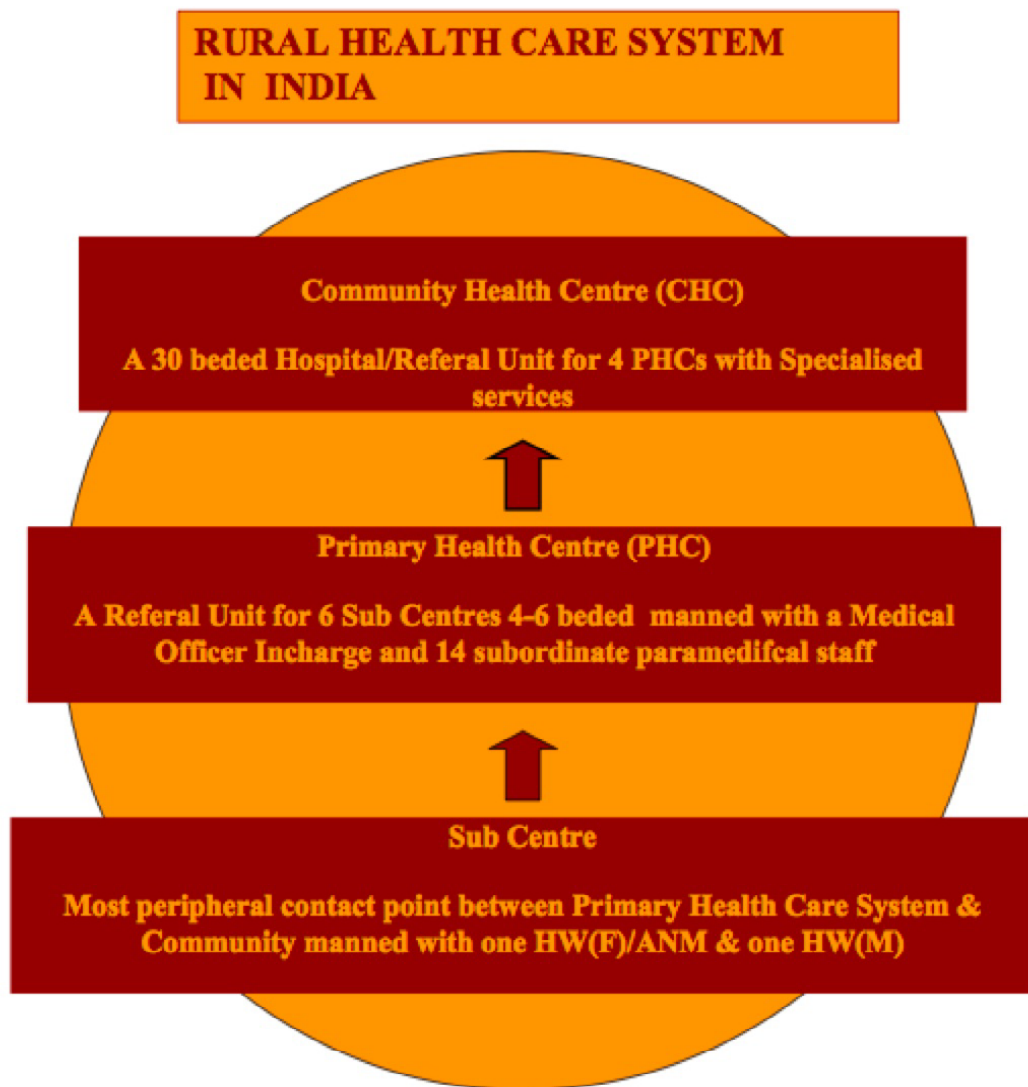


Figure 14.1 : The Hierarchy of Health Care Delivery System



ACTIVITY 14.2

Find out the population that is looked after by each level of the health structure.

14.2 NATIONAL HEALTH POLICY (NHP)

In order to ensure that the population is healthy, the government has special programmes for its citizens. The health of women in a society has always been a matter of concern. In order to ensure that the women are healthy the government of India has several programmes specific to women. India had a National Health Policy (NHP) which was formulated in 1983, in 2002 and then again in 2017. In 2017, the NHP aimed at attaining the highest level of health and



Notes

wellbeing for all ages. Since 2017, the private sector has also become an important stakeholder in achieving the health of a population. NHP 2017 was guided by the Sustainable Development Goals (SDGs) set by the UN General Assembly in 2015.

The state and the central governments play an important role in implementing the policy guidelines in a planned manner. In the States and Union territories in India, the programmes are implemented at the district, block and village levels and also in the urban areas.

The NHP 2017 also proposed the opening of health and wellness centres for providing preventive, curative and rehabilitative services for all. The NHP aims at achieving

- Better health services for all
- Interlinking health policies with other developmental policies. Thus, recognising that health is multidimensional as we have discussed in Section 14.1
- Access to better health care services
- Lowering expenditures on health
- Lowering Mortality from non-communicable diseases like cancer, cardiovascular diseases, respiratory issues and diabetes.

Indigenous Systems of Medicine (AYUSH)

The NHP also focusses on providing indigenous health care through Ayurveda (A), Yoga & Naturopathy (Y), Unani (U), Siddha (S) and Homeopathy (H)- also known by the acronym AYUSH. The practitioners of these systems of medicine became a part of the primary health care in 2005. In 2021, the Government of India has set up the Ministry of AYUSH to propagate, promote and encourage the traditional systems of health.

Ayushman Bharat – Pradhan Mantri Jan Aarogya Yojana (AB-PMJAY) 23rd September, 2018

National Health Protection Mission

This is scheme targeting poor and vulnerable families. It will cover the Rashtriya Bima Yojna (RSBY) and the Senior Citizen Health Insurance Scheme (SCHIS)

The benefits of the scheme can be availed in the public and private sector.

It is meant to increase health coverage and benefit people.

The two components of AB include

1. Health and wellness Centres, (ABHWC), providing universal, free, primary health care.
2. Pradhan Mantri Jan Aarogya Yojana, (PMJAY) providing secondary and tertiary hospital care to the vulnerable

**INTEXT QUESTIONS 14.2**

1. When were the National Health Policies formulated?
2. What is AYUSH?

**Notes****14.3 WOMEN AND HEALTH**

Women play an important role in the overall progress of a country. The Government of India has initiated several plans for improving the health status of women. These include National Health Programmes for combating communicable diseases (See Box 14.1). These also include programmes directed at promoting health through better nutrition, better sanitation and an overall focus on improving the health of women (see Box 14.2). These programmes are often supported by international agencies like WHO, UNICEF, UNFPA and World Bank.

Let us look at some of the health indicators for women in Table 14.1

Indicator	NFHS V 2019- 21	NFHS IV 2015-16
Sex Ratio	1020	991
Women married before the age of 18 years	23.3	26.8
Total Fertility Rate (Children per woman)	2	2.2
Use of Family planning Methods (%)	66.7	53.5
Health Worker Ever Talked to Female Non Users About Family Planning (%)	23.9	17.7
Infant Mortality Rate (IMR)	35.2	40.7
Women whose BMI is below normal (%)	18.7	22.9
Women who are overweight and Obese	22.9	18.9
All women who are Anaemic 15-49 years (%)	57.0	53
Adolescent Girls (15-19 Years who are Anaemic (%))	59.1	54.1

Table 14.1 Some Health Indicators for Women

Source: NFHS V

Table 14.1 tells us that the health of women has improved in some areas. Sex ratio i.e., the number of women per 1000 men has improved from 991 to 1020. The Total Fertility Rate that is the average number of children born per woman has declined from 2.2 in 2015-16 to 2.0 in 2019-20 21. This has been possible since there has been an increase in the use of modern family planning methods. The use of modern family planning methods has increased from 47.8% in 2015-16 to 56.5% in 2019-21. Also, the percentage of health workers talking to women has increased from 17.7% in 2015-16 to 23.9% in 2019- 21.



Notes

BOX 14.1

Mission Indradhanush

Launched in 2014

To boost the routine immunisation coverage

- Mission Indradhanush
- Intensified Mission Indradhanush (IMI)
- Intensified Mission Indradhanush (IMI) 2.0

However, the health of women still needs to be better. The Sex ratio at birth, which is an indicator of the desirability of daughters, according to UNFPA, State of World Population Report, 2020 is 910. This is amongst the lowest in the world. The number of obese women has also increased from 18.9% to 22.9%. Anemia has increased from 53% to 57%. and from 54.1 % in adolescent girls to 59.1%. Anemia is the condition in which the blood's capacity to carry oxygen decreases. Due to this the person feels weak, dizzy and tired. This is also linked to nutritional deficiencies such as deficiency of iron, vitamin B12, vitamin A, & folates, The prevalence of infectious diseases including malaria, tuberculosis & HIV also lead to anemia.



Low Birth weight and low body weight and deficiencies in adolescenc

- Weak childhood and adolescence
- Frequently ill
- Possible anaemia



**Notes**

When she attains adulthood she repeats the history of her mother

- Weak adult
- The cycle is repeated



Figure 14.2 Understanding the Health of Women



INTEXT QUESTIONS 14.3

1. What is meant by TFR?
2. What is the difference between sex ratio and sex ration at birth?

14.4 HEALTH SERVICES AND PROGRAMMES FOR WOMEN

In the earlier section 14.2 we have discussed the National Health Policy. The NHP also has some provisions for women. The focus of the NHP for women is on

- Addressing maternal health
- Health needs of women beyond 40+ years
- Making public health hospitals more women friendly and gender sensitive.

BOX 14.2

Some other schemes & programmes Reproductive, Maternal, Neonatal, Child and Adolescent health.

- Janani Shishu Suraksha Karyakaram (JSSK)
- Rashtriya Kishor Swasthya Karyakram(RKSK)
- Rashtriya Bal Swasthya Karyakram (RBSK)
- Universal Immunisation Programme
- Mission Indradhanush (MI)
- Janani Suraksha Yojana (JSY)
- Pradhan Mantri Surakshit Matritva Abhiyan (PMSMA)
- Navjaat Shishu Suraksha Karyakram (NSSK)
- National Programme for Family planning
- LaQshya' programme (Labour Room Quality Improvement Initiative)

**Notes****National Nutritional Programmes**

- National Iodine Deficiency Disorders Control Programme
- MAA (Mothers' Absolute Affection) Programme for Infant and Young Child Feeding
- National Programme for Prevention and Control of Fluorosis (NPPCF)
- National Iron Plus Initiative for Anaemia Control

The government in order to combat diseases has several programmes for combating illness. These programmes are administered by the health services

- National Health Mission 2005
- National Rural Health Mission 2005
- National Urban Health Mission 2013
- Reproductive Maternal Newborn Child and Adolescent Health (RMNCH+A) 2013
- Janani Shishu Suraksha Karyakram (JSSK) 2011
- Menstrual Hygiene Scheme 2005
- Ayushman Bharat - National Health Protection Mission (see box 14..1)

14.4.1 National Health Mission 2005

The National Health Mission was launched in 2005 with a view to improving the health status of people in India, specially those who were in the vulnerable sections of society. It seeks to provide access to affordable, universal and good quality healthcare to all people. The focus is also on the reduction of child and maternal deaths and maintaining population, stabilisation, gender and demographic balance. The focus areas of NHM are

- Reproductive Health
- Maternal Health
- Newborn child and Adolescent Health (RMNCH+ A) (See 14.3.3)

As the name suggests, the focus is on addressing causes of mortality among women and children and also amongst adolescent, both in rural and urban areas. The earlier programmes namely NRHM and NUHM were merged and the new programme was called NHM.

14.4.2 National Rural Health Mission 2005

NRHM was launched to provide equitable, affordable and good health care to vulnerable sections of society. The mission was focused on the following critical factors.

Gender, Health
and Nutrition**Notes**

- Funds were allocated to strengthen medical institutions at all levels from the sub-centres to the civil hospitals.
- Strengthening the on- going disease control programme
- New programmes for control of non- communicable diseases
- Integrated disease surveillance project
- It aimed to encourage early registration of pregnancies and institutional deliveries.
- Incentives were offered to couples to have daughters and to go in for institutional deliveries so that maternal mortality rates could be reduced.
- The introduction of the Accredited Social Health Activists (ASHA). The ASHAs are local women trained to act as health educators and promoters in their communities (See Box 14.3).
- Under the NRHM Village Health, Sanitation and Nutrition Committees (VHSC) were set up.
- The members included the sarpanch, the lady panch, ANM, AWW, ASHA and members of the village from all castes. The VHSNC is independent of the government and is a voluntary body of all stakeholders.

14.4 INTEXT QUESTIONS

1. What is the focus of NHP?
2. Who are the ASHA workers?

14.5 PROGRAMMES FOR MATERNAL HEALTH

In this section, we will look at some programme start have been formulated by the government at different points.

14.5.1 Reproductive Maternal Neonatal, Child And Adolescent Health (RMNCH+A)

RMNCH +A approach as it is called, was launched in 2013 and it is not just focused on women but also on adolescent women and newborn health. It essentially looks at the causes of mortality among women and children. It is also directed at ensuring that women have timely access to healthcare and there is no delay in reaching a doctor or other health care practitioners. It links maternal and child health to reproductive health during adolescent and further.

The other programmes looking at maternal health include

- Janani Suraksha Yojana, JSY i.e. safe motherhood program

**Notes**

- Janani Shishu Suraksha Karyakram JSSK i.e. safe mother and child program.

Both these programs are directed towards looking after the health of the mother and the child in an interlinked manner. They look after prenatal, antenatal and postnatal care of the mother and of the infant. Under those programmes, there is a focus on

- Ensuring that there is complete immunisation of the pregnant mother.
- Adequate nutrition during pregnancy
- Safe and free transport to the place of delivery,
- Presence of a skilled birth attendant at the time of birth
- Looking after the newborn infant.

14.5.2 Mother and Child Tracking System (MCTS)

The Ministry of Health and Family Welfare launched the Mother and Child Tracking System (MCTS) in December 2009 in order to ensure complete medical care to pregnant women and full immunisation for children. The MCTS utilises information technology and tracks the details of every pregnancy in the country in a centralised database. It provides information of different health services received at the individual level, by monitoring all service deliveries that an individual benefits from MCTS. The focus is on registering and tracking every pregnant woman, new nate, infant and child by name and ensuring that they have adequate care. Till July 2017, more than 1.25 crore pregnant women and 10.78 crore children had been registered under the MCTS. MCTS not only tracks and monitors all pregnant women. But also ensures that there is full immunisation of all children as per schedule.

BOX 14.3 Communicable Disease Programmes

The Government of India has the following communicable Disease Programmes

1. National Vector Borne Diseases Control Programme like malaria control
2. Revised National Tuberculosis Control Programme for controlling tuberculosis.
3. National Leprosy Eradication Programme for eliminating leprosy.
4. National AIDS Control Programme for controlling the spread of AIDS.
5. Universal Immunisation Programme for immunising children and pregnant women.
6. Integrated Disease Surveillance Programme for an overall monitoring of the spread of diseases.

**Notes****BOX 14.5 Non-Communicable Diseases Programmes**

1. National Cancer Control Program
2. National Mental Health Program
3. National Diabetes Control Program
4. National Program for Control and treatment of Occupational Diseases
5. National Program for Control of Blindness
6. National Program for control of diabetes, cardiovascular disease and stroke
7. National Programme for prevention and control of deafness

14.5.3 Pradhan Mantri Matru Vandana Yojana (PMVV)

In 2017, the Government of India launched the Pradhan Mantri Matru Vandana Yojana, PMVV, also called the Maternity Benefit Programme. Under the scheme Rs.6000/ in cash is provided to pregnant and lactating women over 19 years of age.

14.5.4 Pradhan Mantri Surakshit Matritava Abhiyan, (PMSMA)**BOX 14.4 Communicable Disease Programmes**

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14.5.4 Pradhan Mantri Surakshit Matritava Abhiyan, (PMSMA)

The *praadhan Mantri Surakshit Matritava Abhiyan*, PMSMA has also been launched in 2016 to ensure quality care to pregnant women. The programme aims to provide the following

- A minimum package of antenatal care services to women in the second and third trimesters of pregnancy at the government health facilities.
- A systematic approach which involves the private sector for developing strategies to generate awareness amongst pregnant women.

14.5.5 Janani Shishu Suraksha Karyakram, (JSSK) 2011

As the name suggests, the programme is directed towards pregnant women and ensuring that they have access to government health facilities. The scheme was started in 2011 to reduce out-of-pocket expenditure for both pregnant women and infants. The scheme is directed towards ensuring that more and more women opt for institutional deliveries. There is a focus on free and cashless delivery. In 2014, the programme was extended to all antenatal and postnatal complications related to pregnancy. It was also extended to cover all complications faced by newborn and infants up to 1 year of age. It is applicable in both rural and urban areas. Under the JSSK, the government ensures

- Free and cashless delivery.
- Free drugs and other consumables
- Free diet during the stay in the health institution
- Free provision of blood if needed
- Free transport between facilities in case a woman at the sub centre needs to be referred to the primary health centre or to the civil hospital.
- Free drop back from the institution to the home

**Notes****BOX 14.6 ASHAs (Accredited Social Health Activist)**

The Indian Ministry of Health and Family Welfare describes ASHA as:

health activist(s) in the community who will create awareness on health and its social determinants and mobilize the community towards local health planning and increased utilization and accountability of the existing health services.

Their tasks include

- motivating women to give birth in hospitals
- bringing children to immunization clinics
- encouraging family planning (e.g., surgical sterilization)
- treating basic illness and injury with first aid
- keeping demographic records
- improving village sanitation.

ASHAs must primarily be female residents of the village that they have been selected to serve. ASHAs must have class eight education or higher, preferably be between the ages of 25 and 45 years.

14.5.6 Surakshit Matritva Aashwasan (SUMAN)

The Government of India has recently launched Surakshit Matritva Aashwasan (SUMAN) to provide affordable care to women and new borns. Under the Ayushman Bharat Scheme the Government of India has a special focus on reducing gender discrimination. The scheme in addition to the ASHA workers and the Multi Purpose Workers has also now introduced more female health providers at the AB- HWCs. The focus is also on increasing awareness among women. There have been efforts like Beti Bachao-Beti Padhao and Ujjwala,

**INTEXT QUESTIONS 14.5**

1. What are the different programmes for ensuring maternal health?
2. What is the primary focus of JSSK?

14.6 PROGRAMMES FOR ADOLESCENTS

An adolescent is of the age group of 10-19 years. Adolescent health has a direct impact on maternal health. The Government has some programme that are specifically directed at adolescents. Some of these are discussed in this section



Notes

14.6.1 ARSH- Adolescent Reproductive and Sexual Health Program

This program is directed towards looking after the health of adolescent (10-19 years) . The focus is on monitoring their growth, development, behavioural problems and any other health issues that they might face. There is also counselling provided for the adolescent.

14.6.2 Sathiya Scheme

This scheme is linked to the ARSH. The Sathiya scheme was launched by the Government of India in collaboration with the UNFPA, for educating adolescents on gender, sexuality and consent. It works on the pattern of sathiya meaning friends. The sathiya are expected to impart age appropriate knowledge on adolescent health issues and also to address issues like safe sex and masturbation.

14.6.3 Menstrual Hygiene Scheme

This scheme was launched in 2011 and is directed towards promoting menstrual hygiene among adolescent girls. The programme ensures that there is a regular supply of sanitary napkins to ensure that there are no health problems for women. It also enables measures like access to water and toilets in schools for girls.



INTEXT QUESTIONS 14.6

1. What is the full form of ARSH?
2. What is the Menstrual Hygiene Scheme?



ACTIVITY

Find out the ASHA worker in your village. Interview her and find out the problems that she faces.



WHAT YOU HAVE LEARNT

In this lesson the focus has been on understanding women's health. We have tried to understand women's health from the point of view of various health programmes of the Government of India. We have also learnt how the health of a woman is linked to her physical, social and mental health.

**Notes****TERMINAL EXERCISE**

1. Define health. (Hint: WHO's definition)
2. Explain the NHM.
3. What is the MCTS?
4. What is ARSH? Explain its importance for maternal health.
5. Explain in detail how the Government of India encourages institutional deliveries.

GLOSSARY

Fertility: Fertility is the natural capability to produce offspring. As a measure, “fertility rate” is the number of offspring born per mating pair, individual or population. Fertility differs from fecundity, which is defined as the *potential* for reproduction. A lack of fertility is infertility while a lack of fecundity would be called sterility.

Mortality: A measure of the number of deaths in a given population

Morbidity: A diseased state, disability, or poor health

**ANSWERS TO INTEXT QUESTIONS****14.1**

1. According to the World Health Organisation, “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”
2. Social factors like your economic and social status also determine your health. For example women in the family have a low status so they may not get access to nutritious food or they may be overworked doing household chores.

14.2

1. India's National Health Policies (NHP) were formulated in the year 1983, in 2002 and then again in 2017.
2. The NHP also focusses on providing indigenous health care through Ayurveda (A), Yoga & Naturopathy (Y), Unani (U), Sidha (S) and Homeopathy (H)- also known by the acronym AYUSH.



*Notes***14.3**

1. The Total Fertility Rate that is the average number of children born per woman
2. Sex ratio refers to the number of women per 1000 men. Sex ratio at birth refers to the number of girls born per 1000 boys.

14.4

1. The focus of the NHP for women is on
 - Addressing maternal health
 - Health needs of women beyond 40+ years
 - Making public health hospitals more women friendly and gender sensitive.
2. The introduction of the Accredited Social Health Activists (ASHA). The ASHAs are local women trained to act as health educators and promoters in their communities

14.5

1. The programmes that ensure maternal health are:
 1. RMNCH+A
 2. MCTS
 3. JSSK
 4. PMSMA
2. The scheme was started in 2011 to reduce out-of-pocket expenditure for both pregnant women and infants. The scheme is directed towards ensuring that more and more women opt for institutional deliveries

14.6

1. ARSH- Adolescent Reproductive and Sexual Health Program
2. The programme ensures that there is a regular supply of sanitary napkins to ensure that there are no health problems for women. It also enables measures like access to water and toilets in schools for girls

MODULE -5

Gender and Law

This module acquaints the learner with the various family laws: dowry, marriage and Divorce. The module seeks to make aware the learner about various laws and identify their potential in guarding the dignity and safety of women and children. The learner gets an exposure to various labour laws india and it's importance for gender justice.

15. Family Laws: Dowry, Marriage and Divorce
16. Laws for Women's Safety and Security
17. Gender and Labour Laws

FAMILY LAWS: DOWRY, MARRIAGE AND DIVORCE



Notes

We all know that certain laws address family matters and domestic relations in India. These are family laws that are different for every community, such as Hindus, Muslims, Christians, Parsis or Jews. These family laws are concerned with legal issues involving family relationships, viz., matrimony, divorce, maintenance of children, spouse and parents, adoption, succession, and custody of children. These days, the joint family system is more or less replaced by a nuclear family, which has changed the values, norms and structure of the family as an institution. Traditional thinking is giving way to new ideas and practices. The advent of technology in our lives and the use of the internet and social platforms to connect and communicate have changed the rules of communication within the family. In this lesson, you will understand the new challenges faced by the family, the norms of marriage that are under going a change. Therefore, you will also be able to understand the need for new laws to address the new kind of challenges such as divorce, demand for dowry and legality of marriage, and the enacting various family laws being.



OUTCOMES

After completing this lesson, learner:

- knows the legal age of marriage.
- appreciates the legal validation of marriage through registration.
- acquaints with different family laws.
- explains the new problems and challenges of family and its legal solutions.

The Constitution of India provides gender equality through Articles 14 and 15. It prohibits “discrimination on the grounds of religion, race, caste, sex or place of birth”¹. Gender justice revolves around gender equality. It evolves strategies to (Article 15) the society, where every

Gender and Law



Notes

human is treated equally irrespective of gender. It necessarily involves shifting from arbitrariness to a justified, balanced, fair relationship within society. It, hence, aims to challenge inequality and provide equal opportunities to both sexes in every field.

15.1 MARRIAGE LAWS IN INDIA

In India, there are several laws that come separately under the marriage and family laws. These refer to determining the age of marriage as well as the process of its legal registration in different communities.

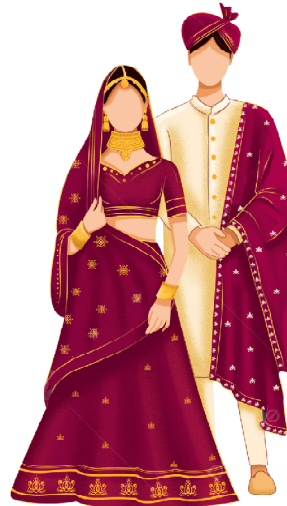


Figure 15.1 Marriage: A Social Institution

15.1.1 Institution of Marriage

Let us understand the social and legal meaning of marriage. Marriage is a social union between spouses that establishes rights and obligations between the two. It has different meanings in different cultures and religions, but typically, marriage is an institution in which interpersonal relations are acknowledged or sanctioned along with family ties. Marriages are performed in different societies, cultures, and religions differently. A marriage is said to be valid only if it is recognized by the law of the state.

Marriages are sacramental under Hindu law. The word sacramental means that it is sacrosanct, inviolable and immutable. Muslim law considers marriage as a civil contract. Parsi marriage is also like a civil contract brought into existence after a religious ceremony called “Aashirwad”. Marriage between Jews is also a contract called “Katuba”.

In India, marriage can be solemnized between two people where the male is above 21 years of age respectively. In case of contravention, the Hindu Marriage Act, 1955 provides for the punishment of simple imprisonment exceeding 15 days or with fine which may extend to 1000 or both. Child marriage is prohibited in India. Earlier, the “Child Marriage Restraint Act, 1929” prohibited child marriage. However, this law has been replaced with a new enactment,



Notes

“the Prohibition of Child Marriage Act, 2006”, which is more effective. There are different laws to justify marriage on a legal basis. Some of these laws are given below:

- **“The Hindu Marriage Act, 1955” as amended by “The Marriage Laws (Amendment) Act, 1976 and 1999”:** As per this law, a Hindu marriage is not so much of a religion. It is a result of mutual consent to marriage by either party. For a lawful marriage, the groom must have attained the age of 21 years and the bride must have attained the age of 18 years. The marriage of a maiden and a widow is treated equally.
- **Muslim Personal Law :** Muslim law has not been codified in India. Hence, laws regulating Muslim marriages are mostly based on the interpretation of the holy Quran by scholars. However, Muslim law provides for certain kinds of prohibitions for marriage. For instance, a Muslim is not allowed to marry foster relationships such as a foster mother or the daughter of his foster mother. There are also prohibitions on marriage within the relationship by consanguinity or by affinity.

Under Muslim law, after “the Child Marriage Restraint Act”, there is a restriction on the marriage of a Muslim male under 18 years of age and a Muslim female under 15 years of age. A guardian has the right to get a minor or a child with unsound mind married. The age of marriage, under Muslim law, is the age of puberty, i.e., 15 years. Marriage before the age of 7, even if contracted by a lawful guardian, is void.

- **“The Indian Christian Marriage Act (ICMA), 1872”:** Under this Act, a marriage is legitimate if at least one of the parties is a Christian. Special conditions have been laid under this Act for solemnizing a Christian marriage. ICMA, 1872 lays down the requirement for issuing a 14 day preliminary notice before the date of marriage if the marriage is to be contracted and solemnized under this Act. There are designated persons who may solemnize the marriages and issue the marriage certificate. There is no fixed age for marriage in this Act.
- **Other personal laws on Marriages:** The Parsi Marriage and Divorce Act (PMDA) invalidates child marriage. However, the Act does not lay down the provisions for an invalid marriage.

The Jewish personal law in India is uncodified. However, under personal law, age at marriage is identified with puberty, which is fixed at 12 years.



INTEXT QUESTIONS 15.1



Notes

1. What is meant by age at marriage as per the Hindu Marriage Act?
2. State the features of “Prohibition of Child Marriage Act 2006”.
3. State the personal laws of marriage in Muslims and Christians.

15.2 LEGAL VALIDATION OF MARRIAGE THROUGH REGISTRATION?

We should know that the registration of marriage was made mandatory by the Supreme Court of India in 2006. A solemnized marriage can be registered under Section 7 of the Hindu Marriage Act, 1955 (HMA) or the Special Marriage Act, 1954 (SMA).

The Special Marriage Act (SMA), 1954

The original Special Marriage Act was enacted in 1872

It was moved by an eminent jurist and Legislative Council member named Henry Maine,

It was enacted following a campaign launched in 1860 by Brahma Samaj, especially Keshab Chandra Sen, for simpler marriage ceremonies.

Illustration 15.1 Origin of Special Marriage Act

SMA is applicable to all the citizens of India, irrespective of their religion. Registration under the HMA is limited to an already solemnised marriage. It excludes the registration of marriage solemnised by a Marriage Registrar. SMA, on the other hand, provides for the solemnisation of marriage and the registration by a Marriage Officer.

As per HMA, for the solemnization of marriage between two Hindus, we need to abide by the following conditions:

- Neither party has a spouse living at the time of the marriage,
- Neither party is incapable of giving valid consent to marriage in consequence of unsoundness of mind,
- Though capable of giving valid consent, neither of them has been suffering from any mental disorder or is unfit for marriage and procreation of children,



Notes

- Neither has been subject to recurrent attacks of insanity or epilepsy.
- The bride has completed the age of 18 years, and the bridegroom, the age of 21 years at the time of marriage,
- The parties are not within the degrees of prohibited relationship unless the custom or usage governing each of them permits a marriage between them,
- The parties are not a lineal ascendant of the other (Sapindas), unless the custom or usage governing each of them permits marriage between the two.

The HMA also defines the degree of prohibited relationship– Two individuals are said to be covered under the degrees of prohibited relationship if –

- One of them is the lineal ascendant of the other,
- One was the husband or wife of the lineal ascendant or descendant of the other,
- One of them was wife of the brother or the father's or mother's brother or the grandfather's or grandmother's brother of the other,
- They are brother and sister, aunt and nephew, uncle and niece, or children of brother and sister or two brothers or two sisters.”²

Any marriage falling in the above categories will be considered void under this Act.

The Act provides certain exception to give due regard to the prevailing customs. If there is a custom governing the parties, they are eligible to marry even if they fall under the degrees of the prohibited relationship as per the Act.

HMA provides for punishment if marriages are solemnized within the degrees of prohibited relationship. Such marriages are considered null and void. “The parties of such a marriage are liable to be punished with a simple imprisonment for a period of one month or fine or Rs. 10000/- or with both.”³

The Hindu Marriage Act, 1955, under Section 7, lays down the ceremonies to be followed in a Hindu marriage. It states that a Hindu marriage can be solemnized in accordance with customary rites and ceremonies of either of the parties. It states, “Where the rites and ceremonies include the *Saptpadi* (taking seven steps by the bride and the groom jointly around the sacred fire), the marriage becomes complete and binding after the seventh step is taken. These ceremonies may vary according to the customs and traditions followed by the parties.”⁴

**Notes****15.3 THE SPECIAL MARRIAGE ACT, 1954**

The Special Marriage Act (SMA) deals with both registrations as well as solemnisation of marriage. Section 4 of the Act provides for the conditions for marriage. These conditions are substantially similar to those laid down under Section 5 of HMA. According to this Act, no religious ceremonies are a prerequisite for a marriage to be complete. Section 4 of the Act lays down the following conditions for any marriage to be regarded as a legal marriage:

- “Neither of the party should have a spouse living at the time of marriage
- The physical and mental capacity of both parties must be as per the section.
- The age of the parties, i.e. the female has completed the age of eighteen, and the male has completed the age of twenty-one.
- The parties are not within the degree of prohibited relationship provided that custom governing one of the parties permit such a marriage between them.”⁵

15.4 ADVANTAGES OF REGISTERING MARRIAGES UNDER THE SPECIAL MARRIAGE ACT

Let us try to understand the advantages of registering a marriage under SMA.

- The registration certificate is valuable evidence of marriage as it is a government document.
- This document becomes useful if any spouse wants to go out of the country.
- The document becomes useful if a person dies without a nomination for a bank deposit or life insurance policy to get this money in the name of the husband/wife.
- Registration helps in prevention of child marriages and, thereby, helps in preventing the trafficking of girls.
- Before registration, the Registrar has to verify if the marriage had actually taken place in accordance with the personal law applicable to the spouses. Before issuance of the marriage certificate, the Registrar will mention this in a special column in the presence of the spouses.
- As per the mandate of the Central Government, the states have to make birth registration compulsory. The states have been asked to make the registration of marriages compulsory. States have been given the power to legislate since they are in a better position to know the social structure and local conditions prevailing therein.

15.5 PERMANENT ALIMONY AND MAINTENANCE UNDER THE SPECIAL MARRIAGE ACT, 1954

Section 36 of the Special Marriage Act, 1954 provides for the alimony pendente lite. It lays down that “Where in any proceeding under Chapter V or Chapter VI of this Act, it is incorporated that the wife has no independent income sufficient for her support and the necessary expenses of the proceeding, it may, on the application of the wife, order the husband to pay to her the expenses of the proceeding, weekly or monthly during the proceeding such sum as having regard to the husband’s income, it may seem to the Court to be reasonable.”⁶

The provisions related to permanent alimony and maintenance are provided under Section 37 of the Special Marriage Act 1954. It states that “Any Court exercising jurisdiction under Chapter V or Chapter VI may, at the time of passing any decree or at any time subsequent to the decree, on an application made to it for the purpose, order that the husband shall secure to the wife for her maintenance and support, if necessary, by a charge on the husband’s property, such gross sum or such monthly or periodical payment of money for a term not exceeding her life, as having regard to her own property, if any, her husband’s property and ability, the conduct of the parties and other circumstances of the case it may seem to the Court to be just.”

It also states that “if the District Court is satisfied that there is a change in the circumstances of either party at any time after it has made an order under subsection (1), it may at the instance of either party, vary, modify or rescind any such order in such manner as it may seem to the Court to be just.”⁷

Further, it has been provided that “If the District Court is satisfied that the wife in whose favours an order has been made under this section has remarried or is not leading a chaste life, it may, at the instance of the husband vary, modify or rescind any such order and in such manner as the Court may deem just.”⁸

Special Marriage Act 1954 also makes provision for the custody of children. Section 38 provides that **during** “any proceeding under Chapter V or Chapter VI, the District Court may, from time to time, pass such interim orders and make such provisions in the decree as it may seem to it to be just and proper for the custody, maintenance and education of minor children, consistently with their wishes wherever possible, and may, after the decree, upon application by petition for the purpose, make, revoke, suspend or vary, from time to time, all such orders and provisions concerning the custody, maintenance and education of such children as might have been made by such decree or interim orders in case the proceeding for obtaining such decree were still pending.”⁹



Notes

**Notes****INTEXT QUESTIONS 15.2**

1. State the necessary conditions required under the Special Marriage Act 1954 for any marriage to be regarded as lawful.
2. Describe the advantage of registering marriages under The Special Marriage Act 1954.
3. Under the Special Marriage Act 1954, what is the legal procedure for obtaining permanent alimony and maintenance?

15.6 MAINTENANCE RIGHTS OF WOMEN UNDER INDIAN LAW

The provisions on maintenance for neglected persons have been dealt with under

Section 125 of Criminal Procedure Code, 1973. This Section also gives a wife the right to claim maintenance from her husband.

A woman can be called the legal “Wife” of a man only if their marriage has not been proved null and void as per the law applicable to them. A legally wedded wife is entitled to many rights, including the right to residence at the house of her husband and the right to have an equal share in the property of her husband.

The right to receive maintenance from her husband has been provided under Section 18 of the Hindu Adoption and Maintenance Act, 1956. As per this Act, a Hindu wife has a right to claim maintenance if her husband is guilty of cruelty, desertion, polygamy or has a venereal disease, thereby enforcing her rights in divorce. Under Section 25 of this Act, the amount of maintenance fixed by the court or by agreement may be altered subsequently provided some material change in the circumstances that justify such alteration. This child is also entitled to receive maintenance. Husband and wife have to provide for the maintenance of their minor child. The husband must financially support her wife if she is incapable of earning.

15.7 THE HINDU MARRIAGE ACT - GROUNDS OF DIVORCE

Under HMA, originally, divorce was only based on the fault theory. Section 13 clause 1 provides nine faults as grounds for divorce which are available to both the husband and the wife to be claimed against the other while two fault grounds as mentioned in clause 2, which only the wife could claim to seek a divorce.

Clause 1A was added in Section 13 in 1964 by an amendment to recognize the breakdown of a marriage. Later, in 1976, another amendment introduced two additional fault grounds of divorce for the wife and a new Section 13B was added for divorce by mutual consent.

The various grounds on which a decree of divorce can be obtained are as follows-

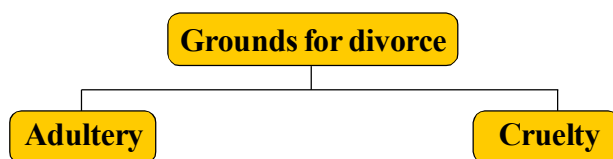


Figure 15.3 Grounds for divorce under Hindu Marriage Act

- **Adultery** Though adultery may not have been recognized as a criminal offence in all countries, according to HMA adultery, is a valid ground for divorce. In adultery, there must be voluntary or consensual sexual intercourse between a married person and another, whether married or unmarried, of the opposite sex, not being the other's spouse, during the subsistence of the marriage.
- **Cruelty:** The concept of cruelty is a changing concept. The modern concept of cruelty includes both mental and physical cruelty. Acts of cruelty are behavioural manifestations stimulated by different factors in the life of spouses and their surroundings. Therefore, each case has to be decided on the basis of its own set of facts.
- **Some Instances of Cruelty are as follows:** False accusations of adultery or unchastely, the demand of dowry, refusal to have marital intercourse, children, impotence, drunkenness, a threat to commit suicide, and the wife's writing false complaints to an employer of the husband.

The additional grounds provided to the wife under clause 2 of Section 13 are as follows:

- **Pre-Act Polygamous Marriage:** This clause states the ground for divorce as "That the husband has another wife, alive at the time of the solemnization of the marriage of the petitioner."
- **Rape, Sodomy or Bestiality:** Under this clause, a divorce petition can be presented if the husband has, since the solemnization of the marriage, been guilty of rape, sodomy or bestiality.
- **Non-Resumption of Cohabitation after a Decree/Order of Maintenance:** If a wife has obtained an order of maintenance in proceedings under Section 125 of the Code of Criminal Procedure, 1973 or a decree under Section 18, Hindu Adoption & Maintenance Act, 1956 and cohabitation has not been resumed between parties after one year or upwards, then this is a valid ground for suing for divorce.
- **Repudiation of Marriage:** This provision provides a ground for divorce to the wife when the marriage was solemnized before she attained the age of fifteen years, and she has repudiated the marriage but before the age of eighteen. Such repudiation may be expressed (written or spoken words) or may be implied from the conduct of the wife (left her husband & refused to come back). Moreover, this right (added by the 1976



Notes



Notes

amendment) has only a retrospective effect, i.e. it can be invoked irrespective of the fact that the marriage was solemnized before or after such amendment.


INTEXT QUESTIONS 15.3

1. What is meant by maintenance under the Hindu Marriage Act 1955?
2. What are the essential conditions for a valid Hindu Marriage under the HMA, 1955?
3. Discuss the various grounds of Divorce under the HMA 1955.
4. State the grounds on which a Hindu wife can claim maintenance and separate residence from her husband.

15.8. SOME IMPORTANT FAMILY LAWS
15.8.1 The Dowry Prohibition Act 1961

This legislation prohibits the request, payment or acceptance of a dowry “as consideration for the marriage”. “Dowry” under this law is defined as “any property or valuable security given or agreed to be given directly or indirectly by one party to a marriage to the other party in marriage or by the parent of either party to a marriage or by any other person, to either party to the marriage or any other person.” It can be given at, before or any time after the marriage. However, it should be connected with the parties to the marriage. The Act excludes dower or mahr if Muslim Personal Law (Shariat) is applicable to the parties.

Section 3 of this Act punishes asking or giving dowry with imprisonment which shall not be less than five years. Additionally, it provides a fine which shall not be less than Rs. 15000 or the amount of the value of such dowry (whichever is more).

15.8.2 Dowry and Indian Penal Code

The Dowry Prohibition Act (DPA), 1961, is applied to all people irrespective of religion. Under this law, punishment has been prescribed for giving, taking or abetting the giving or taking of dowry.

The Indian Penal Code 1860, under Section 304B, provides punishment if the death of a woman is caused “by burns or bodily injury or occurs otherwise than under normal circumstances, within seven years of marriage, and if shown that soon before her death, she was subjected to cruelty or harassment by her husband or any relative of her husband for or in connection with any demand of dowry”. Death falling in this category is called “dowry death”, and it shall be deemed that such husband or relative has caused her death. Section 113B was inserted in the Indian Evidence Act 1872 for the presumption of dowry death.



Notes

15.8.3 The Child Marriage Restraint Act, 1976

This act is an amendment to the Child Marriage Act of 1929. It is so socially embedded in the traditional, cultural and religious roots of Indian communities that even after considerable sensitization by NGOs and government agencies along with multiple laws, it is a hard battle to fight.

Child marriage, as per the Act is a contract of marriage between the parties where either the male party has not completed twenty-one years of age, or the female party has not completed eighteen years of age. The party who was a child at the time of marriage can repudiate the marriage, whether solemnized before or after this Act commenced, provided it is declared void before his/her second year of maturity.

If the husband is praying for nullifying the marriage, then the court may pass the decree that the husband or his family shall be responsible to maintain the girl till the time she is remarried. If there are any children born out of that marriage, then the court shall decide the residence of the child, as to with whom the child shall reside and how visits of the other parent shall be organized. The court shall be driven by the best interest of the child. Furthermore, a child conceived before the marriage, declared void, shall be considered a legitimate child.

15.8.4 The Prohibition of Child Marriage Act, 2006

The Child Marriage Restraint Act 1929 could not produce the results as envisaged. Therefore, a new law was passed, the Prohibition of Child Marriage Act 2006. The Act prevents child marriages by laying down enhanced punishment of rigorous imprisonment for two years and/or a fine of Rs. 1 lakh.

Under the Act, a child is defined as a male below 21 years of age and a female below 18 years of age. It defines “minor” as a person who has not attained the age of majority as per the Indian Majority Act 1875. The Act also includes provisions for the maintenance of a girl child. It imposes liability upon the husband to pay maintenance if he is a major. In case her is a minor, his parents have the liability to provide maintenance.

The Act makes child marriage voidable at the option of the parties. However, the child marriage shall be void if the consent to marriage was obtained by fraud or deceit or if the child was enticed away from his lawful guardians and the sole purpose of marriage was to use the child for trafficking or other immoral purposes. Under this Act, Child Marriage Prohibition Officers are appointed and it is their duty to prevent child marriages, and sensitize people about it.

15.8.5 The Protection of Women from the Domestic Violence Act, 2005

The Domestic Violence Act (the DV Act), 2005 defines domestic violence as “any act, omission or commission or conduct of the respondent, which includes the threat or actual abuse”. The purpose behind the enactment of this Act was to provide an effective remedy to women

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pertaining to domestic violence and secure their rights under the Constitution. It includes five types of domestic violence, viz., physical, verbal, emotional, economic and sexual. Emotional violence includes the presence of other victims of violence in the family and marriage without consent. Economic violence includes violence related to *Stridhan*, dowry and property. Sexual violence includes sexual abuse of one partner by the other and marital rape.

15.8.6 Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act, 1994

Violence against female children occurs right before they are born. Female feticide is the most common mechanism to eliminate a girl child, even before birth.

Pre-natal diagnosis refers to determining the sex of the child in the mother's womb. 'Fetus' means an unborn human from after the third month of pregnancy until birth. If the fetus is found to be female, then the same is aborted. Hence, 'feticide' means the destruction of a fetus at any time prior to birth. Infanticide is practised after a girl child is born. The girl child is killed after birth. This is regarded as murder in law.

The PCPNDT Act makes it illegal to determine the sex of the unborn baby. This Act was enacted on 20 September 1994 with the intent to prohibit the prenatal diagnostic technique for determination of the sex of the fetus, which leads to female feticide. It aimed to put a check on female feticide. Under this Act, the radiologist/sinologist/gynaecologist is not allowed to divulge the sex of the fetus. Anybody working contrary to the spirit of this act is liable to face the strict action of implementing authorities and punishments as decided by the court.



WHAT YOU HAVE LEARNT

- Women are subjected to multiple layers of violence and abuse. Over the last few decades, the status of women in India has been subjected to many changes. In ancient times, women enjoyed equal status as that of men. The scenario changed during the medieval period. Soon after, it led to the movement for equal rights of women by various reformers.
- In the 21st-century India, women are participating in every sphere of life. Their involvement in education, sports, politics, media, art and culture and service sectors, science and technology, *etc.*, has been increasing ever since. Society transforms over time, and appropriate laws need to be devised to address the emerging challenges.
- The Constitution of India envisions a just society that provides equality to women in all matters and their civil, political and economic rights. For instance, women have the same political rights through adult franchises.
- Sexual harassment of women at workplace has been a subject of concern. In 2013, the sexual harassment of women at workplace (precaution, prohibition and redressed) Act

was passed to provide a safe working environment for women.



TERMINAL EXERCISE

1. What is the advantage of adhering to the legal age of marriage? Explain.
2. What is the legal framework for registering marriages in India?
3. What is the legal validation of marriage through registration?
4. Highlight the need for compulsory registration of marriage to tackle child marriage.
5. Explain the concept of “domestic violence”?
6. Explain “custody disputes”?
7. What is the role of the Dowry Prohibition officer at a district level?
8. Name any four important family laws related to marriage and dowry.



ANSWERS TO INTEXT QUESTIONS

15.1

1. It is 21 years or more for men and 18 years or more for women.
2. (i) The age at marriage under this Act for girls is 18 years and more, and for a man, 21 years and above.
 - (ii) A girl can obtain the decree of nullity if she entered into a child marriage within 2 years of attaining the age of 18 years.
1. (i) The Hindu Marriage Act 1955
 - (ii) Muslim personal law
 - (iii) The Indian Christian Marriage Act 1872

15.2

1. (i) Age of marriage is 21 or more for men and 18 or more for women.
 - (ii) No party should have a spouse living at the time of marriage.
 - (iii) The parties should not be within the degree of prohibited relationship as provided under the Act except when the customs governing one of the parties



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permit such a marriage between them.

- (iv) Act does not provide for any religious ceremonies as a prerequisite before a marriage is completed.

2. Advantages for Registration of Marriages

- Provides a government certificate which is a valuable evidence of marriage
- It is useful for going abroad- visa purposes
- It can be used for nomination in bank, insurance and property matters.
- Prevents child marriages.

3. “Any court, on an application made to it for alimony and maintenance, can order that the husband shall secure to the wife for her maintenance and support, if necessary, by a charge on the husband’s property, such gross sum or such monthly or periodical payment of money for a term not exceeding life.”

15.3

1. Under this Act, a Hindu wife is “entitled to claim maintenance from her husband if he is guilty of cruelty, desertion, polygamy or has a venereal disease, thereby enforcing her rights in divorce”.
2. (i) No party should have a spouse living at the time of marriage.
 (ii) The age of the parties – the female must have completed 18 years and the male the age of 21.
 (iii) The parties should not be within the degree of prohibited relationship as provided under the Act except when the customs governing one of the parties permit such a marriage between them.
3. Cruelty, desertion, polygamy or any venereal disease, adultery, or Repudiation of marriage.
4. A Hindu wife is entitled to claim maintenance for her husband under Section 18 of the Hindu Adoption and Maintenance Act if the husband is guilty of cruelty, desertion, polygamy or has a venereal disease.

LAWS FOR WOMEN'S SAFETY AND SECURITY



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We all see violence against women occurring in public and private spaces. In the previous lesson, we learnt various laws related to marriage, divorce and dowry. It is common and visible in all settings, urban or rural areas, streets, public transport, parks, schools, workplaces and homes. Women experience sexual violence, harassment, assault, rape and discrimination at work. The National Crime Records Bureau report states that cruelty by a husband or his relative against women constitutes the majority of crimes reported under the Indian Penal Code (31.9), followed by assault to outrage their modesty (27.6%), kidnapping and abduction (22.5%) and rape 10.3% (2018). Throughout their life, women face discrimination and are regarded as inferior to men both physically and socially. Patriarchal system and stereotype that men are the breadwinners and women are the family-bearers, along with the belief that compromise and suffering in silence are her virtues, make them suffer domination at the hands of men and society. The lesson presents an overview of the different constitutional provisions. The Constitution of India under Articles 14, 15(2) and (3) and 16 directs the State to ensure equality between men and women. It also explains how despite constitutional provisions, legal rights and development-related schemes, women remain marginalised and vulnerable. All these challenges threaten the safety and security of women and make gender equality and women empowerment a distant dream. In this lesson, the learner will get an exposure to learn various laws which will safeguard the dignity and safety of women and children.



OUTCOMES

After studying this lesson, learner:

- recognizes the need to change property laws according to the changing social world.
- explains the role of the Sexual Harassment of the women at Workplace Act (2013), Anti-Rape law, Indecent Representation of Women (Prohibition) Act (1986) and the

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cyber law in ensuring women's and children's safety and dignity.

- explains the Immoral Traffic (Prevention) Amendment Bill (2006) that safeguard and rehabilitate vulnerable women and children.
- identifies and report infringement of any of these laws to an adult they trust and the relevant formal authority
- critically examines relevant laws and identify their potential in safeguarding the dignity and safety of women and children

16.1. NEED TO RECOGNISE PROPERTY RIGHTS OF WOMEN

Women's property rights include inheritance rights, land rights and other forms of property rights given to them by society at any given time. They are dependent on socio-cultural, racial, political, and legal factors. For a long time, women have faced discrimination and denial of property ownership and share. In modern times, the issue of property rights for women remains largely unaddressed. As a result, land titles are gender-biased and skewed in the favour of male members



Figure 16.1 Property Rights = Basic Rights of Women

The personal laws based on religious writing specific to each community are discriminatory towards women.

- **Hindu Women**-Under the ancient Hindu laws, the woman had no property rights but only a right to maintenance. Unlike their male counterpart, a daughter had no birthright in the joint family estate as she was regarded as a temporary member of the paternal



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family. The only property she could hold as an absolute owner was her “*Streedhan*”, an amount given to her for her economic security at the time of her marriage and equated with her inheritance right in the joint family property. Even under the codified Hindu laws i.e., the Hindu Succession Act (1956), daughters were denied a claim in the ancestral property, and only the sons had a right to this property. To address this gap, a change in the Hindu Succession (Amendment) Act of 2005 was passed, which gave equal property rights to daughters at par with sons, thereby ending the centuries-old discriminatory laws. The act is a praiseworthy step to check bias against women. However, the actual effect of this amendment needs to be analyzed.

- **Muslim Women**-The Muslim Personal Laws maintain the superiority of men. Though the Muslim female gets an absolute right of ownership over the share of property inherited by her, inequality still exists. In the case of inheritance, a Muslim male gets double the share to that of the daughter. Her share diminishes with the presence of the male claimant.
- **Christian Women**- Indian Succession Act, 1925 deals with the inheritance rights of Christian women. A Christian daughter has no preexisting right to family property. It arises only after the intestate death of her parents, and she is entitled to 1/4th of the son's share or Rs 5,000, whichever is less. This criterion limits her inheritance right. She cannot desire the division of properties. In the case of a Christian wife, she gets 1/3rd of the property of her deceased husband when a lineal descendant exists; else, she gets a 1/2nd share in the property.
- **Parsi Women:** In the case of inheritance rights of Parsi women, if a man dies, his widow and son get double the sum granted to a daughter. In case of the death of her child, if her husband (father) is alive, a Parsi woman does not inherit her children's property. However, after the Amendment Act of 1991 to Parsi intestate Succession Act 1865 if a Parsi male dies intestate, his widow and children will get an equal share of the property. Likewise, the daughters are entitled to an equal share with the sons.

A comparative analysis of all the major personal laws in India proves that discriminatory practices against women are continuing. Through various amendments in legislation and initiative, this has been checked. Concessional home loan rates and lower stamp duty charges for women are some of the initiatives taken to promote women's share in the inheritance of property. However, a lot remains to be done that includes the mindset of people to treat women with dignity and equality.

**Notes****16.1.1. NON-RECOGNITION OF MARITAL PROPERTY RIGHTS**

The marital property includes every property acquired before and after marriage, including the assets whose value has increased during marriage. Globally, many countries recognize marital property, like the United Kingdom, the United States of America, and Singapore. However, none of the Indian laws contains a provision that provides an equal share to the wife in her husband's property. The effort of women towards the family economy is not valued. Society and law do not regard domestic work as productive and marriage as an economic partnership. Section 27 of the Hindu Marriage Act (1955) enables the Courts to make provisions about property jointly presented to the parties at or about the time of marriage. Only the Portuguese Civil Code (1867) gives marital property rights to a wife. Under this law, when the marriage dissolves by death or divorce, the entire property is divided into two halves to be divided among both spouses. Thus, even if the wife is not employed, her efforts towards family maintenance will entitle her right to property earned by her husband during the subsistence of the marriage.

**INTEXT QUESTIONS 16.1**

Choose the correct option for the following questions: -

1. Hindu Succession Amendment Act (2005) came into effect on
 - a) 9th July 2005
 - b) 9th August 2005
 - c) 9th September 2005
 - d) 9th October 2005
2. Under Muslim Law, a son gets of what is given to a daughter.
 - a) Equal
 - b) Double
 - c) Four times
 - d) None of these
3. Which section under the Hindu Law enables the Courts to make provisions about property jointly presented to the parties at or about the time of marriage.
 - a. Section 24 of Hindu Marriage Act (1955)
 - b. Section 25 of Hindu Marriage Act (1955)



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- c. Section 26 of Hindu Marriage Act (1955)
 - d. Section 27 of Hindu Marriage Act (1955)
4. What are the changes introduced by Amendment Act of 1991 to Parsi Intestate Succession Act, 1865
 - a. If a Parsi male dies intestate, his widow and children will get an equal share of the property.
 - b. The daughters are entitled to an equal share with the sons.
 - c. The daughter was entitled to half of the son's share
 - d. Both A and B
 5. What do you mean by Women's property rights?
 6. Explain the concept of Streedhan

16.2. ROLE OF SEXUAL HARASSMENT OF WOMEN AT WORKPLACE ACT (2013)

With access to education, women are seeking employment. However, at the workplace, they face harassment from male co-workers. Sexual harassment violates the women's right to equality and dignity of work granted under Articles 14 and 15 of the Indian Constitution. Moreover, it violates Article 19(1) (g) right to practice any profession and Article 21 right to life and to live with dignity. Before the Supreme Court laid guidelines in the case of *Vishaka v. State of Rajasthan* (1997), a woman experiencing harassment at the workplace could make a complaint under the various sections of the Indian Penal Code (1860). The guidelines led to the passing of this beneficial Act titled the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act (2013). It protects women against sexual harassment in public or private workplaces and imposes a duty on the employer and other responsible persons to prevent this offence. In addition, the Act provides the complaint redressal mechanism for the women employees to contact with the complaint. Some of the definitions under the Act are:

- **Sexual Harassment-** means physical contact and advances involving unwelcome and explicit sexual overtures; or a demand or request for sexual favours; or making sexually coloured remarks, or forcibly showing pornography; or any other unwelcome physical, verbal or non-verbal conduct of sexual nature.
- Aggrieved woman covers all women, irrespective of their age or employment status, whether in the organized or unorganized sectors, public or private and covers clients, customers, and domestic workers as well.

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- **Workplace-** It includes organizations, departments, offices, branch units in the public and private sector, organized and unorganized, hospitals, nursing homes, educational institutions, sports institutes, stadiums, sports complexes and any place an employee visits during employment, including transportation.
- **Employee-** It covers regular/temporary/ad-hoc/daily wage employees, working for remuneration or not and can also include volunteers.
- **Employer-** It includes the head of the Government department/organization/institution/office/branch/unit, the person responsible for management/supervision/control of the workplace, the person discharging contractual obligations for his/her employees and to a domestic worker the person who benefits from that employment.

To combat Sexual harassment at the workplace, the Act states that every office with more than ten employees must constitute an Internal Complaints Committee. The committee should have one woman presiding officer employed at the senior level and four other members. Within three months of the incident, the aggrieved women can make a written complaint to the committee. The inquiry must be completed within 90 days. If the organisation fails to observe these legal provisions, it will face penalties, including the cancellation of license or registration. If the allegation of sexual harassment is proven, the accused will be terminated from his services, and his promotion and increments will be denied. The complainant women victims will be reasonably compensated.



Figure 16.2 Safe Workplace is Women's Right

The Act makes it mandatory for employers to provide a safe working environment to women workers. For this, he must conspicuously display the penal consequences of sexual harassment and the order constituting the Internal Complaints Committee. Thus, the Act realizes the goal of gender equality, economic empowerment, security at the workplace and life and liberty for women to improve their workforce participation. The increasing complaints of sexual harassment are evidence of awareness among women about the employer's obligation and

their rights as an employee. It is helping women to come out and raise their voices towards safeguarding their well-being at the workplace.



INTEXT QUESTIONS 16.2

1. Define the term Sexual Harassment.
2. Explain the objectives of the Sexual harassment of women at workplace Act, 2013.
3. How much time has been given to complete an inquiry of complaint received under the Sexual Harassment of Women at Workplace Act, 2013?
4. What are the responsibilities of the Employer under the Act under the Sexual Harassment of Women at Workplace Act, 2013



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16.3. ANTI- RAPE LAW

Rape is a heinous offence recognised under the Indian Penal Code (1860). It is a crime that is an attack on the body and soul of the women victim. After the case of *Tukaram v. State of Maharashtra* (1979) or the Mathura Rape case, to curb this offence and protect the interests of the women victim, the Criminal Law Amendment Act (1983) was passed. The amendment introduced the following changes:

- Consent of a woman given under intoxication or an insane person shall not be free consent.
- Trial to be in camera and prohibition on the publication of the trial proceedings.
- Prohibition on the disclosure of the identity of a rape victim.
- Character assassination of prosecution was prohibited.
- The accused will be under the “Burden of Proof” to establish his innocence. He will have to establish that the sexual intercourse was with the consent of the woman complainant else he will be liable for the offence of rape.
- Custodial Rape is severally punishable. It is a rape committed by the police officer, public servants or officers of jail with a woman in custody and rape committed in a remand home, women’s hospital, or children’s hospital, by the management/staff of that place

After the above amendments, several judgments pronounced by the Supreme Court made important observations towards the dignity and safety of women in India. In the landmark

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case of *State of Maharashtra v. Madhukar N. Mardikar*; (1991), the court held that the unchastity of a woman does not mean she can be violated. She is privileged to protect her person against such attempts, entitled to legal protection, and her testimony cannot be disregarded. Changes were introduced in the Indian Evidence Act that protects the rape victim against unnecessary questioning about her past character. Again, in the case of *Delhi Domestic Working Women's Forum v. Union of India* (1995), the Supreme Court of India laid important guidelines for rape trials. It stated that before being interrogated, the police must inform the rape victim about her right to counsel. The court directed to keep the identity of the rape victim secret during these trials. For legal assistance to the victim, the police station should maintain a list of lawyers.

The Nirbhaya Rape Case or Delhi Gang Rape Case (16 December 2012) resulted in the passing of the Criminal Law (Amendment) Act of 2013 or the Anti-Rape Bill. The Act defines a broad range of sexual crimes like sexual voyeurism and stalking and penalises the police officers responsible for the non-registration of the FIR (first information report), making reporting the incident by a rape victim easier. Concerning children, the Protection of Children against Sexual Offences Act (2012) safeguards them against sexual assault, sexual harassment and pornography. Considering the tender age of the child victim, the law treats him with care and sensitivity. The government is working to effectively deal with rape crime by arranging the necessary infrastructure.



INTEXT QUESTIONS 16.3

Choose the correct option: -

1. Who can be of the following is punished for the custodial rape of a woman?
 - a) Police Officer
 - b) Public servants
 - c) Management of hospital
 - d) All of the above
2. "The unchastity of a woman does not make her open to any and every person to violate her person as and when he wishes." The statement was made in the case of?
 - a) *Tukaram v. State of Maharashtra*, (1979)
 - b) *State of Maharashtra Vs. Madhukar N. Mardikar* (1991)
 - c) *Delhi Domestic Working Women's Forum. Union of India*, (1995)



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- d) None of the above
3. Which case led to the passing of the Criminal Law Amendment Act (1983) to curb this offence and protect the interests of the women victim, the.
- Tukaram v. State of Maharashtra, (1979)
 - State of Maharashtra Vs. Madhukar N. Mardikar (1991)
 - Delhi Domestic Working Women's Forum. Union of India, (1995)
 - None of the above
4. What changes were made by the Criminal Law (Amendment) Act of 2013 or the Anti-Rape Bill?
- Defines a broad range of sexual crimes like sexual voyeurism and stalking
 - Penalises the police officers responsible for the non-registration of the FIR
 - Make easier reporting of the incident by a rape victim.
 - All the Above

16.4. THE INDECENT REPRESENTATION OF WOMEN (PROHIBITION) ACT (1986)

Media is an important medium to spread information in society and influence public opinion. It can promote and preserve gender justice and women's dignity and equality through write-ups and advertisements. Nevertheless, the indecent portrayal of women in media is common, making women victims of cheap advertising. There is a lack of sensitivity about gender issues, and indecent representation of women is a gross violation of several fundamental rights (Article 21) and state duties (Article 51 A) mandated under the Constitution of India.

Initially, the Indian Penal Code (1860) declared the dissemination of obscene articles, including books, pamphlets, paper, writing, drawing, painting, representation, figures, etc., punishable under the law. These materials were considered obscene if they tended to corrupt persons who would like to read, see or hear their content. Over a period, many other enacted laws curb and prohibit the derogatory depiction of women in the media. Some of these legislations are the Press and Registration of Book Act (1867), the Young Persons Harmful Publications Act (1956), the Press Council of India Act (1978), the Cable Television Networks (Regulation) Act (1995) and the Information Technology Act (2000).

The Indecent Representation of Women (Prohibition) Act (1986) prohibits the derogatory portrayal of women in media through advertisement, publication, writing, painting, figures, etc. The act prevents and restrains this offence making it punishable with imprisonment and a fine. The Government is taking the indecent portrayal of women in mass media seriously and

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laying strict guidelines. The media broadcasting guidelines and laws are regularly reviewed. A can complain to the police about the derogatory representation of women in any media.

**INTEXT QUESTIONS 16.4**

Choose the correct option:-

1. Indecent representation is also a gross violation of Article _____ of fundamental Right of constitution of India
 - a. 14
 - b. 18
 - c. 21
 - d. 33
2. The Young Persons Harmful Publications Act was passed in
 - a. 1953
 - b. 1956
 - c. 1978
 - d. 1995
3. The Indecent Representation of Women (Prohibition) Act (1986) prohibits the indecent depiction of women through ...
 - a. advertisements,
 - b. publications,
 - c. paintings,
 - d. All of the above
4. The materials are considered obscene if they tend to corrupt persons who would like totheir content.
 - a. Read
 - b. See
 - c. Hear
 - d. All the above



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16.5 CYBER LAWS ENSURING THE SAFETY AND DIGNITY OF WOMEN

With the introduction and spread of technology, cyber-crimes against women have increased. The offenders commit these crimes on the World Wide Web. Some of the cyber-crimes against women are as follows: –

- Harassment through e-mails and blackmailing, threatening and bullying women from a fake ID.
- Cyber stalking - Following a person's movements across the Internet and posting unwarranted messages.
- Cyber Bullying is willful and repeated harm by sending intimidating or threatening messages through computers, cell phones or other electronic devices.
- Cyber pornography means publishing and printing pornographic material.
- Cyber defamation means publishing defamatory matters about someone or his connections.
- Morphing is an act of an unauthorized user who creates fake profiles, edits the original picture and then re-posts it.
- Email spoofing means “misrepresenting its origin” or showing its origin different from where it originated.



Figure 16.3 No online harassment for women

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Notes

In India, the Information Technology Act (2000) and the amendment of 2008 fight cyber-crimes. However, cyber-crimes are rising due to poor awareness and lower reporting by women victims. Since digital technology is growing, more than mere enactment of laws will be required. To curb cyber-crimes, the government and the responsible authorities must be more proactive in their enforcement.

**INTEXT QUESTIONS 16.5**

1. Explain the different types of cyber-crimes?
2. Name one act enforced to check cyber-crimes.
3. What are the reasons behind the increase in cyber-crimes ?

16.5. THE IMMORAL TRAFFIC (PREVENTION) AMENDMENT BILL (2006)

Trafficking in human beings is a heinous crime, violative of human rights and dignity of women and children who are more prone to trafficking as societal norms and marginalize their value and status in society. A variety of reasons force women and children into this trap. These are including poverty, illiteracy, harmful cultural practices, unemployment, certain traditional practices (like the Devadasi system), natural calamities and poor rehabilitation of disaster victims. Trafficking in women and children can be for prostitution, forced labour, domestic work, employment in the entertainment industry, organ trading, begging, fraudulent or forced marriages, and the purchase and sale of babies for adoption. Unfortunately, the secretive nature of this crime prevents it from coming to light and reporting.

In the case of *Gaurav Jain v. Union of India and others* (1990), the Supreme Court observed that women involved in the flesh trade are victims of adverse socio-economic circumstances. The commercial exploitation of sex workers is a crime, and those trapped in custom-oriented prostitution, and gender-oriented prostitution are victims. The Supreme Court proposed a three-step process of counselling, cajoling and coercion to enforce the laws. It gave detailed directions for the rescue and rehabilitation of women involved in prostitution and their children.

The laws which mainly govern the problem of trafficking in India include the Constitution of India (1950), the Indian Penal Code (1860), the Juvenile Justice (Care and Protection) Act (2005) and the Immoral Traffic (Prevention) Act (1986) abolishes trafficking in women and girls for prostitution. The Immoral Traffic (Prevention) Amendment Bill 2006 amends the Immoral Traffic (Prevention) Act to better combat trafficking and sexual exploitation for commercial purposes. The Amendment bill 2006:

- Repeals the provision for prosecuting prostitutes for soliciting clients.

**Notes**

- Prosecutes a person who visits a brothel and sexually exploits a trafficked victim.
- Defines the term “trafficking in persons” and provides penalties and increases penalties for some offenses.
- Combats trafficking; it constitutes authorities at the central and state level.
- “In-camera” trials away from public view.
- Penalizes prostitution in a public place.
- Appoints special police officers to enforce the Act.
- Provides for the rescue and rehabilitation of sex workers.

**INTEXT QUESTIONS 16.6**

1. As per the Supreme Court decision in the case of Gaurav Jain v. Union of India and others (1990), what steps are necessary for checking /curbing trafficking?
 - a. Counselling
 - b. Cajoling
 - c. Coercion
 - d. All of the above
2. What are the reasons that forces women and children into trafficking:
 - a) Poverty
 - b) Unemployment
 - c) Natural calamities and poor rehabilitation of disaster victims
 - d) All of the above
3. Explain the major provisions of the Immoral Trafficking (Prevention) Act (1986)?

16.6. REPORTING THE CRIMES BY WOMEN VICTIM

The analysis of the above laws indicates that women face discrimination and denial due to socio-cultural and religious reasons. The Indian Constitution guarantees fundamental rights and social laws to mitigate discrimination faced by women. A host of laws provides redressal mechanisms for every infringement of rights protecting women and children. Some of the redressal mechanisms and formal authorities working towards safeguarding women’s dignity and safety are as under:



Notes

- **The Legal Aid Services Authorities Act, 1987**

The act provides free legal aid to a person belonging to a Scheduled Caste or Scheduled Tribe, a person who is a victim of trafficking in human beings, a disabled, a woman or child, a workman, a person in custody, a person unable to engage a lawyer and secure legal services on account of reasons such as poverty and indigence.

- **National Policies and Plans**

1. National Policy for the Empowerment of Women, 2001
2. National Plan of Action for children, 2004
3. National Plan of Action to combat trafficking and commercial sexual exploitation of women and children, 1998
4. UJJAWALA (“Comprehensive Scheme for Prevention of Trafficking for Rescue, Rehabilitation and Re-Integration of Victims of Trafficking for Commercial Sexual Exploitation)

- **Commissions**

1. National Commission for Human Rights.
2. National Commission for Women.
3. Nation Commission for Protection of Child Rights.

- **The concerned Ministries**

1. Role of the Ministry of Women and Child Development
2. Role of the National Human Rights Commission
3. Role of the Ministry of Home Affairs
4. Role of the National Commission for Women

Despite the present mechanism, not all the offences are reported because people think doing so will bring a bad name to the victim and her family. In order to curb these crimes, the victim should be encouraged to approach the police station and contact a social activist or an NGO. An FIR should be lodged in case of rape without a delay. To check the indecent representation of women, the media broadcasting guidelines and laws should be regularly reviewed for formulating advertising standards. The complaints may be made by any person to the police.

In the case of cyber-crimes, women are reluctant to report the offence, and the offenders roam freely even after the commission of cyber-crime. Women victims should report these crimes so the abuser will refrain from repeating such actions. For this, the government, media,

NGOs and families of the victim can play an important role. A multi-dimensional approach is essential, including legislative measures, enforcement, programmes and schemes, training and capacity building and creating awareness about the legislation to deal with these crimes. Sensitive handling by police, judges, and media of reported cases remains supreme. Thus proper implementation of these crucial laws and awareness of women about their rights and legal remedies can eliminate crimes against women.



Notes



WHAT YOU HAVE LEARNT

- Women's property rights in India remain ignored and unaddressed. A comparative analysis of all the major personal laws in India highlights discrimination against women. Through several progressive laws, the government is promoting property holding among women.
- Sexual harassment is violative of women's right to equality and dignity. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act (2013) protects women against sexual harassment in public or private workplaces. The act makes it mandatory to constitute an Internal Complaints Committee in all offices with ten or more employees.
- Rape is the most heinous crime covered under the Indian Penal Code (1860). Generally, the offence of sexual abuse is unreported because of the perception that this will bring a bad name to the victim and her family. The tendency to blame the victim makes her less courageous to seek support from her family members and initiate legal action against the accused. Courts have laid down guidelines for the sensitive handling of these cases.
- The Indecent Representation of Women (Prohibition) Act (1986) prohibits the derogatory depiction of women in the media through advertisements, publications, writings, paintings, figures, or any other manner. It prohibits the selling, distribution, or circulation of any books, pamphlets, etc., that represents or portrays women indecently. The act provided punishment of imprisonment and a fine for the offence.
- Cybercrimes include cyber stalking, cyber bullying, harassment via e-mails, etc. These offences are committed against women and need stringent implementation procedures. To curb these crimes, awareness about them and their reporting are crucial.
- The Immoral Traffic (Prevention) Act (1986) abolishes traffic in women and girls for prostitution. The Act declares punishable their trafficking and sexual exploitation for commercial purposes.
- Various mechanisms safeguard and protects the dignity and safety of women and children.



Notes

These include legislative measures, enforcement, programmes and schemes, training and capacity building and creating awareness about the legislation.


TERMINAL EXERCISE

1. What are the changes introduced by the Amendment of 2005 to the Hindu Succession Act?
2. Explain the share given to Muslim women under the Muslim Inheritance laws
3. Describe the inheritance rights of women under various personal laws.
4. What is meant by sexual harassment at the workplace?
5. What are the duties of the employer?
6. What is Internal Complaint Committee?
7. Critically examine the Anti-rape laws in India.
8. Discuss the recent amendments to rape laws.
9. State the salient features of the Indecent Representation of Women (Prohibition) Act 1986.
10. Describe the various types of cyber-crimes against women and children.
11. What are the major provisions of the Immoral Trafficking (Prevention) Act (1986)?
12. Describe the salient feature of the Immoral Traffic (Prevention) Amendment Bill (2006).
13. Describe the various laws for preventing crimes against women in India.

GLOSSARY

Amendment- An alteration proposed or put into effect by the parliamentary or constitutional procedure.

- **Fundamental Rights-** These are the basic rights provided under the Indian Constitution including equality before the law, freedom of speech and expression, religious and cultural freedom and peaceful assembly, freedom to practice religion, and the right to constitutional remedies.
- **Inheritance-** Acquiring possession from past generations.
- **Legislation-** It is the power of an official organ of a state or other organisation to make rules and laws that have the force of authority.



Notes

- **Lineal descendants**-They are blood relatives of a person in the direct line of descent like the children, grandchildren, great-grandchildren, etc.
- **Preamble**- It is an introduction to the constitution or a statute that mentions the reasons and legal intention for enacting them.
- **Redressal**- The complaints received from a person and actions taken on the issue raised, grant of compensation for injuries sustained and damages or restitution for harm/injury/damages.
- **Trafficking**- It is the trade of humans for forced labour, sexual slavery, or commercial sexual exploitation.
- **Streedhan**-It is the property of a Hindu bride, conferred as a token of love by her natal family.


ANSWERS TO INTEXT QUESTIONS
16.1

1. c. 9th September 2005
2. b. Double
3. d. Section 27 of Hindu Marriage Act (1955)
4. d. both A and B
5. Women's property rights include inheritance rights, land rights and other forms of property rights given to them by society at any given time.
6. "Streedhan", an amount given to her for her economic security at the time of her marriage and equated with her inheritance right in the joint family property

16.2

1. It aims to protect women against sexual harassment in public or private workplaces and imposes a duty on the employer and other responsible persons to prevent this offence. In addition, the Act provides the complaint redressal mechanism for the women employees to contact with the complaint
2. Sexual Harassment means physical contact and advances involving unwelcome and explicit sexual overtures; or a demand or request for sexual favours; or making sexually coloured remarks, or forcibly showing pornography; or any other unwelcome physical, verbal or non-verbal conduct of sexual nature.

Gender and Law



Notes

3. Within three months of the incident, the aggrieved women can make a written complaint to the committee. The inquiry must be completed within 90 days.
4. The Act makes it mandatory for employers to provide a safe working environment to women workers. Every office with more than ten employees must constitute an Internal Complaints Committee. He must conspicuously display the penal consequences of sexual harassment and the order constituting the Internal Complaints Committee. If the organisation fails to observe these legal provisions, it will face penalties, including the cancellation of license or registration.

16.3

1. b. All of the above
2. b. State of Maharashtra Vs. Madhukar N. Mardikar (1991).
3. a. Tukaram v. State of Maharashtra, (1979)
4. d. all of the above

16.4

1. c. 21
2. b. 1956
3. d
4. d

16.5

1. Harassment through emails, cyber stalking, cyberbullying, cyber pornography, morphing, spoofing etc.
2. Information Technology Act (2000) and amendment of 2008.
3. The cyber-crimes are rising due to poor awareness and lower reporting by women victims.

16.6

1. d. all of the above
2. d. all of the above
3. The major provisions of the Immoral Trafficking (Prevention) Act (1986) are
 - I. Stop the trafficking of women and girls for prostitution.
 - II. Declares trafficking as a punishable offence.

GENDER AND LABOUR LAWS



Notes

In the previous lesson, you have learnt various laws that safeguard the safety and security of women and children. From newspaper and other media sources, you might have read about how physiological differences between the two sexes, division of labour and gender hierarchies have been created in society. In India, it is believed that during the Vedic period, men and women enjoyed equal status. However, later, gender imbalance and discrimination entered society. Social practices like Sati, child marriage, the Devadasi system, buying and selling of vulnerable groups, bigamy, divorce, and Halala reflect gender discrimination. Even after legally making these practices defunct through legal reforms, the essence of the dysfunctional gender equity still rampantly prevails in society and is manifested through domestic violence, human trafficking, dowry deaths, female feticide, female infanticide, sexual objectification, violence and sexual harassment of women at workplace.

At the workplace, sexual harassment discriminates and de-motivates women and young girls from having an active work life. In order to ameliorate discriminatory conditions at the workplace, laws on industry and working conditions were passed. These enactments contain special provisions for women to eliminate injustice and discrimination at workplace. Some of these legislations are the Workmen Compensation Act, 1923; the Payment of Wages Act, 1936; the Factories Act, 1948; the Maternity Benefit Act, 1961; the Minimum Wages Act, 1948; the Employees State Insurance Act, 1948 and the Pensions Act, 1987. Gender injustice is not a new problem, nor restricted to the Indian landscape. It requires not just legal reforms but also attitudinal changes. Until that is brought, women will continue facing discrimination in society.

This lesson presents a comprehensive view of the provision made to protect women's interest while working.



OUTCOMES



Notes

After completing this lesson, learner:

- states the meaning of Gender and Labour Laws in India:
- appreciates the importance and need for Gender and Labour Laws.
- recognizes the importance of Gender and Labour Laws at International level:
- identifies the Gender and Labour Laws in India:
- appreciates the role of the judiciary in ensuring Gender and Labour justice In India.

17.1 GENDER AND LABOUR LAWS IN INDIA

To protect women's right to work, various legislations have been framed and implemented to encourage women to engage in economically gainful work.

17.1.1 What is Gender Justice?

Gender equality and protection of women's interests through labour laws are key ingredients of social justice.

India's economic progress and development is marred by a consistent rise in gender inequality. This is evidenced by India's poor performance across various socio-economic indicators, reflecting a low considerably female-male labour force participation rate, high maternal-mortality rate, low women's literacy levels and a low representation of women in Parliament compared to other countries in South Asia and other regions. The government's low social and economic investment in promoting the freedom of women in both individual and social capacity, and ensuring equitable development, remain the key factors responsible for a rising gender imbalance.



INTEXT QUESTIONS 17.1

1. What was the status of women in ancient, medieval, and modern India?
2. Explain the need for Labour laws in India.

17.2 Constitution of India and Labour Legislations

The Preamble of the Indian constitution secures Justice – Social, Economic and Political, Liberty of thought, expression, belief, faith and worship, Equality of status and opportunity;

fraternity, assuring the dignity and unity of the individual and integrity of the nation. These principles enshrined in the Preamble provide a bedrock for framing all labour and social legislations and their progressive and creative interpretation in favour of the working classes.

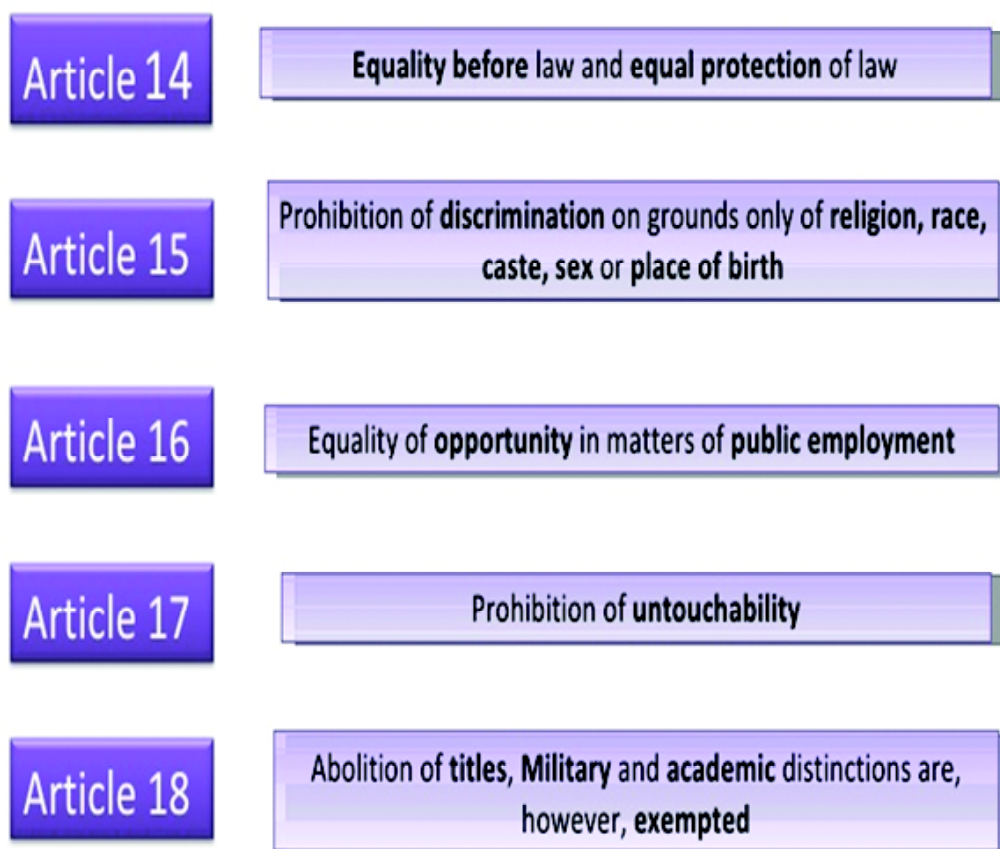


Fig. 17.1 Our Rights in the Constitution of India

Article 14 of the Constitution ensures that the State shall not deny to any person the equality before the law and equal protection of the laws. There shall be no discrimination based on religion, race, caste, sex and place of birth. Article 15 guarantees the right against discrimination. Article 15(3) talks about special protection for women. Article 16 provides the right to equal opportunity in terms of public employment, irrespective of gender. Article 19 guarantees freedom of speech and expression, to assemble peaceably and without arms, to form associations and unions; to move freely throughout the territory of India, to reside and settle in any part of the country, to practice any profession, or to take up any occupation or trade. Another fundamental right dealing with children is Article 24: Prohibition of Employment of Children in Factories, i.e. the legislation such as the Child Labour (Prohibition and Regulation) Act, 1986. Article 39 talks about certain principles of policy that need to be followed by the State, which are securing adequate means of livelihood equally for men and women, equal pay for equal work to men and women, and the health and strength of workers, both of men and women are not abused. Article 42 requires the State to make provision for securing humane work conditions



Notes

Gender and Law



Notes

and maternity relief. Article 45 provides for early childhood care and education to children below the age of six. The State has to provide early childhood care and education to all children. The Constitution of India contains provisions for the survival, development and protection of children. Article 51A(k) makes it a fundamental duty of the parents or guardians to provide opportunities for education to children or wards between the ages 6 and 14. In 2002, the Indian Parliament provided the Right to Education through a constitutional amendment and passed the Right to Education Act 2009.

**INTEXT QUESTIONS 17.2**

1. List the important constitutional provisions for the promotion of equality.
2. State the provisions made in the constitution of India to abolish exploitation.

17.3 WOMEN AND LABOUR LAWS – NEED FOR SPECIAL TREATMENT?

The industrial laws bestow upon women special rights owing to their unique physical, mental and biological attributes. These laws are a combination of pre-independence and post-independence laws. These Acts regulate various aspects related to the workspace, for instance, work hours, health, safety and welfare of women workers to ensure guaranteed equality before the law and equal treatment to women workers. These laws were enacted based on conventions and recommendations adopted by the International Labour Organization (ILO) to increase the efficiency of women and improve their participation in useful services while also ensuring infant welfare and the provision of equal pay for equal work.

Some of the important labour legislations enacted for the welfare of women are:

17.3.1 The Maternity Benefit Act, 1961

- **“The Maternity Benefit Act, 1961 (53 Of 1961)”**: This Act was put in enacted to regulate the employment of women in certain establishments before and after child-birth along with providing maternity and certain other benefits to women.

Maternity leave and its benefits protect the dignity of motherhood. In addition, they provide for the full and healthy maintenance of the woman at work and her child. Today, as more women are joining the workforce, provisions for maternity leave and other benefits are provided at the workplace.

This legislation provides that

1. The woman will not be asked to join work for six weeks after the delivery or in case of miscarriage.



Notes

2. Maternity benefits will be given in terms of wages as prescribed under the Act.
3. The woman shall become eligible for the maternity benefits under this Act only if she has worked for the employer for the period not less than one hundred and sixty days during the twelve months immediately preceding the date of her expected delivery.
4. The woman can avail of a maximum of 12 weeks of leave.
5. No woman shall be asked to do the kind of work that can harm her or her child's health during pregnancy.
6. Women who have a miscarriage or tubectomy shall be entitled to the same benefits.
7. An additional period of one month shall be allowed to a woman suffering from illness arising out of pregnancy, delivery, or premature birth of a child (Miscarriage, medical termination of pregnancy or tubectomy operation) along with the period of absence allowed to her as leave with wages at the form of maternity benefit.

17.3.2 Creche Facility

Crèche facility is referred to the day care services for the children. In 2017, by an amendment, Section 11A was inserted in the Maternity Benefit Act, 1961 which mandated a crèche facility in the establishment with more than fifty employees. The employee is allowed to visit the crèche four times a day.

(1) Every establishment having fifty or more employees shall have the facility of crèche within such distance as may be prescribed, either separately or along with common facilities: Provided that the employer shall allow four visits a day for the woman, which shall also include the interval for rest allowed to her. (2) Every establishment shall intimate the benefits in writing and electronically to every woman at the time of her appointment available under the Act.

In addition, the government, on May 18, 2017, rolled out a notification which added another rule under Maternity Benefit (Mines and Circus) Act, 1963. It provides that the creche service has to be made available within 500 meters from the entry of the establishment, and it shall also provide common facilities.



INTEXT QUESTIONS 17.3

1. Explain the need for bestowing a special status to women under labour laws.
2. Explain the main features of 'The Maternity Benefit Act 1961'.

17.4 THE EQUAL REMUNERATION ACT, 1976



Notes

Equality in matters of wages significantly impacts respect and dignity at work. Equal pay for equal work for women and men, becomes a vital subject to be considered while enacting laws to ensure a non-discriminatory environment at work. It was perceived that women were physically weak and should be paid less for the same piece of work done. This perception was later exploited by factory owners who ———— women as cheap labour. Since there was less attention given to the protection of workers, women were conditioned and recruited at lower wages because the conditions of work were not good.

ILO works for the protection of working women. Many of its conventions are ratified by India. The conventions which have not been ratified are accepted in principle. Article 39 of the Constitution of India is one such directive based upon the principles of ILO. It directs the State to secure equal pay for equal work for men and women. The Equal Remuneration Act 1976 was passed by the Parliament to actualise this directive principle. The Act provides for the payment of an equal amount of remuneration to men and women workers for the same or similar type of work performed by them. In addition, it prohibits discrimination of any form in the recruitment process and provision of service conditions except where the employment of women is prohibited or restricted by the law.

“**National Policy for the Empowerment of Women in 2001**” was adopted by the Government of India to bring in gender justice and transform *de jure* equality into *de facto* equality. Many State Governments formulated policies for woman’s empowerment. The implementation of these policies is taken care of by National and State Councils. Members of the Councils include officials and representatives of non-governmental organizations, trade unions, academics, experts, social activists, etc. they review the progress of the policies twice a year. The aim of the policy is to:

- Work for the advancement, development and empowerment of women in all spheres of life
- Develop a more responsive judicial and legal systems which are sensitive to women’s needs
- Involve more women actively in decision-making by ensuring women’s equality in power-sharing
- Mainstream a gender perspective in the development process
- Bring forth comprehensive economic and social empowerment of women
- Strengthen the formation of relevant institutions and their mechanisms



Notes

- Partner with community-based organizations to make women's empowerment wholesome
- Implement international obligations/commitments and promote cooperation at the international, regional, and sub-regional levels.

“National Policy for the Empowerment of Women in 2016”:

National Policy for the Empowerment of Women in 2001 was amended in 2016 with the following three dimensions:

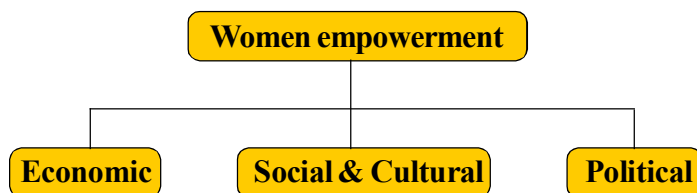


Fig. 17.2 Dimensions of Women's Empowerment

This policy has the following objectives-

- Creating a conducive social, cultural, economic, and political environment for women which would enable them to enjoy the fundamental rights and realize their full potential.
- Mainstreaming gender in all-round development processes/programs/projects and actions.
- Designing a holistic and life cycle approach for promoting women's health by making arrangements for appropriate, affordable and quality healthcare.
- Improving and incentivizing access of women's/girls' right to universal and quality education.
- Increasing and incentivizing participation of women in the workforce.
- Promoting equal participation of women in social, political and economic spheres, including the institutions of governance and institutions of decision-making.
- Transforming discriminatory social attitudes, and mindsets with community involvement and engagement of men and boys
- Developing judicial and legal systems which are gender sensitive.
- Strategizing the elimination of all forms of violence against women through strengthening policies, legislations, programs, institutions and community engagement.



Notes

- Focusing on the development and empowerment of women, especially those belonging to vulnerable and marginalized groups.
- Building and strengthening stakeholders’ participation and partnerships for women’s empowerment.
- Strengthening, monitoring, evaluating, auditing and building data systems to bridge gender gaps.

17.5 THE MINIMUM WAGES ACT, 1948 (FACTORIES ACT 1948)

The availability of cheap labour in the market can easily affect the rate of paid wages. To prevent the exploitation of labour, the Minimum Wage Act was passed. This Act was enacted to securing the welfare of the workers in a competitive market and providing minimum wages to both skilled and unskilled labour. The Act lays down that the central government shall fix the minimum wages of employment. They have been provided in the Schedule of the Act. They refer to various employments covered under the Act like those carried on by or under the authority of the Central Government, by railway administration or in relation to a mine, oilfield or major port, or any corporation established by a Central Act, and by the state government for the other employments. Under these provisions, the Act intends to prevent the exploitation of workers by fixing the minimum wages that an employer must pay.

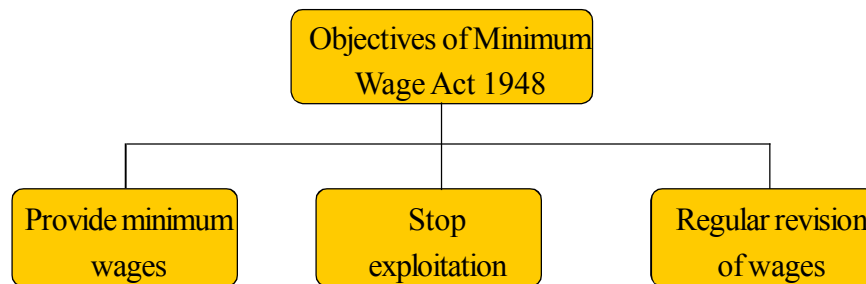


Figure 17.3 Components of the Minimum Wage Act 1948

The minimum wages are fixed, keeping in mind the fulfillment of the physical needs of a worker as well as preserving his efficiency as a worker. However, the process of fixing the minimum wage has yet to be defined in the Act. There is no guideline as to what should be taken into consideration while fixing the minimum wage. Consequently, different sets of principles in fixing or revising the minimum wages have been followed by different wage-fixing authorities.

There are four main types of wages. These are:

- Subsistence Wage:** - Subsistence wage includes the wage which can only meet the bare physical needs of a worker and his family.



Notes

- b. **Minimum Wage:** - The wage that is able to provide for the bare physical needs as well as preserve the efficiency of workers, including some measure of education, health and other expenses is called Minimum Wage.
- c. **Fair Wage:** - Fair wage counts the capacity of the industry to pay at the prevailing rates of wages in the particular industry and is, therefore, an adjustable step that moves up the level of wage.
- d. **Living Wage:** - Lastly, there is the living wage which enables the workers to maintain the health and decency of their living by allowing them a measure of comfort and some insurance against the more important misfortune of life.

The minimum wage must be paid irrespective of the extent of profits earned by the establishment, its financial condition and the availability of other workmen at lower wages. The wages must always be fair. This means that wages must be sufficiently high to provide for the worker his family with food, shelter, clothing, medical care and education of children. A fair wage lies between the minimum wage and the living wage.

The level of paid wages holds fundamental importance since they help sustain the living standards of wage earners and their families, irrespective of the level of economic development. They also indicate economic progress and social justice that the State can make. Discrimination may take multiple forms and, thus, may lead to a various outcome. The most common outcome is the reduction of rewards and skills put in by the discriminated group. This greatly impacts women in all countries. However, the extent of the impact may differ in different countries. ILO, through its multiple programmes, aims to reduce this discrimination. To support this, the Declaration on Fundamental Principles and Rights at Work provides for the freedom to organize and negotiate conditions of work, the freedom from forced or compulsory labour, the freedom to protect children from requirements to work and the freedom from discrimination in employment and occupation.

Despite efforts at national and international levels, the employment and employment conditions of women have not been up to the mark. Labour surplus, unemployment and under-employment add to this problem, and women remain out of the realm of economic activity. The economic reasons act as an additional costs in the process and further impede women's employment. The statutory obligation on an employer to pay the maternity benefit is considered a burden by the employer. It causes hesitation on the part of the employer to employ a woman. Some employers are, thus, interested in recruiting only unmarried women with the condition that they will resign upon getting married. This is a discriminatory, unfair and highly unjust practice.

**Notes****INTEXT QUESTIONS 17.4**

1. Explain the benefits of 'The Equal Remuneration Act, 1976'.
2. Describe the main features of 'The Minimum Wages Act 1948'.
3. Highlight the main aims of the National policy for the empowerment of women in 2001.
4. Name the different types of wages.

**WHAT YOU HAVE LEARNT**

- Various legislations are passed to curb the imbalances created by gender hierarchies and to promote women's empowerment. The Constitution of India also makes special provisions and guarantees various rights to women. These rights and duties of the State are enumerated under Part III of the Constitution, dealing with fundamental rights and Part IV, dealing with the Directives Principles of State Policy, respectively. For securing gender justice for working women, enactments like The Maternity Benefit Act, 1961, The Equal Remuneration Act 1976, The Factories Act 1948 were passed.
- The constitutional provisions and other legislations reflect the intention to promote gender equality. However, the implementation of the provisions remains challenging. As a result, women continue to face the same form of discrimination. Along with ineffective enforcement, lack of awareness is another reason behind it. These laws have not been able to break the social norms of patriarchy, subjugation of women within the family, deep-rooted traditions and customs and male chauvinism.
- India needs to focus on effective implementation of laws and the effective redressal mechanisms. The best way is to mobilize the grassroots participation of individuals, enterprises and employers.

**TERMINAL EXERCISE**

1. Highlight the main aims of the National Policy for the Empowerment of Women, 2001.
2. State different legislations enacted by the government to protect the interest of women.
3. Explain the reasons for enacting the labour laws.
4. Contact any 10 women you know and ask the following questions. Draw inferences based on the collected information.

**Notes**

Q. No.	Question	Response
1.	Have you ever experienced discrimination?	
2.	Do you face domestic violence?	
3.	Do you get equal pay as men get?	
4.	Are you able to oppose the discrimination on your own	

You may add more questions to the list. Later based on the replies, write a report on the work status of women.

**ANSWERS TO INTEXT QUESTIONS****17.1**

- In ancient India, women enjoyed a respectable and equal status with men. In the medieval period, discrimination against women had set in. In modern India, the constitution has granted equality to all citizens, and no discrimination is allowed based on sex. Although some problems are there for women in practice, the scenario is changing, and gender equality is being felt.
- To achieve the goal of equality for women workers
 - To promote the freedom of women
 - To ensure participatory equitable development.

17.2

- Article 14 “The state shall not deny to any person the equality before the law or equal protection of laws.”
 - Article 15 guarantees right for the right against discrimination
 - Article 16 guarantees the right to equal opportunities in public employment
- Article 24 guarantees the right to the prohibition of employment of children in factories etc.

Article 39 ensures equal pay for equal work to both sexes.

**Notes**

Article 42 directs the State to make the provision for securing human conditions of work and maternity relief for women.

Article 45 provides the directive for early childhood care and education to children.

Article 51A directs the State to provide free and compulsory education to children aged 6 to 14 years.

17.3

1. (i) Because of women's unique physical and biological characteristics.
(ii) For the safety, security, and health of the women.
2. Features of the "Maternity Benefit Act 1961"
 - (i) It provides for allowing maternity leave to women, different maternity benefits, full wages for the period of maternity leave, a creche facility for the newborn etc.

17.4

1. Benefits of 'The equal remuneration act 1976'.
 - (a) It ensured equal pay for equal work
 - (b) It abolished discrimination in recruitment and service conditions.
2. (i) It fixes the minimum wages for skilled and unskilled labour.
(ii) Fixed minimum wages ensure the fulfillment of the needs of the workers.
(iii) Minimum wages Act does not define what minimum wages are. Because of this, different wage fixing authorities follow different sets of principles in fixing or revising the minimum wages.
3. (i) Work for the advancement, development and empowerment of women in all spheres of life
(ii) Develop a more responsive judicial and legal systems which are sensitive to women's needs
(iii) Involve more women actively in decision making by ensuring women's equality in power sharing
(iv) Comprehensive empowerment of women (economic, social)

- (v) Partnership with community-based organizations for wholesome impact.
- (vi) Implementation of international obligations for promoting gender equality.
- 4. (i) Subsistence wages (ii) Minimum wages (iii) Fair wages (iv) Living wages



Notes

MODULE -6

Gender and Media

The module seeks to highlight the relationship between gender and language and how one impacts the other. The module familiarizes the learner with the impact of print and visual media on gender equality and society in India. This module also discusses the role and impact of new media social change as an agent.

18. Gender and Language
19. Media representation of Gender
20. New Media and Social Change

GENDER AND LANGUAGE



Notes

Imagine a world without language! Language is the primary communication channel humans use to connect, share, and express their thoughts and views. Language caters to the basic need of humans to talk and reciprocate through words, signs and writing.

Language is specific to a social group, community, and society, which are the spaces both men and women inhabit. While speaking, it is to be noticed that men and women are addressed differently. The differentiated words and terminologies used for men and women are significant components of a language spoken worldwide. These refer to the particular sex category and cast men and women in separate compartments.

The reference to the sex category in a social context is gender. When the language is spoken in the context of gender, it usually refers to the social definition of men and women as they exist, interacts, and carry out specific roles and responsibilities. This lesson presents the relationship between gender and language and how one impacts the other.



OUTCOMES

After completing this lesson, learner:

- describes the key approaches to the understanding of gender and language;
- explores the relation of gender and language in general;
- reflects on the use of gender-specific vocabulary;
- explains the role of language in promoting gender equality in society.



Notes

18.1 THE HISTORICAL CONTEXT

The study of gender and language has been increasingly prevalent since the early 1990s. Then, men and women were considered two distinctive humans with different personality attributes. The literature and books at that time were the major contributors to this school of thought. They reiterated the fundamental difference between men and women and claimed that women used more socially acceptable language than men.

It is generally perceived that women prefer to talk, but men choose action above words. Women see speech as a method to connect emotionally with people, whereas men see speaking as either a functional tool or a competitive sport. Women are better at listening, creating rapport, and avoiding or defusing conflict than men, who approach each other more directly and are less sensitive to their own or others' feelings.

The gender and language inequalities constituted the central point of prevalent theories. These key theories are as follows:

Key theories of exploring Gender-Language inequalities



Fig 18.1: Key theories of exploring Gender-Language inequalities



Notes

- **The Deficit Theory**—This theory was based on the belief that men have specific attributes that women lack. Therefore, men tried to control women in all sectors and kept all the vocations to themselves .
- **Difference Theory**—In this theory, the socialisation process was the pivotal point that argued that boys and girls are socialised differently at home, in the family and schools etc. This difference in their socialisation refers to gender disparities between boys and girls. This is also known as Two Culture Theory because it represents differences owing to different cultures and socio-cultural practices.
- **Social Power Theory**—Emerging in the 1990s, also known as the Modern approach, it considers language a tool for establishing social structure and power. It implies understanding the language regarding the underplaying power dynamics concerning who, why, and how a subject is to be conveyed.

18.2 EXPLORING LINKAGES BETWEEN LANGUAGE AND GENDER

Language and Gender: The differentiated language used for men and women and the link between the two come under the term “language and gender”. Social reference to men and women in the context of gender constitutes a part of our general communication. As we know that gender differences exist as social facts are reiterated and followed as per the norms of society.

In the context of language, gender disparities are reflected in two major domains:

- **The Statements:** Men and women compose their statements differently. For example, the men, being the traditional power dominant, compose their statements as a mix of power and authority. On the other hand, women are groomed for a subordinate role, and therefore, their statements may reflect more adjustment and compliance.
- **Distinct lifestyles and attitudes:** The male and female lifestyles are different and determine the words and their connotations differently. For example, men are known to communicate directly, focusing on information and knowledge. On the other hand, women tend to speak indirectly, implicitly, and gently. In addition, while their emotions manifest when talking, men tend to suppress or hide their feelings during communication with others.



Notes



Fig 18.2: While men present authoritatively, women present humbly



ACTIVITY 18.1

Relate the following words with men and women –

Words	Men	Women	Both Men+Women	None of the Men & Women
Gentle & loving				
Aggressive & angry				
Authoritarian				
Complying & adjusting				

18.2.1 Gender and communication in everyday life

Researchers have repeatedly demonstrated that gender impacts language acquisition, development, and use. In addition, they have pointed to a strong relationship between gender and language in different historical and cultural contexts.

In our daily life communications, we feel two distinct concepts represented through speech, signs and acts. These are masculinity and femininity, evident through how people dress, choose colours and move around in social life. For example, a man wears pants and a shirt, chooses dull colours and moves around authoritatively, conveying that he is an important leader in his own right. On the other hand, a woman may choose flashy dresses and bright colours and move around adhering to social norms and behaviour. In both cases, the man and woman

convey their relationship to the social construct of gender and how they identify themselves with the categories of man and woman. This gets engrained deeply and may impact the words they use to communicate every day. One thing that becomes very clear here is that gender is imposed by society and has resulted in gender communication that conforms to behaviour and conduct as dictated by society.

Several researchers have studied the relationship between gender and language. In 1972, Robin Lakoff was the first to raise the issue of the relationship between gender and language through his article 'Language and Woman's Place'. He believed that women generally use lower/subordinate linguistic forms than men. For example, women use more tags like *Isn't it?* Or *Am I?* which are questioning expressions that mean as if not too sure or *I think*. They imply the need to be acknowledged or a presumption that they may be incorrect.

Following Lackoff's argument, there was a discussion about why women spoke in terms of submissive language. The reasons provided were difference and dominance, both attributing to a disparity between the genders.

“The worthier is favoured and set before...let us retain a natural order and set the male before the woman for manners' sake,” - Thomas Wilson, The Arte of Rhetorique, a definitive guide and English literary success published in 1553.

The impact of gender on language is also seen in how language develops and how people tend to express themselves based on gender. For example, women tend to use language more relationally or in the context of close relationships with others. Women also tend to have a broader range of emotional vocabulary, using language more readily to describe their feelings and emotional states.

Conversely, men tend to use language more assertively and are more likely to suppress or hold back their emotions. As a result, men tend not to express their emotions through language. If seen in a social context, men are expected not to cry and brood but be instant in solution hunting.

It is highly beneficial to have a broad understanding of gender and language in sociolinguistics. This is because language is an important communicative instrument in human society that evolves with society to create a favourable ecosystem for growth.



Notes



ACTIVITY 18.2

Strike the following statements -Correct or Wrong.



Notes

S. No.	Statement	Correct	Wrong	Not sure
1.	Women are afraid to speak			
2.	Men should speak assertively			
3.	Bad women use foul language/words			
4.	Men should talk like a leader			
5.	Men should speak the aggressive language because they are men			
6.	Women should speak gently.			



INTEXT QUESTIONS 18.1

1. Cite the reasons why difference theory can also be called as Two Culture Theory?
2. How does gender differentiate the language spoken by men and women?
3. Is it correct that men use authoritarian words and women use compliant words while talking to others? Justify your answer with suitable arguments.

18.3 USE OF GENDER-SPECIFIC VOCABULARY

Language may hurt or offend others if it is not used carefully. It is common to hear that one should choose the words carefully. When we talk about the choice of words in the context of gender, it becomes all the more important to ensure that we do not inadvertently use language considered sexist. In recent decades, some words and expressions can be seen as discriminating against women. These may be seen in three contexts:

- a) The words are based on male terminology. For example, occupations like people in business or mail carriers (Postman) are predominantly male and expressed in terms of their sex. If a woman is a postman, she would also be addressed as a postman. There is no gender-neutral version of a word for a female postman.

- b) The words appear to give women a less important status than the male equivalent. While a man is called an actor, the woman is called an actress. If the male is a steward, the female is a stewardess.
- c) The gender-neutral words are very few. In the contemporary era of technology and advancement, words are compartmentalised into feminine and muscular categories. If gender-neutral words exist, they are hardly used in day-to-day communication. The use of plurals can help offset masculine-based writing.

Following are a few words that are coined separately for men and women. These words also have gender-neutral connotations. However, they are sparingly used in everyday communication.

Masculine	Feminine	Gender Neutral
man	woman	person
father	mother	parent
boy	girl	child
Uncle	Aunt	Relative
Chairman Actor (Male)	Actor (female)	Chairperson



Notes



INTEXT QUESTIONS 18.2

1. Give two gender-neutral words of people engaged in different occupations.
2. Do we address men and women differently in our everyday language?

18.4 ROLE OF LANGUAGE IN PROMOTING GENDER EQUALITY

A language is a potent tool used to speak, share, and express the thought process of humans who have developed codes of words and signs to communicate with each other. Humans have developed language to communicate, work together as a cohesive force, and sustain the human race over generations.

Let us not forget that language exists in a continually changing social context; it is influenced not just by gender but also by social, cultural, and psychological aspects. Therefore, in the world of language marred by gender disparities and differentiation, there must be a transformative change in how language is used.

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1. **Gender-fair language (GFL)** was developed in response to gender-based structural disparity. It was meant to minimise gender stereotyping and prejudice in language. It aimed to eliminate gender disparities in addressing and referring to men and women, for example, by replacing masculine forms (policeman) with gender-unmarked forms (police officer) or by utilising both masculine and feminine forms (i.e., the applicant... he or she instead of the applicant. he).
2. **Gender disparities in language should be minimised.** References to people's personalities and communicative styles should be independent of gender. The words used to discriminate against men and women should be discouraged. For example, using words such as chairperson instead of chairman in normal communication should be encouraged.
3. **Sexist language to avoid:** The sexual undertones of language create a marked gulf between men and women. The use of particular words demeans women in the form of jokes, fun statements and mockery of being a woman. These reiterate the gender stereotypical perception of women and their perspective and promote casual sexism that targets women in jobs and informal conversations. For example, the teacher says to Geeta in class that she cannot shift the heavy desk because she is a girl.
4. **Similarities to include:** Some studies on gender and language overemphasise the differences. These studies ignore the similarities and fail to account for context, variance, and other aspects of gender. The similarities between males and females should be considered to obtain a comprehensive and objective explanation for the connection between males and females because they play the same significant role. For example, they are referring to both boys and girls in the class being equally capable and competent to succeed.

**INTEXT QUESTIONS 18.3**

1. Describe the purpose of using gender fair language for maintaining gender equality.
2. Explain with examples how gender disparities in language can be minimized?

**WHAT YOU HAVE LEARNT**

- Language is the primary communication channel humans use to connect, share, and express their thoughts and views. Language is specific to a social group, community, and society, which are the spaces both men and women inhabit. However, it is common

to notice that men and women speak different language tones. In addition, the choice of words and the way to speak differently. These refer to the particular sex category and cast men and women in separate compartments.

- Several researchers have studied the relationship between gender and language. In 1972, Robin Lakoff was the first to raise the issue of the relationship between gender and language through his article 'Language and Woman's Place'. He believed that women generally use lower/subordinate linguistic forms than men.
- Following Lackoff's argument, there was a discussion about why women speak in terms of submissive language. The reasons provided were difference and dominance, both attributing to a disparity between the genders.
- Gender-fair language (GFL) was developed in response to gender-based structural disparity. It was meant to minimise gender stereotyping and language prejudice by replacing masculine forms (policeman) with gender-unmarked forms (police officer).
- The studies on gender and language fail to account for context, variance, and other aspects of gender. The language should be such that both genders are considered equally capable and competent to succeed. In other words, gender-neutral aspects of language need to be emphasised.



Notes



TERMINAL EXERCISE

1. Why does gender affect how people acquire, develop, and express themselves through language?
2. How does Social Power Theory define language?
3. Who was the first to raise the relationship between gender and language?
4. Do you think that sexist language is used in schools?



ANSWERS TO INTEXT QUESTIONS

18.1

1. Difference theory can also be called as Two Culture Theory because it represents differences owing to different cultures and socio-cultural practices.
2. Gender conditions the language spoken by men and women. The patriarchal set-up and dominance of male power dictate the choice of words and manner of speaking in public and private spheres.

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3. Yes, it is correct to say so. During socialisation, women are groomed for a subordinate role and are expected to adjust. This affects the language they use, which is kind, humble and compliant. On the other hand, men are taught to be commanding and powerful, which reflects in the choice of words used by them which are authoritarian.

18.2

1. Female-Carpenter, Male-Teacher
2. Yes, we address men as Mister and women as Mrs (Missus)

18.3

1. It was meant to minimize gender stereotyping and prejudice in language. It aimed to eliminate gender disparities in addressing and referring to men and women
2. Use of words such as chairpersons instead of chairman in normal communication should be encouraged.

MEDIA REPRESENTATION OF GENDER



Notes

In the previous lesson, you have learnt about different usages of gender and language in media. Media has emerged as an influential and powerful entity as a powerful mechanism for education and socialisation. Media has transcended channels of communication to new heights. Media has developed to the extent that it can mould and give direction to public opinion in a specific direction. It has started shaping the perception and consent of individuals over various issues. Its reach to every possible individual through different communication means has transformed communications. You have also understood the complex use and abuse of vocabulary in media, indicating regressive mindsets about gender relations in our society.

This lesson explains the way of representation of Gender on different media and its consequences.



OUTCOMES

After studying this lesson, learner:

- describes the different forms of electronic media such as (television, radio, films, internet), print newspapers, magazines etc. and traditional/media such as folklore, songs, street theatre etc.
- identifies reinforcement of gender stereotypes in media
- explores the impact of gender stereotypes in media
- appreciates the efforts to mainstream gender into the media

19.1 VARIOUS FORMS OF MEDIA

Media is the plural form of the word 'medium', which is 'one of the means of general communication, information, or entertainment in society, as newspaper, radio, or television'. It

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subscribes to the mode of communication through various electronic and print channels. Since the beneficiaries are a huge population group transcending national and geographical boundaries, media is usually denoted as a mass communication channel. Therefore, on the same front, media is now denoted as 'the mass media'.

You surely have been exposed to different media. However, through this chapter, you will be able to understand the unique features of different forms of media. Now you will study the nature, emergence and significance of various types of media over the years.

In our discussion, we will focus on the importance of media being gender sensitive and their role in promoting gender equity.

Women constitute nearly 50 percent of the country's population. They are visible in the national media, both in electronic and print. However, several systematic research studies point out that media has not ensured adequate space and time for women to participate in all media forms. For example, the coverage of issues concerning women does not get prime-time attention on popular T.V. and radio channels. Print media also do not give them enough space and coverage.

Gender Stereotypes and their reflections on media

For centuries, it was believed that the different characteristics of women and men are natural and are determined by biological (sex-based) differences. Hence, being aggressive or domineering or not expressing emotions is viewed as natural for men and being emotional or submissive and being sensitive and caring are the traits of women. However, we have many men around us who are emotional, expressive and caring. Are they not men? Similarly, we find many women who are aggressive and domineering. So, these personality traits are those of individual human beings and not of a man or a woman. This deep-rooted system makes socially constructed gender roles seem invincible and natural. Therefore, it is necessary to understand the distinction between the two to understand why we need to work to overcome these stereotypes.

Men who may be aggressive and domineering in the house could be fearful in front of their superiors in the office. Thus, men may take on masculine (aggressive, domineering) traits when they are in power and behave in a so-called feminine way (follow orders, be submissive) when they are in a subordinate position. This implies that these traits have more to do with power and social relations than the biology of being a female or a male.

You are well aware that there are two sets of roles - biological based on sex and gender, which are socially constructed. The process of socialisation immediately starts after birth and decides the attributed roles and responsibilities of an individual as per their gender. Even the kind of toys children are given to play with is enough for the child to imbibe the gendered messages, e.g. giving dolls and kitchen sets to girls as a preparation for them to later intake on

*Notes*

the responsibilities of housekeeping, childbearing and caring. On the other hand, giving the building blocks and toy guns to boys to become warriors, protectors and breadwinners of the family. While the 'ideal' is worshipped, the 'real' is neglected. Some sacred texts consider women as Mother Goddess as Durga, Kali, and Lakshmi, and she is believed to represent divine power (shakti). In practice, however, they may be suppressed, face deprivations and get exploited in the patriarchal set-up. They are denied equal rights in marital, familial, social, educational, economic and political fields.

The dislike for daughters is deeply rooted in our culture. Many of the rituals and traditions reinforce the primacy of a male child. For example, there are rituals and blessings like kua puja (ceremony on the birth of a baby boy), a bride being blessed to 'doodho nahao, pooto phalo (May you be blessed with plenty of resources and sons). These rituals underline the importance of begetting a son. Incidentally, even the most educated tend to follow these rituals. However, now some people celebrate their daughters' birth, which reflects the change in traditional mindsets.

The messages of socialisation, overtly or covertly, are passed from different institutions of society, including family, religion, law media, and the powerful medium of communication in today's time.

It is believed that one way to judge a nation's state is to study women's status. In reality, the status of women represents the standard of culture prevalent in any age. The social status of women in a country symbolises the social spirit of the age. The status enjoyed by Indian women is far short of expectations. Our country is growing economically but is not developing socially due to the lack of participation of women in the development process.

19.1.1 Role of Media

Media is not only a mirror of society but is also an instrument of social change. It plays a vital role in the dissemination of information and is therefore called the fourth pillar of democracy. Mass media has a tremendous impact on the minds of people, with constant exposure to information divulged by it. Media is the carrier of information, ideas, thoughts and opinions. Mass media channels are in a big way instrumental in motivating people's behaviour and attitudes in a certain way.

Various media can be used positively to propagate healthier values in our society. With the unforeseen expansion, media has acquired the capacity to set new trends, bring social transformation and reduce social injustice. It has a unique role in developing social & cultural values and socialisation. It can also play a vital role in altering the media depiction of gender roles, aspirations and expectations to bring about a more diverse and just society and be a catalyst for change.

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From traditional media to the new media, from age-old scriptures or books on moral teachings to new-age contemporary stories, from puppetry or folk music to radio, from television to the internet and other social networking platforms, all contribute and strengthen the given gender roles and expectations. In addition, the portrayal of men and women engaged in different life spheres playing different roles in media influences the socialisation process and people's opinions on gender roles.

It is important to analyse the representation of gender in media critically. It is the first step necessary to provide evidence to the producers of media and sensitise them to be progressive in their outlook. Furthermore, they must be aware of their critical role in triggering change with changing times.

**INTEXT QUESTIONS 19.1**

1. What is meant by socialisation?
2. State the different forms of media.
3. Explain the meaning of being gender sensitive.

19.2 PRINT MEDIA

Print media is one of the oldest and most basic forms of mass communication. It includes newspapers, journals, weeklies, monthlies, and other printed media forms. It has held the core part of mass communication for decades and has immensely contributed to the field.

Media contributes to the transfer of knowledge and information. Print media still stands to hold an important place in communication. This is due to its advantage in making a long-term impact on the readers' minds and an in-depth analysis of events and happenings.

NEWSPAPERS

Newspapers are used and have become an important part of routine life for billions of people. News is the brief report of every important event occurring daily. News helps us to ease our life and make us more responsive to the dynamic needs of society.

The Indian newspaper immediately contributed to the socio-cultural awakening of Indians and the consolidation of nationality during the colonial rule of the British Empire. Their contribution to the freedom movement is also significant. Most of the newspapers emerged during the period of freedom struggle. Newspapers like the Pioneer (1866), the Amrit Bazar Patrika (1868), the Statesman (1875), the Hindu (1887), and the Tribune (1880) emerged during this period. Though many vanished over time, a few are still in publication.



Notes

The profession associated with newspapers is called Journalism, and the individuals who choose to work for newspapers are called Journalists. Though the primary task of journalists is to report the daily happenings from a neutral perspective without any biases, they also include other news-related activities. Furthermore, the nature of the job includes professional ethics and social sensitivity, which makes it important that journalists are also sensitised to gender just representation in their reporting.

19.2.1 Other Forms of Print Media

We all know the importance of print media. It would be interesting to know that 'the media' came as a phrase came to be used in the 1920s. Furthermore, what we call 'the mass media' was generally restricted to print media until the end of the Second World War.

Print Media and Gender

Mass media has long been responsible for being society's watchdog and guiding social change. A watchdog refers to a person, institution or organisation that monitors and publicises the behaviour of others to discover the activities are not in the interest of society. However, mass media is a domain primarily dominated by men. The media house owners, reporters, and editors are predominantly men. Therefore, discriminatory images of women are created since the media products are created by men, according to their interests.

Women's issues do not occupy enough space in print media. It has improved over the years, but the coverage is mainly about the atrocities on women and not on the bright side of their achievements in various domains, which may be fewer but is significant. In other words, the coverage of women's issues is inadequate and full of socio-cultural biases.

The stereotypical image of women, highlighting their full-time involvement in cooking, family care, and other domestic chores, represents them as the subordinate and weaker sex. They are hardly seen being interviewed or asked for their opinions on prominent national matters. Women are typically portrayed as homemakers and are hardly seen as politicians, newsmakers, business leaders and subject experts. Most coverage about women is about the violence against women and their domestic issues. They are common, represented by physical appearance and sexualised images. Merely using them as sexual objects for selling products is unjust. It strongly reinforces stereotypical gender roles and identities. In print media, the headlines, cover pages, photos, and placement of articles play a significant role in putting up the undesirable representation of women.

The visibility of women in the news is widely covered on special days like Women's Day and Mother's Day. On other days, the news coverage is generally about sensational stories of glamour, forms of violence and sex. The weekend special magazines highlight luxurious news items of beauty and fashion with sensational photographs of women on the cover page. This adversely affects the perception of the younger readers who internalise the idea of being

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skinny, fair, and beautiful in set ways. It may go to the level of developing eating disorders among them.

19.3 The Cinema

Hindi Cinema has been a major source of propagating Indian culture. It has long been the platform for exhibiting the changing scenarios of modern India that no other medium can do at such a scale. It can potentially influence the viewers' perception of their life perspectives. Over the past few years, films have been claimed to break the stereotypes related to women. To name a few, the roles played by Nargis in *Mother India* (1957), Priyanka Chopra in *Fashion* (2008), and Waheeda Rehman in *Guide* (1957) have been quite powerful for the times in which they were made.

Despite a few Bollywood films' progress, the objectification of women still persists, as seen through the exotic item numbers. The primacy of a woman's traditional role as a mother and a wife is reiterated. The woman's dress appearance reinforces cultural signs like the mangal sutra and sindoor as the symbols of marriage.

In *Kuch Kuch Hota Hai*, Tina, a young college girl, is shown dressed in a mini skirt during a ragging scene which amazes the entire college crowd, who chant singing a bhajan. This scene is followed by her dialogue about how she has not forgotten her "Bhartiya Sanskriti" even after living abroad in a Western country. This film was a huge box office hit, pushing ahead such norms for the youth, who comprise most of the audience.

The Indian cinema has been rolling out films where men are pursuing their dreams, aspirations, desires, and heroism. The women are primarily portrayed as their lovers, wives, or mothers. A woman is rarely seen acting independently and capable of making decisions.

Even cinematic elements like lighting, camera focus, and shots are set according to the body placement of the actress and the audience's eyes. The movements of the actress's body add up to the gaze, selectively focusing on specific body parts- the eyes, lips, breasts, buttocks, and legs.

From time to time, the number of films raising social issues increases, like *Padman* (2018) highlights the issue of Menstrual Hygiene, *Pink* (2016) highlights the issue of consent and *Matrabhoomi* (2003) on the issue of Female Foeticide.

In such films, too often, a female protagonist plays the "hero"; in a film, she is forced to wear the invisible masculinity. However, within the subtlety, we often misunderstand the patriarchal emphasis of male macho-ism portrayed in a female's body. For instance, characters like Shivani (Rani Mukherjee in *Mardaani*) and Meera (Anushka Sharma in *NH10*) established strong masculine female characters. However, they needed a "male character" to infuse energy into them.



Notes


INTEXT QUESTIONS 19.2

1. Why is media referred to as a "watchdog"?
2. List all forms of print media.
3. What is meant by the objectification of women?
4. How has the role of women in cinema evolved over the years? Explain.

19.4 ELECTRONIC MEDIA - TELEVISION AND RADIO

Television has been a medium which has shown spectacular growth over time. Television is called the most real form of media. It represents women on T.V. and affects the mindset of those who watch it specially, the negative and debasing image of women as represented in commercial advertisements and serials. Sex stereotype is also evident in television in portraying men and women in their appointed roles.

Television serials have undergone a considerable transformation in the last two decades. The serials have moved a great deal from the portrayal of strong women characters like Pallavi Joshi and Shaifali Chhaya as Air Force officers in the Aarohan programme of the 1990s inspired middle-class girls and women and challenged the mainstream ideology. Instead, most soaps show "home" or the domestic sphere as the core set. The fundamental theme is centred on women, with the primary concern on family relationships, either playing the role of a vamp who creates problems or playing a good daughter-in-law or loving wife in serials. In this context, women's achievement is valued for running a successful household, settling down in matrimonial bliss, bearing children and trying to be 'ideal' human beings.

Advertising

The power of advertising to persuade, manipulate, and shape behaviour has long been recognised. Most people realise that the images in the media rarely reflect reality. However, that does not mean that these images are not influential. Advertisements often represent a fantasy or ideal image of how things should be. There used to be advertisements mostly related to women's beauty products. However, some products for men's beauty, e.g. fairness creams, hair gels, etc., are also advertised. Specifically, they help to reinforce how an ideal woman or a man should look and behave. Women sell everything- food, clothing, washing powders, cars, computers, creams- anti-wrinkle and anti-pimple creams. They even market shaving lotions and underwear, at times exposing their bodies. Such advertisements exploit their sexuality and commodity. Advertisements for various deodorants show women crazy to run and flock over to men using these. Such advertisements are highly regressive and depict women as if they do not possess any sense of judgment.

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It is said that Indian viewers now spend more time watching the news than reading it. This is because T.V. news channels in India compete for more viewership, and more and more sensational types of news programmes are being created, vying for public attention and ultimately improving their television rating points (T.R.P.s). NDTV, CNN-IBN, Headlines Today, Times Now, Aaj Tak, Star News, NDTV India, and India TV are popular news channels that show news 24X7. The question that arises is, do we need 24X7 rolling news? It seems that many of the news channels, by and large, are working on the old strategy of creating one package for different time bands. Gender and related issues are ignored by the news channels that often depend on Bollywood and teleserial stars for their survival. Most news channels sensationalise news related to celebrities - what do they do or eat to stay in shape, which gym they go to, who are they friends with, whom are they having affairs with, who are on the verge of break-ups, marriage or divorce etc. and tirelessly present the content for hours for T.R.Ps. Though with time, things have changed a little, and there is coverage of positive stories related to women, they considerably lag in comparison to the major part of sensationalising murder mysteries of celebrities (e.g. Arushi Murder case), and Jiya Khan, Bollywood film actress) or about the untimely demise of Sri Devi.

How credible is the media? What portion of news is devoted to women's issues or women as victims of circumstances, of their bodies and course, of men? Ironically the voices raised over such matters do not get space in the media. What about news on laws related to women, awareness of women's issues in India, especially education on health, work-life issues, domestic violence, sexual harassment and successful career women in different, innovative work segments? Very few channels highlight issues women face in India, and that too occasionally.

The context of the violence portrayed and the viewer's age is most important. Also significant is the participant's ability to differentiate between fantasy and reality and justified or unjustified use of force. The three factors in this triadic model do not necessarily make equal contributions. The influence of an Individual, Environment, or Behavior depends on which particular factor is strongest at a particular moment. For example, Bandura studied to scrutinise whether social behaviours like aggression can be acquired by observation and imitation. His experiment revealed that children learn by observing the behaviour of others. Television programming portrays interpersonal violence, much of it in an entertaining and glamorised manner. Prolonged exposure to such media portrayals increases acceptance of violence as an appropriate means of problem-solving and achieving one's goals.

19.5 FOLK MEDIA

Folk media refers to the channels of communication embedded in social, cultural, and psychological thinking, exhibiting the values and lifestyle of the people. These rich cultural reservoirs promote local language and remain an integral part of the socio-cultural and religious part of communities. It includes oral traditions, customs, and rituals which are complex

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communication resources. It generally includes different art forms like folk theatre, street theatre, folk dance, folk music and songs, paintings, puppetry, traditional motifs, designs and symbols, traditional games, fairs and festivals, storytelling and traditional youth clubs etc.

Unlike mass media, folk media has its ties to traditional social spaces and represents the homogeneity of a particular society. It is a non-electronic medium used to transmit tradition from one generation to another. Since ancient times, people in local communities have engaged in folk dances and songs, rituals and festivals etc., which are part of their daily lives. The lifestyle, perceptions, social approval, relations, and value systems are communicated through folk media. It is also used to exhibit social views on sex, gender, education, health, and social perception, and interestingly adapt to newer values and situations.

In earlier times, folk media were patriarchal primarily in their structure and presentation. Women had to forgo certain privileges and rights regarded as exclusive to men. They were constantly exhibited as inferior to their male counterparts, presented only in the roles of mothers, sisters, wives, and daughters, being confined to the four walls of their homes. They were shown proud women who would forgo their lives to care for their family members. While women were shown as dedicated nurturers and physically attractive, men were shown as breadwinners, protectors of women, and the head of families.



Figure 19.1 Folk Media



Figure 19.2 Folk Media: A Kathakali Performance

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Thus, folk traditions and symbols established the social norms for individuals, groups, and communities. For example, the traditional drums of Khasis use instruments to reinforce the patriarchal social norms. Khasis is a tribe in Meghalaya in North-East India that classifies drums as male drums and female drums. The male drums are played during ceremonial rituals, whereas female drums are played during festival dances. This is co-related to Khasis; while men conduct all the rituals, women are not even allowed to witness some ceremonies. They have a famous saying, "Khasis U Rang Khatar Bor", which means "A man has twelve powers", and "Ka Thei Shibor", which entails that "A woman has one power".

Gradually, contemporary folk media have undergone some shifts not only in their content but also in their treatment and presentation. These can become powerful media to connect with people and bring awareness on various issues such as positive images of women, changing roles of men and women, women empowerment, and portraying men as partners and protectors.

Folk media can be used in contemporary times as a purposeful art form to discuss issues sensitive to society. For example, health issues might not be appropriate for face-to-face communication, but the intended message can be easily disseminated through folk media. Likewise, issues like Immunization, HIV/AIDS, Family Welfare, dowry, early marriage, construction of toilets etc. can be effectively prompted by these media forms.

**INTEXT QUESTIONS 19.3**

1. Explain the credibility of media in our lives.
2. Define Folk Media.
3. How do traditional media serve the purpose of communication?

19.6 SOCIAL MEDIA

Social media is a vast collective of online communication channels that is becoming an integral part of our day-to-day lives. The most prominent social media platforms are Facebook, Twitter, LinkedIn, Instagram, Snapchat, Google+, Wikipedia, etc. Nevertheless, even on social media, one exhibits gender-specific behaviours. For example, it is known through research that men are more likely to use social media platforms to seek information and start new relationships; while women tend to be drawn to such platforms to connect with people they already know.

Social media plays a massive role in our lives. It allows networking opportunities and brings the communities closer by disseminating messages and opinions. However, like other forms of

**Notes**

media, even messages perpetrated through social media influence the mindsets of its audience, especially the youth. A research study examined how teenage males and females utilise social media platforms and found gender differences in usage patterns. Fifty-seven (57) per cent of the teens reported starting new friendships online. However, only 20 percent met their online friends in real life. The low self-esteem of females directly affects their social media usage patterns. For instance, males are more likely to use authoritative language than females. Females, on the other hand, use words more emotionally. A study examined 15.4 million Facebook status updates by 68,000 Facebook users. It found that females generally used more positive emotions like 'love', 'happy', and 'excited'; and social relationships like 'friends' and 'family'. On the other hand, males used more fact-oriented words related to subjects like politics and sports- 'tax', 'government', 'football' etc.

Women have been facing a lot of unfavourable and abusive responses as and when they voice their opinions. This is purely a reaction based on their gender. This was proved with the help of an experiment conducted by a male who spoofed a Twitter account. He found the responses more negative and abusive when the Twitter account was portrayed as owned by a female. The most common forms of harassment witnessed at social networking sites are constant criticism, highly abusive and aggressive language usage patterns.

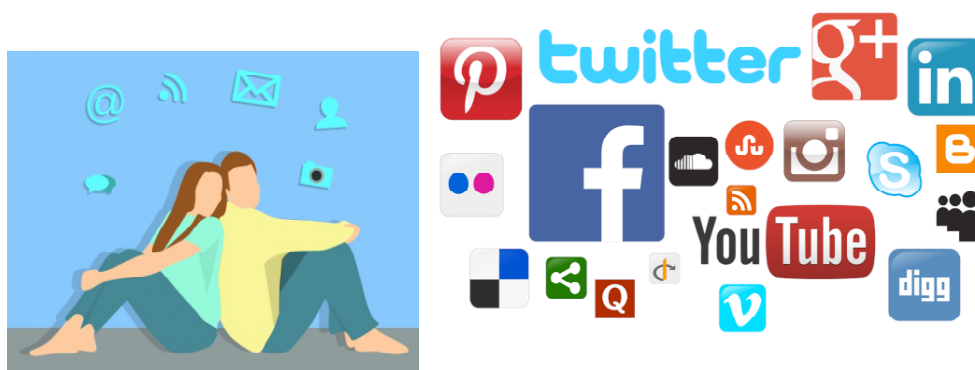


Figure 19.3 Social Media

Commercial advertisements appearing at social media, like other media platforms, reinforce gender-stereotypical norms. For example, females are generally portrayed objectifying their bodies or are seen in commercials involving domestic and cosmetic products. Male ads, on the other hand, often involve cars, insurance & investments, and business products.

Social networking sites can potentially encourage social, political, and economic empowerment and promote gender equality. The HeForShe Campaign, for example, was initiated by the United Nations on social media. It attempted to use social media to close the gender gap between men and women.

Gender and
Media**Notes****Community Radio**

Community radio is a type of radio service that serves a particular community and is also run by that community. It is free from the authority of the market and profit-making in its functioning. Community radio derived its basic objective from the fundamental principles of democracy of entailing equal and active participation in freedom of speech and expression. It is managed, controlled, and run by the community for the needs, aspirations, and interests of the community.

Why is community radio an important medium?

Community radio gives a viable platform to marginalised communities to raise their voices on issues that do not receive adequate attention in public and private radio services. It allows them to express their views and opinions not duly heard in the mainstream media. It enables individuals, groups and communities to share their stories and experiences and contribute substantial content to the media. It is a two-way process that empowers people to identify problems and seek solutions. Community radio can potentially encourage the participation of the most marginalised in decisions for positive changes. It is a dynamic and non-commercial medium for grassroots communication.

How does Community Radio empower women?

It is imperative to focus on women's participation as they are the most marginalised, most unheard in the public domain and discriminated against in access to and participation in mainstream media. Community radio has traditionally been inclusive, thereby enabling a range of women to exercise their communication rights. Several Community radio stations are being run by women, managing technology, content and participation of people. An impressive number of women work in community radios nationwide, mainly as producers, on-air, and station managers.

19.7 PARTICIPATORY VIDEO

Participatory video is an interactive group process that builds participants' capacities to communicate with others. The group members are required to record themselves and the world around them in a video. This enables them to communicate their own stories in creative ways. In addition, video production provides a powerful medium for the participants to explore their local situations and collectively reflect on their experiences. Thus, it is "Media by the Community."

How are participatory videos different from usual film-making?

Participatory videos are an interactive process that aims to build the participants' social influence. They help in establishing collaborative relationships and catalyse collective group actions. Participants reflect on their situation together, deepen their understanding of the real



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picture of the issue, and develop ways forward. It gained much attention due to two main reasons:

1. It does not require conventional literacy to operate the media
2. The engagement of the audience in this method is much more than in any other medium.



Fig 19.4. Images of Participatory Video

How are participatory videos helpful?

- Participatory videos enable participants to rapidly learn how to use the video equipment through workshops, exercises, and games.
- The facilitators help the community members to identify prominent issues in and around their community and showcase these through participatory video methods.
- The videos can be shared with the wider community through daily group screenings and Sabhas.
- It is a dynamic and ongoing process of community-led learning and exchanging of ideas, which sets sharing in motion.
- Community members have ownership as they are involved in varied degrees during video making.
- Participatory video as an approach can potentially transform the way we move towards more significant social equity and human compassion needed for the true development of a society.

Participatory media has become a powerful tool for the masses as they give freedom to the people to express their issues and empowers them by amplifying their voices through the power of media. Thus, participatory video for development is an excellent medium to connect with people at the local level.

Gender and
Media**Notes****INTEXT QUESTIONS 19.4**

1. Define the concept of community radio.
2. How is a community radio different from a commercial radio station?
3. What kind of issues can be addressed through community radio platforms?
4. What is 'Media by Community'?
5. How are participatory videos helpful for gender sensitivity?

**WHAT YOU HAVE LEARNT**

- Media can be used positively to propagate healthier values in our society. This is because media has acquired a remarkable capacity to set new trends, bring social transformation and reduce social injustice.
- Digital players have entered the mass communication field through the internet platform. They have provided people with an alternative medium of information and communication. The news gets delivered on demand through computers, laptops, mobile phones and other communicating devices.
- The primacy of a woman's traditional role as a mother and a wife is reiterated in almost all forms of media. However, a few filmmakers have tried to break away from this and give more real roles to women actors like Dum Laga Ke Haisha, English Vinglish, Dor and more.
- The major parts of Indian cinema portray men pursuing their dreams, aspirations, desires, and heroism. The women are primarily shown as their lovers, wives, or mothers. A woman is rarely seen acting independently and making her own decisions.
- The relationship between media depictions of violence and subsequent violent behaviour is highly complex. Several interacting variables play an essential role in determining who will be affected, by what material, and in what way. The context of violence and the age of the viewer are the most important variables for determining the potential impact of violence.
- Folk media has its ties to traditional social spaces and represents the homogeneity of a particular society.
- Social networking sites hold the potential to encourage social, political, and economic empowerment and promote gender equality.



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- The new media technologies are more interactive than traditional media and tend to incorporate two-way communication.
- Hashtag activism has brought women's issues to the forefront of the political discourse.
- Using social media for online activism is restricted for many women due to illiteracy, language barriers, and the digital divide. These factors mainly affect rural women.
- Community radio gives a platform to marginalised communities to raise their voices about issues that do not receive adequate attention in public and private radio services. Community radio helps communities in remote parts of the country to integrate at national and global levels. It has been known to improve governance by enabling people to hold the local government for the timely delivery of services.
- Participatory videos are an interactive process which aims to build the social influence of the participants. They help in establishing collaborative relationships and catalyse collective group actions. The participants reflect on their situation together, deepen their understanding of the accurate picture of the issue and come up with ways forward.



TERMINAL EXERCISE

1. How do media impact our perception of gender roles?
2. How can print media be used to promote gender equality?
3. What challenges does print media face in enabling change in people's mindsets regarding gender roles and expectations?
4. Illustrate with an example that cinema significantly impacts the masses and gender sensitivity.
5. Do you think television serials have created an unrealistic image of women? Justify your answer with suitable examples.
6. How can folk media be used to address social issues and gender discrimination in rural area?
7. What has been the role of social media in promoting and designing campaigns to empower women?
8. How are participatory videos different from usual films? How can they be used to increase women's participation in development activities?
9. How is community radio used to empower women?

Gender and
Media

Notes**ANSWERS TO INTEXT QUESTIONS****19.1**

1. The socialisation process immediately starts after birth and decides an individual's attributed roles and responsibilities per their gender.
2. Media is the plural form of the word 'medium', 'one of the means of general communication, information, or entertainment in society, as newspaper, radio, or television'. It subscribes to the mode of communication through various electronic and print channels.
3. It is important to analyse the representation of gender in media critically. It is the first step necessary to provide evidence to the media producers and sensitise them to be progressive in their outlook. Furthermore, they must be aware of their critical role in triggering change with changing times.

19.2

1. Mass media has long been responsible for being society's watchdog and is liable to guide social change. A watchdog refers to a person, institution or organisation that monitors and publicises the behaviour of others to discover the activities are not in the interest of society.
2. Print media is one of the oldest and most basic forms of mass communication. It includes newspapers, journals, weeklies, monthlies, and other printed media forms.
3. Despite a few Bollywood films' progress, the objectification of women persists, as seen through the exotic item numbers. The primacy of a woman's traditional role as a mother and a wife is reiterated. The woman's dress appearance reinforces cultural signs like the mangal sutra and sindoor as the symbols of marriage.
4. Hindi cinema has been a significant source of propagating Indian culture in our society. It has long been the platform for exhibiting the changing scenarios of modern India that no other medium can do at such a scale. It can potentially influence the viewers' perception of their life perspectives. Over the past few years, films have been claimed to break the stereotypes related to women. To name a few, the roles played by Nargis in *Mother India* (1957), Priyanka Chopra in *Fashion* (2008), and Waheeda Rehman in *Guide* (1957) have been quite powerful for the times in which they were made.



*Notes***19.3.**

1. News devoted to women's issues or women as victims of circumstances of their bodies and men do not get space in media. So the news on laws related to women, awareness of women's issues in India, especially education on health, work-life issues, domestic violence, sexual harassment and successful career women in different, innovative segments of worktop are not highlighted. Very few channels highlight issues women face in India, and that too occasionally. This undermines the credibility of the media.
2. Folk media refers to the channels of communication embedded in social, cultural, and psychological thinking, exhibiting the values and lifestyle of the people. These rich cultural reservoirs promote local language and remain an integral part of the socio-cultural and religious part of communities. It includes oral traditions, customs, and rituals which are complex communication resources. It generally includes different art forms like folk theatre, street theatre, folk dance, folk music and songs, paintings, puppetry, traditional motifs, designs and symbols, traditional games, fairs and festivals, storytelling and traditional youth clubs etc.
3. Folk media can become powerful media to connect with people and bring awareness on various issues, such as positive images of women, changing the roles of men and women, women empowerment, and portraying men as partners and protectors. Moreover, folk media can be used in contemporary times as a purposeful art form to discuss issues sensitive to society. For example, health issues might not be appropriate for face-to-face communication, but the intended message can be easily disseminated through folk media. Moreover, issues like Immunization, HIV/AIDS, Family Welfare, dowry, early marriage, construction of toilets etc., can be effectively prompted by these media forms.

19.4

1. Community radio is a type of radio service that serves a particular community and is also run by that community. It is free from the authority of the market and profit-making in its functioning. Community radio derived its basic objective from the fundamental principles of democracy of entailing equal and active participation in freedom of speech and expression. The community manages, controls, and runs it for its needs, aspirations, and interests.
2. Community radio gives a viable platform to marginalised communities to raise their voices on issues that do not receive adequate attention in public and private radio services. It allows them to express their views and opinions not duly heard in the mainstream media. It enables individuals, groups and communities to share their

Gender and
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stories and experiences and contribute substantial content to the media. It is a two-way process that empowers people to identify problems and seek solutions.

- 3, Community radio has traditionally been inclusive, thereby enabling a range of women to exercise their communication rights. Several Community radio stations are being run by women, managing technology, content and participation of people.
4. Participatory video is an interactive group process that builds the participants' capacities to communicate with others. The group members are required to record themselves and the world around them in a video. This enables them to communicate their own stories in creative ways. In addition, video production provides a powerful medium for the participants to explore their local situations and collectively reflect on their experiences. Thus, it is "Media by the Community."
5. Participatory media has become a powerful tool for the masses as it gives people the freedom to express their issues and empowers them by amplifying their voices through the power of media. Thus, participatory video for development is an excellent medium to connect with people at the local level.

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NEW MEDIA AND SOCIAL CHANGE

Media is the fourth pillar of democracy and has immense power to act as the watchdog of society and is also an effective and powerful tool to bring social change. It brings mass awareness of political, economic and social issues and creates public opinion, which is important to bring social change.

In the previous lesson, you read about the impact of print and visual media on society. This chapter discusses the role and impact of new media social change as an agent. ‘New Media Technologies’ are very popular. The new media technologies are a group of online communication channels devoted to information, connection, substance and coordinated effort. Social media, blogs, virtual reality, online newspapers and digital games are part of new media technologies. All these channels are very interactive and incorporate two-way communications. Old media channels like radio and television are less interactive and more one-way. Channels like Netflix and Youtube offer market-driven content. Electioneering also depends upon new media, which has become a solid and active channel for bringing social change.



OUTCOMES

After studying this lesson, learner:

- explains the new media technology;
- understands the role of new media as an agent of social change;
- assess the need for sensitive and empathetic representation of women in media;
- evaluates the media content that perpetuates myths and superstitions.

Gender and
Media**Notes****20.1 NEW MEDIA: CONCEPT AND COMPONENTS**

New media can be described as mass communication using digital technologies such as the internet. Some examples of new media are telephones, computers, virtual worlds, single media, website games, human-computer interfaces, and interactive computer installations. It is interactive with two-way communication and forms of computing.

New media can also be described as the content made available from different forms of communication made through the world wide web and smartphone technology. New media differs from traditional media, i.e. Radio, Television, Newspapers and other print publications. New media has six main characteristics: Digital, interactive, hypertextual, virtual, networked and Stimulated.

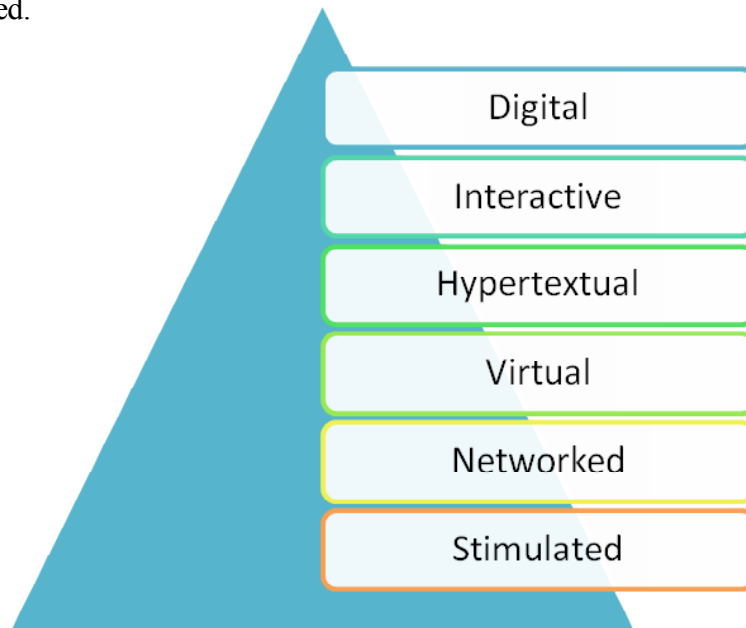


Fig 20.1: Characteristics of New Media

New Media has different formats such as Mashup, internet art, videogames, multimedia CD-ROMs, software, websites, blogs and wikis, email and attachments. In addition, the new media allows sharing content with others.

Moreover, the new media users are active producers and distributors of content and information. If we tend to travel in cyberspace, we should choose the internet rather than any material form of knowledge. The power of new media guides us through a virtual space.

Mainstream traditional media is highly centralised and costly to establish and maintain. New media is decentralised and cost-effective in operations. It needs low investment, provides greater interactivity and public participation and can be controlled. New media is very popular in society, and people can create their News and access the other side of the story by getting News from the internet, which is free from governmental control.

**Notes**

The media shows stories of the victims of discrimination, and many people respond and contribute to show solidarity. It facilitates people to express their opinion without favour or fear. It works very fast, and within minutes, the people are engaged with each other

Media is also said to be responsible for the social upliftment of society. Media shows an accurate picture of society and helps to shape public opinion by influencing personal beliefs. Its role has now extended beyond the mere supply of information. New media allows people to act both as transmitters as well as producers. It is active in portraying the condition of society, especially of women, and is also here to raise the voice against discrimination and inequality.

‘Cyber-feminism’ is the new trend in the new media. For example, the ‘#Me Too’ campaign spread virally and revealed the real stories of women’s exploitation in the workplace. It helped sensitive people on issues of sexual harassment in the workplace for women. Such movements mobilise public opinion and compel the government to enact new laws.

Social media is more transparent, engaging and interactive. Young people are more attracted to the new modes of social media. Although it is consuming their time since they remain busy on the social internet, the number of users is increasing exponentially. About 500 million users and 50% of them log on daily. The information posted on social media attracts the attention of youth. The Supreme Court of India has advocated for freedom on social media. The impact of social media is immense. Nowadays, even election campaigns are run on social media.

**INTEXT QUESTIONS 20.1**

1. Explain the meaning of New Media.
2. List the essential components of New Media.
3. Highlight the importance of New Media to bring social change.

20.2 NEW MEDIA AS AN AGENT OF SOCIAL CHANGE FROM A GENDER PERSPECTIVE

Online portals like Twitter, Facebook and blogs provide a huge platform to communicate and exchange ideas, problems, happenings and events. It is not wrong to say that it has become an important medium of social change. An idea transformed in words and posted online can change people’s outlook. It encourages supporters and critics to voice their concerns. Anyone can share ideas and experiences on the net; others may join to give their viewpoint. Thus a system of thinking about an idea’ starts and helps to form public opinion. Netizens (this name knows new media users) help build a smart and sustainable concept or idea. It helps bring positive and negative changes by moulding ideas and attitudes. It also influences lifestyle and culture by creating awareness of gender discrimination and its ill effects. It is often seen that

Gender and
Media**Notes**

media challenges the gender attitude of society. Most of the time, women are portrayed in a stereotyped fashion, physically attractive and weak. Though new trends are emerging and bold stories of women are gaining space in the new media, huge marketing campaigns are still based on women's physical attraction and beauty.

The media can both retard and accelerate the process of gender equality. In addition, the media can inform the results of the efforts made in this direction, but it may also produce gender stereotypes.

In the traditional media, the basics and issues of women's empowerment has not given much attention as it is supposed to be. The issues of equality, justice, respect and dignity of women have not been given due importance. Instead, it has thrived on saleability. Media had been showing the News of rape or violence against women not as a cause but to raise the level of viewership. New media has entered this area as a reliable tool to influence people. The new media had mobilised the people on the incidence of the Nirbhaya Rape case and other similar issues of social concern

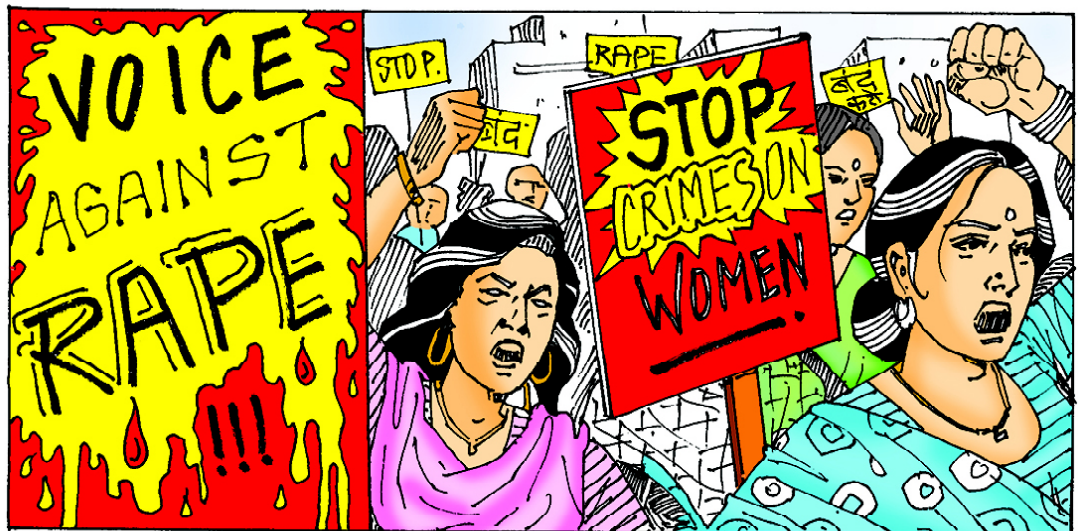


Fig 20.2. Support for Women's cause in internet

New media is being used to spread awareness and also to initiate action. More and more women are in the media and raising concerns. Representation of women in the Panchayati Raj system and local self-governments has also increased and has given women a strong voice. The way women are being portrayed in the News raises the media's hope for gender sensitivity and equality.

The portrayal of different issues makes us informed, excited, provoked and hopeful. Unfortunately, our opinions and actions are mostly based on how these issues are portrayed in the media. Media is working for fair treatment of women. Producers and media users must have the skills to counter the stereotypes and allow room for the fair portrayal of people and their issues.

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20.3 NEED FOR SENSITIVE AND EMPATHETIC REPRESENTATION OF WOMEN IN INDIA THROUGH NEW MEDIA

Mass media has always been responsible for being the watchdog of society, guiding change in society. However, the current media is dominated by ‘men’, so the issues related to women do not get the required attention. Media products are created mostly by men; hence women do not get the justified space and portrayal. Media cover the atrocities on women but neglect the achievements of women. Even coverage of such issues is biased. Women are depicted as weak and interested in domestic affairs like cooking, washing and family care. They are depicted as homemakers, and their contribution to the field of business, politics and academics is not given prominence. Even in New Media, women are represented in terms of their physical beauty and sexy image.

New media has provided the conditions to be closer to other parts of the world. Different new media components are cost-effective for spreading the word and getting support. Hashtag activism enables gender issues to be at the forefront of the political agenda. Various NGOs are working relentlessly towards giving people hope for change, like the recent ‘Gulabi Gang’, which was helped by various NGOs to tackle the issues related to women. Women have been victims of discrimination and have never been allowed to express themselves in the traditional media. Hence there is a need for sensitive and empathetic media to support the cause of gender equality and equity in society.

20.4 MEDIA AND SOCIAL CHANGE

Media has played an essential role in the developments such as the fight against racism, gender bias, and poverty and spreading awareness about gender sensitivity. The portrayal of women in media conveys a direct message to people at large. On the other hand, the coy and weak portrayal of women in media leads to likewise opinion-making away from the masses. The stereotypical portrayal of women sets a dangerous precedent since people form opinions against the spirit of gender equality. Many advertisements are contributing to this process of change.

In the contemporary new media, more women are represented as decision makers, independent and bread earners, contributing to an average perception of women. For instance, some advertisements show the redefined concept of redefining the workplace and home wherein the wife has a leading role in the company. For instance, the Tanishq ad breaks multiple stereotypical representations of women. It portrays the wedding of a woman who is dark-skinned and has a young daughter. In another Premier league advertisement, a mother-in-law encouraging the daughter-in-law to sit with the family and enjoy shows a healthy change in gender representation.

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During the Nirbhaya case (Rape and murder of a young girl), new media played a significant role. Thousands of people were mobilised at India Gate to protest against the heinous crime. The new media built an atmosphere of concern against such crimes. As a result, a change in society was visible.



Fig 20.3. Support for social cause

These deep short films, participatory films, stories of successful women, and new quotes about women are getting viral on the new media components and are creating awareness of gender issues. Change can also be seen in mainstream cinema.

Films like *Pink* (girls living independently), *Dangal* (girl wrestlers) or *Sultan* have portrayed women in bold and strong characters.

20.4.1. Freedom of expression and Gender Equality

Gender equality is an important component of freedom of expression. Both are interlinked and interdependent. You can not have one without the other. Both go hand in hand. Unfortunately, the media itself is lacking in providing this freedom. We see an imbalance in the proportion of women and men in the decision-making roles in different media organisations. A few women are on the boards of media organisations, and the policies to promote gender equality are lacking in spirit. However, no reliable and consistent data is available on gender equality; without the data, it is difficult to assess the problem. Freedom of expression should be protected at all costs. Media should be free from the fear of censorship. Media should depict different forms of atrocities committed on women and give women space to speak out and support their own cause.

20.4.2 Women and decision making

Gender equality is not visible in media houses. Women are in the minority, and men hold technology-driven positions. Although the number of women is increasing in newsrooms, the

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position of high-level decision-making is still dominated by men. The media content is biased and male dominance is visible. More transparent and responsible media should address the lack of gender sensitivity. Some new initiatives are being made in the film industry, advertising industry and newsrooms to address the lack of equality between men and women.

**INTEXT QUESTIONS 20.2**

1. Explain the way media can change society.
2. Explain the difference between the traditional depiction and modern depiction of women.
3. Highlight the role of new media in eradicating gender discrimination.
4. Cite any three examples of advertisements that depict women in a new avatar (strong, independent and decision-maker)

**WHAT YOU HAVE LEARNT**

- Media is the fourth pillar of democracy. It brings awareness about political, economic and social issues. Moreover, it creates public opinion, which becomes a vehicle for social change.
- New media can be described as mass communication using digital technologies such as the internet. Some examples of new media are telephones, computers, virtual worlds, single media, website games, human-computer interfaces, and interactive computer installations. It is interactive and involves two-way communication and also some form of computing.
- Media is said to be responsible for social upliftment. This is because it shows an accurate picture of society and helps to form a public opinion by influencing personal beliefs.
- Twitter, Facebook, blogs and many other new media channels have become effective mediums of social change. New media is raising social issues and especially the issue of gender discrimination and gender equity. Any idea converted into words is communicated at a breakneck speed. Portraying different issues makes us informed, excited, provoked and hopeful. However, there is a need for sensitive and empathetic representation of women through the new media.
- Women should be there in the media. Women's political representation should increase, and they must have freedom of expression. New media is fast media, two-way communication and is very interactive. Its impact is immense. Even electioneering nowadays depends on the new media.

Gender and
Media**Notes****TERMINAL EXERCISE**

1. Define the New Media.
2. Differentiate between traditional media and new media.
3. Why is the media said to be an agent of social change?
4. Explain the need for a sensitive and empathetic representation of women in media.
5. How can New Media help to achieve gender equality and equity?
6. Explain the impact of New Media on society.

**ANSWERS TO INTEXT QUESTIONS****20.1**

1. New media is described as mass communication using digital technologies such as the internet.
2. Twitter, Facebook, blogs, etc.
3. New media is fast, interactive and cost-effective. An idea transformed into words and posted online can change people's perspectives.

20.2

1. Media makes people aware of different issues. Users of the new media participate in this interaction and form a public opinion which helps to change society's outlook.
2. In traditional media, women were seen as weak homemakers and subordinates. These days women are working in offices and companies, have independence and have the economic power to spend money earned by them. Modern depiction of women is that of bold, accessible and a decision maker in all walks of society.
3. New media is working against gender discrimination. Women have high positions in the media and raise the issues of women harassment and domestic violence against women.

New media depicts women at par with men. Women have occupied all the posts and places in men's control.

QUESTION PAPER DESIGN

Subject: Gender Studies

Class: Senior Secondary

Marks: 100

Duration: 3 hours

1. Weightage to Objectives

Objectives	Marks	% of the total Marks
Knowledge	26	26
Understanding	44	44
Application/Skill	30	30
Total	50	100

2. Weightage to Forms of Questions

Forms of Questions	Marks	No. of Question	Total
MCQ	1	50 (+ 10 Questions for choice)	50
Very Short Answer (VSA)	2	7	14
Short Answer (SA)	3	7	21
Long Answer Type (LA)	5	3	15
Total		67	100

3. Weightage to Content Areas

Unit	Marks
1. Module 1: Understanding Gender Studies: An Overview (4 Lessons)	20
2. Module 2: Gender Issues and Social Change (4 Lessons)	20
3. Module 3: Education and Gender (3 Lessons)	16
4. Module 4: Gender, Health and Nutrition(3 Lessons)	14
5. Module 5: Gender and Law (3 Lessons)	16
6. Module 6: Gender and Media (3 Lessons)	14
Total	100

4. Difficulty level of Question Paper

Level	Percentage	Marks
Difficult	25	25
Average	50	50
Easy	25	25

SAMPLE QUESTION PAPER

GENDER STUDIES (340)

Maximum Marks:100

Duration : 3 hours

Part – A

Each question in Part-A carries 1 mark. You have to choose any one answer from the available choice.

1. Which of the following describes about the term gender?

- a. It is biological.
- b. It is social
- c. Its biological and social
- d. Its neither.

2. What do you understand by the term sex?

- a. It is biological.
- b. It is social
- c. Its biological and social
- d. Its neither.

3. Assertion (A): A transgender is an individual that differs from their assigned biological sex.

Reason (R): Transgender is a person who does not follow their biological sex i.e. those with XX chromosomes may choose to live socially as a man.

Codes:

- a. Both (A) and (R) are true.
- b. (A) is true but (R) is false.
- c. (A) is false but (R) is true.
- d. Both (A) and (R) are true.

4. An Intersex person has
 - a. Female reproductive organs
 - b. Male reproductive organs
 - c. Both male and female reproductive organs
 - d. No reproductive organs
5. The agents of gendered socialisation are
 - a. Parents
 - b. Media
 - c. Peer Group
 - d. All of the above
6. Which of the agents of socialization will you refer to if you read the statement 'Television advertisements becomes a source of socialisation where men and women play specific roles'.
 - a. Parents
 - b. Media
 - c. Peer Group
 - d. Neighbourhood
7. Which statement best describes sexual orientation
 - a. Sexual orientation can be Homosexual, Heterosexual and Bisexual.
 - b. Sexual Orientation can be Homosexual, Heterosexual, Bisexual or Asexual
 - c. Sexual Orientation can be a combination of one or more types of sexuality.
 - d. None of these statements is true.
8. "Margaret Mead's study was significant in highlighting that socialisation had an important role in determining masculine and feminine behaviour". Which factor will you choose to qualify this statement?
 - a. Culture
 - b. Demography
 - c. Biology
 - d. Technology

9. The statement " Sometimes girls are allowed to behave like boys till they attain puberty" refers to
- Hegemonic femininity and masculinity
 - Heterosexuality
 - Homosexuality
 - Non Hegemonic femininity and masculinity
10. "Doing gender" refers to the _____ people who are usually born with male or female anatomies but feel they are in the wrong body.
- Asexual
 - Bi sexual
 - Intersex
 - Transgender
11. The term 'Queer' is slang for
- Trangender
 - Lesbians and Gay
 - Bisexual
 - All of the above
12. Which kind of sexual orientation best describes that 'Men and women are attracted to both men and women'?
- Bisexuality
 - Asexuality
 - Heterosexuality
 - Homosexuality
13. National Sample Survey Organization (NSSO) defines Worker as a:
- He/she engaged in an economically meaningful activity
 - He/she engaged in a non-economically meaningful activity
 - He/She engaged in both an economic and non-economic activity

- d. He/She engaged in no economic and non-economic activity
14. In which Census, unpaid workers on farms and family enterprises were added to capture women's economic activities?
- a. 1981
 - b. 1991
 - c. 2011
 - d. 2001
15. Assertion (A): Including transgender people in workforce is essential for an inclusive and diverse workplace.

Reason (R): Transgender people are excluded from the realm of decent employment opportunities.

Codes:

- a. (A) is true but (R) is false.
 - b. (A) is false but (R) is true.
 - c. Both (A) and (R) are true.
 - d. Both (A) and (R) are false.
16. Female Labour Force Participation rate (FLFPR) is the section of the working women population in the age group of _____ in the economy, currently employed or seeking employment.
- a. 18-60
 - b. 16-64
 - c. 20-58
 - d. 16-60
17. As per the census, 2011, among the total rural workers, females are
- a. 20.5%
 - b. 30.02%
 - c. 35.6%
 - d. 33%

18. Choose the term which implies 'a preference or prejudice toward one gender over the other'.
- Gender bias
 - Gender gap
 - Gender segregation
 - Gender stereotyping
19. Self employment has multiple benefits for India:
- It reduces unemployment
 - It engages people in economically gainful activities
 - It promotes micro-enterprises among the women
 - All of the above
20. Women are discouraged from joining formal labour force due to:
- Household care work & cultural constraints
 - In access to training and formal education
 - Lack of safety in public domain
 - All of the above
21. Assertion (A): In case of women, occupational segregation is practised in all the countries.
Reason (R): Male dominated occupations are more prevalent and women are concentrated in low level jobs.
- Codes:
- (A) is true but (R) is false.
 - (A) is false but (R) is true.
 - Both (A) and (R) are true.
 - Both (A) and (R) are false
22. The mantra of contemporary culture at workplaces is that of:
- Gender inclusion
 - Gender inclusion & gender diversity

- c. Gender diversity & Gender equity
 - d. Gender inclusion, equity and diversity
23. Women's participation in national economy can be promoted by programs & schemes such as:
- a. Mahila Samakhya
 - b. Self Help Group
 - c. PM MUDRA Yojana
 - d. All of the above
24. Which of the following facts will you choose to justify the concept of "Glass Ceiling"?
- a. It hinders women's access to leadership positions
 - b. It hinders women's induction in labour force
 - c. It is more in public sector companies
 - d. It provides equal opportunities to men and women
25. The Samagra Shiksha Abhiyan aims to provide quality education and enhance learning outcomes for all school going children in India from
- a. Pre school to middle school levels
 - b. Pre school to higher secondary levels
 - c. Middle school to higher secondary levels
 - d. Primary school to middle school levels
26. Some of the key components of the Samagra Shiksha Abhiyan include
- i. Provision of infrastructure in schools
 - ii. Promotion of Vocational education
 - iii. Training and capacity building of teachers
 - iv. Empowering girls
 - v. Inclusion of children from disadvantaged backgrounds

- a. All of the above
 b. I, ii & iii
 c. I, ii, iv & v
 d. I, iii, iv
27. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) aims to
- a. Enhance enrolment in schools
 b. Make education free from socio cultural barriers
 c. Arrange affordable transportation to school
 d. All of the above
28. Match the following
- | Column A | Column B |
|--|--|
| a. Residential facilities for girls | i. Ballika Samridhi Yojna |
| b. Development of collective spaces to discuss important issues. | ii. Mahila Samkhya Programme |
| c. Financial assistance to retain girls in schools | iii. National Programme for Education of Girls at Elementary Level |
| d. Make education accessible to girls in places hard to reach | iv. Kasturba Gandhi Ballika Vidyalaya Scheme |
- a. a-i; b-iv; c-iii; d-ii
 b. a-iii; b-i; c-ii; d-iv
 c. a-iv; b-ii; c-i; d-i
 d. A-ii; b-iii; c-ii; d-iv
29. Under which article of the of Indian constitution, The right to education is stated as our fundamental right.
- a. Article 21 (a)
 b. Article 14

- c. Article 17
 - d. Article 52
30. The National Programme for Education of Girls at Elementary Levels (NPEGEL) focusses on
- a. Developing cluster-wise model school
 - b. Community engagement
 - c. Gender sensitisation of teachers
 - d. All of the above
31. The scheme to provide education for girls from economically marginalised sections of society is
- A. KGBVS
 - B. NPEGEL
 - C. MSP
 - D. BSY
32. The Balika Samridhi Yojana provides financial assistance to girls
- a. At the time of birth
 - b. At the time of marriage
 - c. From class 1-10
 - d. All of the above
33. Assertion (A): Non Governmental Organisations work to provide educational support to rural women.
- Reason (R): The prime objective of Non Governmental Organisations is to work against the deprivation that people face and to support them.
- Code:
- A. Both (A) & (R) are correct
 - B. Both (A) & (R) are wrong
 - C. (A) is wrong & (R) is correct
 - D. (A) is correct & (R) is wrong

34. The National Health Policy aims to attain health and well being for all ages through
- Better Health Services
 - Interlinking health with development programmes
 - Involving the private sector
 - All of the above
35. Under which of the following condition the blood's capacity to carry oxygen decreases?
- Malnourishment
 - Anaemia
 - Obesity
 - none of these
36. Assertion (A): Anaemia in women has increased from 53% in 2015-16 to 57% in 2019-21.
Reason (R): Women since childhood have less access to a balanced diet.
Code:
- Both (A) & (R) are wrong
 - Both (A) & (R) are correct
 - Only (A) is correct & (R) is incorrect
 - (A) is wrong & (R) is correct
37. Choose the factors which help us understand the statement "health is not just the absence of disease"
- Malnourishment
 - Unclean surroundings
 - Depression
 - All of the above
38. AYUSH stands for _____, Yoga, Unani, Siddha and Homeopathy
- Allopathy
 - Ayurveda

- c. Ayurvedigyan
 - d. Aayushman
39. The RMNCH +A stands for
- a. Reproductive Maternal Neonatal Child and Adolescent Health
 - b. Rashtriya Matritava Naunihal Homeopathy + Ayurveda
 - c. Remote Monitoring of Neonate Child Health + Adults
 - d. Remote Matritava Naunihal Child Health + Ayush
40. The ASHA workers are supposed to
- a. Promote hospital births
 - b. Encourage Immunisation
 - c. Keep demographic records
 - d. All of the above
41. SUMAN is a programme for
- a. Siddha Unani Muskan Aashawasan
 - b. Affordable care for women and newborns
 - c. Planting flowers for better surroundings
 - d. Better care for adolescents
42. The scheme launched by the Government of India in collaboration with the UNFPA, for educating adolescents on gender, sexuality and consent is:
- a. Pradhan Mantri Matru Vandana Yojana
 - b. MCTS
 - c. Sathhiya
 - d. Pradhan Mantri Surakshit Matritava Abhiyan
43. In India, marriage is legal between:
- a. A man and woman
 - b. A man and man

- c. A woman and woman
d. None of the above
44. Match the following:
Connect the practice of Marriage and laws in different religions with the correct answer.
- | | |
|----------------------|---|
| a. 1. Hindu law | i. Katuba contract |
| b. 2. Muslim law | ii. Civil contract after religious ceremony of Ashirwad |
| c. 3. Parsi marriage | iii. Sacrosanct and inviolable |
| d. 4. Jews | iv. Civil contract |
- a. 1 - iii, 2 - iv, 3 - ii, 4 - i
b. 1-iii, 3-iv, 2-ii, 4-i
c. 1-iv, 3-i, 2-iii, 1-ii
d. 2-i, 4-ii, 4-iii, 4-iv
45. Which of the following article provides the right to equal opportunity in terms of public employment, irrespective of gender.
- a. Article 14
b. Article 15
c. Article 16
d. Article 17
46. The Prohibition of Child marriage Act 2006 stops marriage when
- a. a male, has not completed twenty-one years of age, and the female, has not completed eighteen years of age
b. a male, has not completed eighteen years of age, and the female, has not completed twenty-one years of age
c. a male, has not completed eighteen years of age, and the female, has not completed sixteen years of age
d. a male, has not completed twenty years of age, and the female, has not completed sixteen years of age

47. Assertion (A): In 2006, The Supreme Court of India made registration of marriage compulsory.

Reason (R): Being a government document, the registration certificate helps in migration to another country, prevention of child marriages and trafficking of girls.

Codes:

- a. (A) is true but (R) is false.
- b. (A) is false but (R) is true.
- c. Both (A) and (R) are true.
- d. Both (A) and (R) are false.

48. Choose the correct options:

Dowry under The Dowry Prohibition Act 1961, is defined as:

- a. Any property given directly by one party to the other party in marriage
- b. Any property given indirectly to the other party in marriage
- c. Any property given directly or indirectly on or after the marriage
- d. Any property given forcibly by one party to another party

49. The Protection of Women from the Domestic Violence Act, 2005 defines violence in the form of:

- a. Physical and verbal
- b. Economic
- c. Emotional
- d. Sexual

Choose one of the following option.

- a. A and B are correct
- b. B and C are correct
- c. C and D are correct
- d. All of the above are correct

50. What is the distance prescribed for availability of the creche service from the entry of the establishment under Maternity Benefit (Mines and Circuses) Act, 1963.
- 500 metres
 - 1000 metres
 - 1500 metres
 - 2000 metres
51. Raju and Rekha are having their first child. Can they go for sex determination of their unborn child:
- No, it is prohibited under the PCPNDT Act 1994
 - Yes, it is not prohibited under the PCPNDT Act 1994
 - Yes they can go to a private clinic
 - Only for their second child
52. The Sexual Harassment of women at workplace Act 2013 is for:
- Safety of women at workplace
 - Safety of women in private workplaces
 - Safety of women in government workplaces
 - Safety of women in NGOs and private foundations
53. What kind of theories describe that 'language a tool for establishing social structure and Power'
- The Deficit Theory
 - Difference Theory
 - Social Power Theory
 - All of the above
54. Sociolinguistics is the descriptive study of the effect of:
- Society on language
 - Cultural norms
 - Cultural expectations
 - All of the above

55. Assertion (A): Men speak the language of power and authority. Reason (R): Men have been the traditional custodians of power and dominance.

Codes:

- a. (A) is true but (R) is false.
- b. (A) is false but (R) is true.
- c. Both (A) and (R) are true.
- d. Both (A) and (R) are false

56. Match the following:

Connect the following usually considered feminine and masculine traits with men and women:

- | | |
|-----------------------------------|--------------------|
| a. 1. Humble and loving | i. Men |
| b. 2. Authoritarian and assertive | ii. women |
| c. 3. Aggressive and commanding | iii. Men and women |
| d. 4. Emotional and irrational | iv. Men or women |

Ans: a. 1-ii, 2-i, 3-i, 4-ii

b. 1-iii, 2-iii, 3-ii, 4-i

c. 1-iv, 2-iv, 3-iv, 4-iii

d. 2-i, 3-1, 1-i, 4-i

57. _____ studied the relationship between gender and language in 1972.

- a. Robin Lakoff
- b. Deborah Tannen
- c. Penelope Eckert
- d. Janet Holmes

58. Examples of gender neutral words are following:

- a. Man-Women-Mother
- b. Boy-Girl-Aunt

- c. Uncle-Actress-Chairperson
 - d. Parent-Child-Person
59. Gender fair language was developed to:
- a. Minimise gender stereotyping
 - b. Eliminate gender disparities
 - c. Replace masculine-feminine references
 - d. All of the above
60. Which of the following theories is otherwise referred as:
- a. The Deficit Theory
 - b. Difference Theory
 - c. Social Power Theory
 - d. All of the above

Part-B

- | | | |
|----|---|---|
| 1. | Identify and name any four occupations where women work which were traditionally considered to be male occupations. | 2 |
| 2. | List any two Indian Reform Movements of the 19th century. | 2 |
| 3 | Enumerate the types of joint family based on relations between family members according to Pauline Kolenda? | 2 |
| 4 | Why do we need to make educational policies from gender perspective? | 2 |
| 5 | Explain the importance of 'Proteins' and 'Fats' in the balanced diet for women during pregnancy. | 2 |
| 6 | How does the media form our perception on gender? | 2 |
| 7 | How does community radio contribute to women empowerment? | 2 |
| 8 | Describe any three major achievements of the women's movements in the field of social reform in 20th Century. | 3 |
| 9 | Explain the emergence of Gender Studies as a discipline in universities and other educational institutions. | 3 |

- 10 The joint family has undergone changes due to multiple factors. Justify the statement by listing the factors that have led to these changes. 3
- 11 Do you think that girls still face a challenge to access school education even after the implementation of numerous measures by the government of India? 3
- 12 How would the National Education Policy 2020 promote school education for girls? 3
- 13 Explain marital property rights. Name the countries where they are implemented. 3
- 14 What do you understand about the objectification of women in the media? 3
- 15 Classify any five types of family on the basis of marriage, residence and lineage. 5
- 16 Explain various Challenges faced by adolescents. 5
- 17 Analysis the role and importance of the Act "Sexual Harassment of women at workplace (Prevention, prohibition and redressed) Act. 2013 5

Marking Scheme

Q. No.	Expected answer	Distribution of Marks	Total Marks
Part A			
1.	b.	1	1
2.	a	1	1
3.	a	1	1
4.	c	1	1
5.	d	1	1
6.	b	1	1
7.	c	1	1
8.	c	1	1
9.	a	1	1
10.	d	1	1
11.	d	1	1
12.	a	1	1
13.	a	1	1
14.	b	1	1
15.	b	1	1
16.	a	1	1
17.	c	1	1
18.	b	1	1
19.	d	1	1
20.	d	1	1

Sample Question Paper (Theory)

21.	d	1	1
22.	d	1	1
23.	c	1	1
24.	d	1	1
25.	b	1	1
26.	a	1	1
27.	d	1	1
28.	c	1	1
29.	a	1	1
30.	d	1	1
31.	a	1	1
32.	d	1	1
33.	a	1	1
34.	d	1	1
35.	b	1	1
36.	b	1	1
37.	d	1	1
38.	b	1	1
39.	a	1	1
40.	d	1	1
41.	b	1	1
42.	c	1	1
43.	a	1	1
44.	a	1	1

45.	c	1	1
46.	a	1	1
47.	a	1	1
48.	c	1	1
49.	a	1	1
50.	a	1	1
51.	a	1	1
52.	a	1	1
53.	c	1	1
54.	d	1	1
55.	d	1	1
56.	a	1	1
57.	a	1	1
58.	d	1	1
59.	d	1	1
60.	c	1	1

Part B

1.	Pilot, Doctor, Wrestler, Guards, Barber and Police.	$4 \times \frac{1}{2} = 2$	2
2.	The Indian Reform Movements of the 19th century are Abolition of Sati Prohibition of Child marriage Widow Remarriage Education of Women (Any Two)	$2 \times 1 = 2$	2
3.	The types of joint families based on relationships according to Pauline Kolenda are Collateral Joint family	$4 \times \frac{1}{2} = 2$	2

Supplemented Collateral Joint family
 Lineal Joint Family
 Supplemented Lineal Joint Family
 Lineal Collateral Joint Family
 Supplemented Lineal Collateral Joint Family
 (Any four) (See Lesson 5)

- | | | | |
|----|---|--------|---|
| 4. | We need to make educational policy from gender perspective to: | 2×1=2 | 2 |
| | 1. Reduce gender disparity in male and female literacy rates | | |
| | 2. Promote school education for girls(Lesson 10) | | |
| 5. | Proteins build and repair body tissues and form amino acids, enzymes and antibodies.
Take at least 50gms proteins in a day.
Fats : Provide energy. Fats are essential for protecting body's vital organs assist in regulating temperature and also for Skin. | 2×1 | 2 |
| 6. | Media impacts our minds since we believe what is shown on screen or written in newspapers. If a weak image of women is portrayed in media, we tend to look at it as women being a victim. We tend to ignore the stories of courage that women have shown in every walk of life. | 2 | 2 |
| 7. | Community radio is the voice of local issues. It enables community women to voice their concerns of everyday life. It highlights stories of success and shares action strategies to empower women in local areas. | 2 | 2 |
| 8. | Achievements of the Women's movements in 20th Century | 3×1= 3 | 3 |
| | i. Mobilization of women to protest against rising prices, violence, gender discrimination and for prohibition of liquor and environmental issues. | | |
| | ii. These women came from different clines and communities and from both rural as well urban back ground | | |
| | iii. The movement put women's issues back on to the centre stage of national politics. | | |
| | iv. The 1980s saw huge mobilization against rape cases and dowry deaths. So it resulted that (a) 1961 Dowry Prohibitions Act in 1984 & 1986 | | |

-
- v. Amendments were made in the Indian penal code to modify provisions related to rape in 1983.
-
9. The feminist struggle for equality also reached universities and other educational institutions, where feminist scholars started questioning the existing patriarchal frameworks through various subject areas or disciplines in the universities. These movements had a huge impact on the academic world and resulted in the emergence of Women's Studies as an area of research and teaching. 3×1=3 3
-
10. The factors leading to changes in the joint family are 3×1=3 3
- Economic factors
- Educational Factors
- Legal factors
- Urbanisation
- (Explain any three)
-
11. Despite numerous measures taken by the government of India, girls still dont go to school for reasons like: 3
1. Poverty
 2. Early marriage
 3. Responsibility of sibling care
 4. Parental illiteracy
 5. Lack of school infrastructure for girls
 6. Lack if inadequate transport facility
- (write any three)
-
12. The National Education Policy 2020 emphasises quality education among girls. Through infrastructural improvement of schools and expansion of open and distance learning, girls are aimed to be brought under the realm of formal school education. 3
-

13. The marital property law includes every property acquired before and after marriage, including the assets whose value has increased during marriage. 2×1.5=3 3

The countries that recognize marital property are

United Kingdom

United States of America

Singapore.

14. Media has been representing women: 3×1 =3 3

- As a commodity for the purpose of selling their products.
 - The women's body is objectified and used in advertisements as a piece of decoration and ornament.
 - The women may not be needed in an advertisement, the body image is used to attract audience.
- This is all covered under objectification of women in media.
-

15. Types of family on the following basis - 5 5

Marriage

i. Monogamous family

It consists of one husband and one wife

i. Polygamous family (having more than one wife or one husband)

a. Polygamous family

b. Polyandrous family

Residence

a. Patrilocal Family : Wife stages with family of her husband

b. Matriocal Family : The husband stags in his wife's house

c. Avunculocal Family : the married couples live in their material uncle's family

Lineage

a. Partilineal Family : People belonging to their father's lineage reside as a family.

b. Matrilineal Family : People belonging to the mothers lineage reside together

(Any Five)

16. Challenges faced by adolescents 5

- i. Gender role stereotype and gender discrimination
- ii. Identification with the peer group
- iii. Establishing positive and safe relationships.

(To be explained)

17. Role and importance of the Act, 2013 5×1=5 5

- i. The Act aims to protect women against several harassment in public or private at work place.
- ii. The Act defines several harassment at the work place.
- iii. It creates a mechanism for redress of complaints.
- iv. The Act makes it mandatory for all offices with 10th or more employers to constitute an internal complaints committee.
- v. Proved sexual harassment at work place may lead to termination of service of the accused

(Any other relevant point)

Feed back on Lesson 1-20														
Lesson No.	Lesson Name	Was the content				Was the language		Were the Illustrations		What you have learnt is				
		Easy	Difficult	Interesting	Confusing	Simple	Complex	Useful	Not Useful	Very helpful	Somewhat helpful	Not helpful		
12.														
13.														
14.														
15.														
16.														
17.														
18.														
19.														
20.														