

Smt. Kapila Khandvala College of Education

Best Practices 2020-2021

BEST PRACTICE – 1

Title of the Practice	Initiatives towards Gender Sensitization of Students
<p>The context that required the initiation of the practice</p>	<p>Human societies are marching on democratic ideals, dissolving the impressions of discriminatory past and rising above the history of inequality ruling human minds for several generations.</p> <p>Gender based discrimination still prevalent in our societies however, pushing women, the so called '<i>second sex</i>' and the huge diversity of gender variant population often misfit in one broad category of '<i>third gender</i>', to the margins of the mainstream society.</p> <p>Gender biases and the kind of gender stereotypes still existing in social psyche, lead to ill-treatment, violence, exploitation and continued discriminatory practices on the basis of gender.</p> <p>It remains therefore a constant endeavor at KKCE to challenge exclusion mindsets and sensitize our student-teachers not only in terms of the gender binaries but also to the wider community encompassing LGBTQIA+.</p>
<p>Objectives of the practice</p>	<ol style="list-style-type: none"> 1. Creating awareness and understanding about women's issues, gender discrimination, and sexual harassment. 2. Creating a positive and favorable mindset towards gender equity and women empowerment. 3. Gender sensitizing prospective teachers through argumentative and reflective pedagogical strategies through participative learning engagement. 4. Organizing awareness sessions as well as welfare workshops/lectures to sensitize the aspiring teachers towards gender issues and its far reaching consequences in the society.
<p>The Practice</p>	<p>To safeguard gender equity and to promote women empowerment, at KKCE variety of activities including guest lectures, research presentations, seminars, movie screenings are organized from time to time which benefit both – students as well as faculty.</p> <p>The college has an active Women's Cell which works to protect the interests of female students and staff.</p> <p>KKCE's Women's Cell collaborated this year with organizations like Sophia College and Kasturi Foundation. SY students participated in a Webilogue "Gender Lens on Covid 19: A Panel Discussion on Gender Stereotypes and Care Economy" organized by Sophia College on August 14th, 2020. A session was organized in collaboration with Kasturi Foundation, to create awareness on breast cancer on November 6th, 2020. The session focused on creating awareness among students of the symptoms, precautions and treatment for breast cancer.</p> <p>International Women's Day was celebrated on March 8th, 2021 with</p>

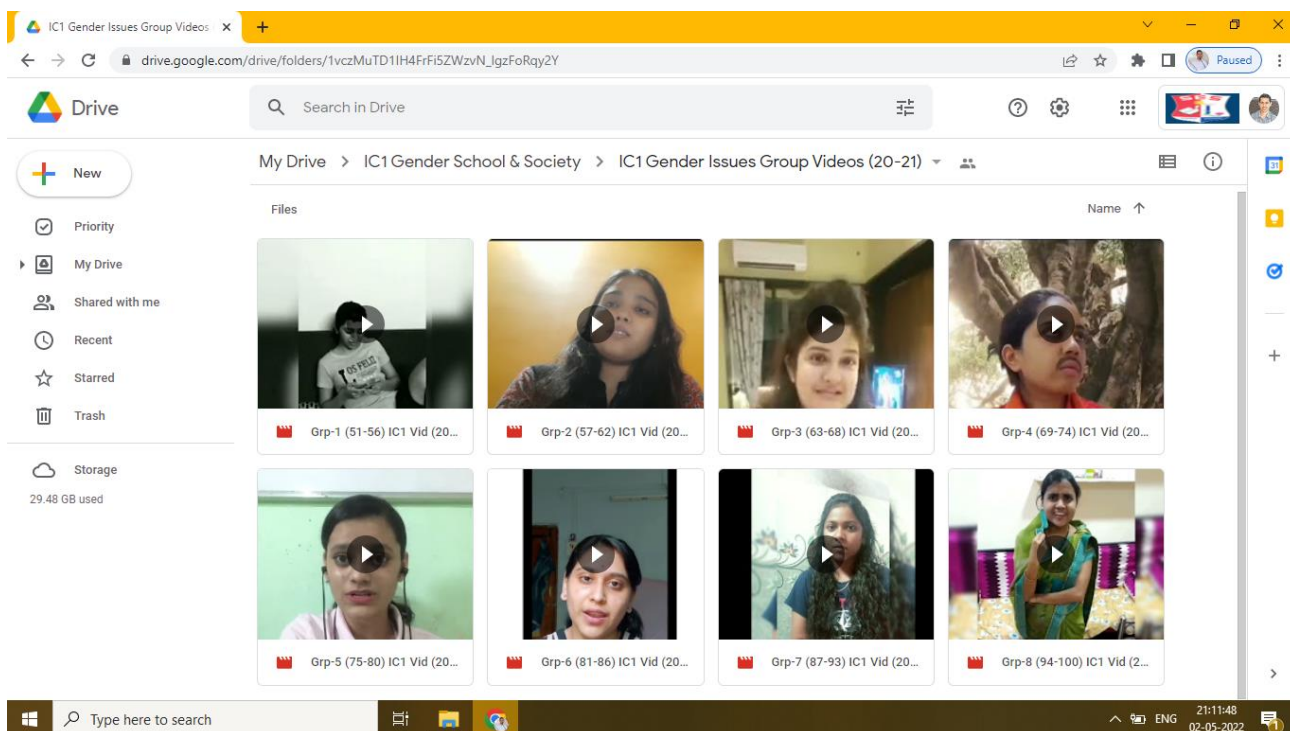
	<p>its usual flavor. On this occasion, selected TED talks were played to spread a message to all the women to believe in their own selves. Besides this, there was poetry recitation and sharing by faculty and students on empowering women role models. Initiatives taken by various girl students and female faculty members during the pandemic were acknowledged. A guessing game was played where student representatives introduced every female faculty member by highlighting their dominant characteristics and others had to identify them. It was a day to celebrate women and education as a means of reinforcement of their position in the society.</p> <p>While dealing with the Inter-disciplinary Course – <i>Gender, School and Society</i> from the B. Ed. Curriculum, the teaching faculty used participating learning modules based on Role Play Enactments to gender sensitize prospective teachers through <i>argumentative</i> and <i>reflective</i> pedagogical strategies.</p>
Obstacles faced if any and strategies adopted to overcome them	<p>Due to onset of Covid-19 Pandemic, it wasn't possible for the batch of 2020-21 to engage in face to face class participation for the role play enactments in the class. So the teaching faculty used both synchronous and asynchronous modes to facilitate group work and technological tools were used to prepare the final role enactment videos as a learner made learning resource.</p>
Impact of the practice	<p>Student-teachers found the activities of Women's Cell and the curriculum transaction promoting gender sensitivity and empowerment highly relevant and useful. It received a whole hearted participation of both male and female students and the faculty members.</p> <p>Instructional modules based on argumentative and reflective pedagogical strategies were found to be beneficial in guiding students' moral judgments and sensitizing them for more balanced, rational and well informed scientific thought process on the issues of gender equality.</p> <p>Gender equality and women empowerment were the key values unanimously advocated by the prospective teachers that are to be essentially addressed and promoted through education.</p> <p>A growing positive scenario among the prospective teachers of the present age, irrespective of their gender, towards breaking the age-old gender-discriminatory social norms and gender stereotypes was noted during this activity.</p>
Resources required	Human resources, Technological Tools, Internet Facility.
Contactperson	Dr. Sheetal Zalte, Dr. Sunil Rajpurkar

BEST PRACTICE – 2

Title of the Practice	Social Learning through Outreach Programs
The context that required the initiation of the practice	<p>KKCE aspires to create well-grounded teachers who seek to change not just the world of learning but also bring about a significant transition in their social surroundings.</p> <p>This best practice is deeply aligned with our vision as well as our mission to nurture the right attitudes and skills in teachers who will serve as catalyst to create a just and caring society.</p> <p>Social Learning is an experiential learning approach where students apply what is learnt in a course to real life situations in order to improve the conditions of the larger community.</p> <p>Learning loses its relevance when it becomes theoretical without building connections to real life situations. Teachers try their level best to make learning meaningful and useful by encouraging students to apply the theory to hypothetical situations in the class. Yet it does not help the learner to see relevance of all that is taught in the class. Research confirms that students learn most effectively from active engagement with information and ideas. Students learn better when they take the initiative to apply concepts to practice, to solve real problems, to make decisions, and to reflect on the consequences.</p>
Objectives of the practice	<ol style="list-style-type: none"> 1. To create social awareness and a thirst for community service within every student. 2. To provide direct experiences of ground realities in sustainable development & education. 3. To incorporate theory in the complex situations in the community and put theory to practice in the schools for the under-privileged in the community. 4. Motivate students to explore and engage in the socio- economic realities so as to make meaningful interventions for change. 5. Develop leadership qualities and team spirit for carrying out appropriate relief measures during natural calamities. 6. Devise an alternative means of community outreach using technology based interventions.
The Practice	<p>Due to onset of Covid-19 Pandemic during the year 2020-21, there were restrictions on the on-field engagement activities for our community outreach program. However the institution explored all various possibilities of continuing this best practice in online set-up maintaining its usual flavor and the outcomes.</p> <p>The institution has MoU with Indian Development Foundation (IDF), a national NGO committed to health, education and development. ‘Cover of Compassion, ‘Enhancing English Communication Skills’ & ‘Student Leadership Program’ are some of the activities that our students engage in, with IDF.</p> <p>In 2020-21, we collaborated with Bombay Community Public Trust (BCPT) to provide on-line teaching to learners belonging to the economically weaker sections of the society. This was a pilot program and we are in the process of converting it into our regular program.</p> <p>While the pandemic restricted our student-teachers to move out of their homes, it did not hinder their enthusiasm to bring about a</p>

	<p>‘change where it matters’. The SY students crafted their own ‘diyas, lanterns and masks’ during Diwali and distributed them around their neighborhood to those in need undertaking all the necessary precautions. This act of kindness lit up a bunch of smiles during the festival of light.</p> <p>The FY students were engaged in two activities - English teaching for BCPT and Seed Ball Making. As part of a pilot program, few students volunteered for online teaching for the Bombay Community Public Trust (BCPT) project where they were assigned to develop Basic English language skills of Grade I-III students. An online Seed Ball Making session was organized where the students made more than 300 seed balls of various native plants which were to be used for gorilla plantation in monsoons. They were also given training on making eco-bricks using plastic bottles and wrappers.</p> <p>The entire batch of SY students engaged in 8 weeks extension work with IDF’s flagship program on Student Leadership. The student-teachers were divided into two groups. One group engaged in live online lessons and the other group created video lessons for students of Pradnya Bodhini High School, Goregaon and St. Mathews School, Malad (W).</p>
Obstacles faced if any and strategies adopted to overcome them	<p>Pandemic and the resultant lockdowns greatly impacted our outdoor volunteer work that is a tradition at KKCE. But, instead of bowing down to the grim situation, we chose to reinvent. Newer ways of extending our services to the community were explored that turned out to be fairly effective achieving our intended objectives.</p>
Impact of the practice	<ol style="list-style-type: none"> 1. Through the Online SLP program, students conducted sessions for underprivileged children of 8th and 9th standard of above two schools. It helped to develop interpersonal skills among these children and along with that student teachers also understood various challenges faced by these children due to pandemic. 2. Through the BCPT E-teach program student teachers conducted English sessions for children of rural areas to bridge the learning gaps created due to the pandemic and developed Basic English language skills among these students. Initially this program was started on pilot basis with few student teachers of English pedagogy and later as after understanding the effectiveness of program entire batch participated to conduct these session via zoom. Student teachers got sensitized towards needs of rural and underprivileged kids and developed skills to teach in online mode. 3. During Diwali, student teachers decorated diya and made lanterns for donating in the communities in their neighborhood. Through this they not only learned to make lanterns and decorate diyas but also developed sense of gratitude and joy of sharing. It helped them to sensitize towards others. 4. Student teachers got the training to prepare seed balls, understood its role in mass plantation. During the session students prepared more than 300 seed balls of various types and planted in nearby area.
Resources required	<p>Human resources, Technological Tools, Internet Facility, Household material</p>
Contact person	<p>Dr. Smita Gupta, Mr. Ravi Mishra</p>

BEST PRACTICE – 1



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IC-1: GENDER, SCHOOL & SOCIETY
Unit 2: SOCIAL CONSTRUCTION OF GENDER
IDENTITY

Assignment: ROLE PLAY ACTIVITY
Title: GENDER CONSTRUCTION BY MEDIA

Submitted for the fulfillment of the B.Ed. Degree
2020-2021 (F.Y.B. Ed)
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Date of Submission: 10th MAY 2021

TOPIC PRESENTED BY OUR GROUP FOR THE ACTIVITY
GENDER CONSTRUCTION BY MEDIA



Gender stereotypes are maintained through number of ways. Even media plays an important role in stereotypes. Media is a place where our world revolves around most of the times. Media is any kind of communication that we hear or see different kinds of media include TV reading the newspaper or magazine or what we hear on the radio even things we see on the Internet.

Gender roles are an ideal of how people just like you and me are supposed to behave in their prescribed gender identity. A few gender role exceptions for girl include being concentrate gentle and home oriented. A few gender role expectations for boys include being strong brave and leader.

These factors play an imp role in media construction especially negatively. Some of the negative effect of media include Girls grow up thinking that they must be pretty to feel accepted and boys grow up thinking they have to be strong and unemotional also younger children's can be vulnerable to social learning from television all the older children's can be immune research shows that more we watch the media the more we begin to see and think that these things are or real even if they are not.

An example of how gender role show in the media is that men are supposed to be the provider the person who goes to earn money whereas women's are supposed to be a caregiver who take care of children's cook food and clean house but really your relationship is an entry point to the world and write such as education freedom of expression self-respect and protection man can be the caregiver women can be the provider in reality we can be anything we want regardless of what media shows.

BRIEF DISCRPTION ABOUT YOUR ROLE IN THE ACTIVITY

We had prepared the roles according to the guidelines given to us wherein we took up a scene related to matrimonial sites in which how gender biased expectations is shown that the girl showed be perfect from all aspects and even had showed how beauty expectations is revealed by the in-laws and if she is not that beautiful the brides family have to compensate this by giving dowry indirectly.

We have also showed the concept of how an "ideal bahu" should be after marriage. This seen is mostly been shown in various daily soap serials that our media shows us such as the bahu should compromise in all her needs but later she comes up with a sudden transformation in her.

My role in play was that I depicted the role of father-in-law where in first seen I praised by son stating that he is not required to look handsome it's the girl who has to look beautiful as he is man and he has to be judged through his occupation rather than the beauty aspects because beauty should be the quality of a girl.



In the second scene where we have shown how the concept of an ideal bahu in which I being father-in-law was taunting the bride saying that been beautiful is not just enough you have to do the household chores as well. An ideal bahu always gives priority to the household work rather than her own dreams. In a way telling the bride to compromise her personal needs. Then in the third scene being the father in law I played a major role wherein I now had said my bahu to compromise things for the family as she has to depict as an ideal bahu my listening to my commands and by obeying my rules. I even taunt her related to her education and the dowry she has given and was expecting her to be silent but here comes a twist where she replies with a punch dialogue.



We even did a creative element in our role play wherein we showed that how various songs and dialogue in Bollywood shows gender construction through media. I took a dialogue from movie Malmal "khoobsurat ladki ko naah chhedu toh uski behzaati hoti hai, says who..??"

YOUR PERSONAL EXPERIENCE ABOUT THE ACTIVITY AS A PARTICIPANT

My experience while doing this assignment was quite good. Working in a group is not that easy although it sounds that it is easy as we have different people coming across with different ideas which we need to considered in our case also it had in the same manner we all were new to each other and it was the second group assignment given to us. Though we all didn't knew each other so much but the co-operation in our group was so much that I was really surprised and happy and everyone equally contributed in the assignment which lead less pressure of work on us and we all felt less stressed out.

I would say that by having this assignment from our teacher was a very good idea as we all are now every much familiar with each other and also knows various abilities of every person. Everyone in the group was working as a leader and as a future teacher it is one of an important quality that we should have in ours. I also learned how to deal up with various people in a group. And the most important thing that I learned was the ICT skill such as shooting a video, editing the video, using my creativity in that video which can make me an innovative and a creative teacher for my future student.

Even I in future would arrange such activities for my students so that as a teacher I would look towards the holistic development of the child rather than just focusing on one aspect of their development.

SOCIAL CONSTRUCTION OF GENDER IDENTITY

GENDER STEROTYPES



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SOCIAL CONSTRUCTION OF GENDER IDENTITY

GENDER STEROTYPES



On 7th April 2021 we were orientated about our activity which was based on social construction of gender identity. In this we were divided into small groups and ours was group number 8. In this role play enactment we basically did a group video competition was held based on influence of various social agencies on construction of gender identity. Basically role play was done on various topics like Gender construction by family and Gender Bias in health and education. Gender construction by religion. Gender construction by media and popular culture. Gender construction by caste system. Gender construction by culture. Gender bias in employment. Gender construction by family and Gender bias in education were dealt with. And last was our topic **Gender stereotype**.



My role in this role play enactment was of a person who is against all this gender stereotypes. I played the role of a daughter in law, wife and mother. I was daughter in law of Aditi, wife of Nagesh and mother of Amir, Avnish and Neha and one character was Shilpa she was our neighbour. The

mother in law i.e. Aditi, In-laws Nagesh and son Avnish even our neighbour Shilpa were supporting gender stereotypes concept and I, Anni and Neha were against this typical gender stereotypes mentality. In my role-play enactment I supported my children to achieve the goal in spite of the gender stereotypes seen in day to day life with colour association which was our scene in which Anni was wearing pink T-shirt and he wanted to become a lavani expert but the mother in law (aditi) husband (nagesh) and Avnish (elder son) didn't like this in that scene I explained them that this is wrong to stop the children to achieve their dreams because of gender stereotypes. Then Neha my daughter wanted to become an army officer as her career choice again she was not allowed as she is a girl. Then I came into picture mentioned that being an army officer is not only profession of boys even girls can be so in this I tried to break the gender stereotype mentality of mother in law (Aditi), In-laws (Nagesh), neighbour (Shilpa). This was a gender stereotype regarding choice of career and inclination.

In addition to this, In skit I was shown as a well-educated woman working in corporate field but the gender stereotype thinking like I need to stay in home, take care of elderly people, cook clean the house and nurture the children all this a woman should do according to the gender role of the woman assigned by the society to a particular gender. My family in the role play wanted me to follow the norms and rules which society has implemented to a particular gender.

Now, a stereotype is a widely used held, fixed image or idea about a person or thing. A generalised view or preconception about attributes or characteristics that are or ought to be possessed by members of a particular social group or the roles that are or should be performed by members of a particular social group. A gender stereotype is a generalised view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women.



Gender stereotypes can be both positive and negative for example, "women are nurturing" or "women are weak". Gender stereotyping is the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men. A gender stereotype is, at its core, a belief and that belief may cause its holder to make assumptions about members of the subject group, women and/or men. In contrast, gender stereotyping is the practice of applying that stereotypical belief to a person. A stereotype is harmful when it limits women's or men's capacity to develop their personal abilities, pursue their professional careers and

make choices about their lives and life plans. Both hostile/negative or seemingly benign stereotypes can be harmful. It is for example based on the stereotype that women are more nurturing that child rearing responsibilities often fall exclusively on them.

My personal experience about this role play enactment was I saw Discrimination against women and men includes those differences of treatment that exist because of stereotypical expectations, attitudes and behaviours towards women and men. This gender stereotype had a great impact on me as Gender stereotypes can be harmful as they can limit the capacity of an individual to develop their own potentials. What I experienced from this act is sometimes career choices of an individual are affected by gender stereotypes. Even I experienced that due to gender stereotypes some responsibilities are left to a certain sex. Moreover gender stereotypes such as men are better at certain subjects may negatively impact the performance of women in fields relate to these subjects.

Now I learned a lot of things from this gender stereotypes act that Gender stereotyping is wrong and it results in a violation of fundamental freedoms of an Individual. Gender stereotypes influences our behaviour towards others in such a way that others confirm the stereotypes. I learned that we need to challenge stereotypes when we hear them just like in our act Neha can't play cricket as it was a boy's game in such scenario we can challenge the stereotype. Even I in my role provided the children with role models such as a Mihali Raj the famous cricketer what I learned is gender stereotypes reflects societies beliefs about the features or traits that men and women possess. To reflect over the stereotypes that society places before us and critical analysis and reflective thinking will help to eliminate irrational beliefs. Breaking gender stereotypes may take time as they are deeply ingrained in our thinking. Men and women have their own uniqueness and contribute to a stable society by expressing their uniqueness and supporting one another.

BEST PRACTICE – 2

