

Attitude of Students Towards Gender Mainstreaming: A study in Uttarakhand

Arpita Sharma Kandpal¹, Shivani Rawat², Neha Pandey³, Kuldeep Tomar⁴

How to cite this article:

Arpita Sharma Kandpal, Shivani Rawat, Neha Pandey, *et al.* Attitude of Students Towards Gender Mainstreaming: A study in Uttarakhand. *Int.Phy.*2023;11(3):71-74.

Abstract

In the recent years the concept of Gender Mainstreaming came into the existence as women participation is increasing significantly. This research was conducted to determine the attitude of students at the GBPUAT, Pantnagar towards gender mainstreaming. Questionnaire was distributed through an online Google form to 50 UG students. This attempt made to realize the importance of gender mainstreaming in today's life and about the students' awareness level regarding gender mainstreaming. Data was collected through Google form and it was analyzed that majority of the respondents are not well aware about gender mainstreaming and more awareness is needed at the grassroots level.

Keywords: Gender Mainstreaming; Attitude; Students.

INTRODUCTION

Inequity along gender lines has been one of the main factor driving the establishment of women focused programs and calls for gender mainstreaming. Gender mainstreaming ensures that women and men have equal access to and control over resources, opportunities and benefits

at all levels. The UN Millennium development goals require promotion of gender equality and empowerment of women. (Darmstadt *et.al.*, 2019).¹ It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programs, with a view to promoting equality between women and men, and combating discrimination. (Borges, 2019)²

Higher Education is generally defined as education beyond secondary school, i.e. education provided by colleges, universities and professional institutes. It is well known that higher education is a key of achieving economic and socio-cultural progress and human development in any country. It is also necessary that access to higher education should be available to every citizen of the country, regardless, of gender or caste. (Okumu, 2012)³ The six pillars of human development: equity, sustainability, productivity, empowerment, cooperation and security cannot be achieved in

Author Affiliation: ¹Assistant Professor, ^{2,3,4}M.Sc Student, Department of Agricultural Communication, College of Agricultural, Govind Ballabh Pant University of Agriculture and Technology, Udham Singh Nagar, Pantnagar 263145, Uttarakhand, India.

Corresponding Author: Arpita Sharma Kandpal, Assistant Professor, Department of Agricultural Communication, College of Agricultural, Govind Ballabh Pant University of Agriculture and Technology, Udham Singh Nagar, Pantnagar 263145, Uttarakhand, India.

E-mail: sharmaarpita615@gmail.com

Received on: 23.12.2023

Accepted on: 05.02.2024

a system where only a part of the population has access to quality higher education. Hence, equal access and opportunity to all is the basic requirement for building sustainable societies and gender mainstreaming is the basis for all this (Jahan, 2021)⁴ In India, the Kothari Commission had made recommendations in 1964-66 on equality in educational opportunities for men and women. However awareness about gender mainstreaming is becoming a necessity issue as students are not well aware about the concepts of gender mainstreaming. Keeping these points in mind the objective of study was to study the attitude of young students of Pantnagar towards gender mainstreaming and their perspective about it.

RESEARCH METHODOLOGY

Total 50 UG students from GBPUA & T, Pantnagar were selected through simple random sampling method. Questionnaire was developed on Google form. Link was share with the students. Data was analyzed with proper statistical tools. Likert scale was used to study the attitude students towards Gender Mainstreaming.

Table 1: Socio-Economic Characteristics of respondents

Category	Number	Percentage (%)
<i>Age</i>		
18-21	26	52
22-25	24	48
<i>Sex</i>		
Male	09	16.3
Female	41	83.7
<i>Background</i>		
Rural	16	30.6

Table 2: Attitude of Students Towards Gender Mainstreaming

S. No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I understand the term gender mainstreaming.	3 (6%)	14 (28%)	13 (26%)	9 (18%)	11 (22%)
2.	I am aware of program or policy related to gender mainstreaming.	4 (8%)	18 (36%)	15 (30%)	10 (20%)	9 (18%)
3.	There is a gender gap between male and female students in the universities.	21 (42%)	16 (32%)	5 (10%)	6 (12%)	2 (4%)
4.	I am aware about any efforts made by the university in the reducing the gender gap between students.	1 (2%)	12 (24%)	20 (40%)	13 (26%)	4 (8%)
5.	There is equal roles ascribed by the University.	3 (6%)	14 (28%)	13 (26%)	9 (18%)	11 (22%)
6.	Gender equality violates our custom.	6 (12%)	8 (16%)	10 (20%)	7 (14%)	19 (18%)

table contt...

Urban	24	49
Semi-Urban	10	20.4
<i>Family</i>		
Joint	19	38.8
Nuclear	31	61.2
<i>Year</i>		
First	10	18.8
Second	26	52.1
Third	05	10.4
Fourth	09	18.8

The Results of Socio-economic Characteristics of respondents are given as follows:

Age: It is measured by calculating the time elapsed between date of birth and a specific point in time. Majority of the respondents belongs to age group 18-21 (52%) followed by 22-25 (48%).

Gender: It has been defined as the state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women in which majority of respondents (83.7%) belonged to females followed by male (16.3%).

Background: It has been defined as the background of students to which they belong. Majority of respondents belong to Urban background (49%), followed by Rural areas (30.6%) and then semi-urban (20.4%).

Family: It has been defined as the family of students in which they live. Majority of respondents belongs to nuclear family (61.2%) followed by joint family (38.8%).

Year: Respondents work from different year in which maximum number of respondents belongs to 2nd year (52.1%) followed by 1st year (18.8%)

7.	Gender biasness is observed in the University.	14 (28%)	13 (26%)	10 (20%)	6 (12%)	7 (14%)
8.	University is giving equal opportunities to both male and female students.	10 (20%)	15 (30%)	13 (26%)	7 (14%)	5 (10%)
9.	Gender concerns influence our everyday work at university.	8 (16%)	11 (22%)	15 (30%)	8 (16%)	8 (16%)
10.	Clear about the differences between gender mainstreaming and equal representation of women.	6 (12%)	19 (36%)	12 (24%)	9 (18%)	4 (8%)
11.	Familiar about international conventions on gender equality.	5 (10%)	21 (42%)	12 (24%)	5 (10%)	7 (14%)
13.	It is necessary to give information about gender mainstreaming at University.	15 (30%)	21 (42%)	6 (12%)	4 (8%)	4 (8%)
14.	Gender mainstreaming should be a course at undergraduate level.	12 (24%)	18 (26%)	12 (24%)	3 (6%)	5 (10%)
15.	Gender equality strategy brought about the desired results.	10 (20%)	17 (34%)	14 (28%)	6 (12%)	3 (6%)
16.	There are many issues which are more prevalent in case of gender mainstreaming.	7 (14%)	11 (22%)	22 (44%)	7 (14%)	3 (6%)

then 4th year (18.4%) then 3rd year (10.4%).

The results of attitude of respondents are discussed as below:

- 1. Understand the term gender mainstreaming:*** Majority of the respondents were agree (28%) that they understand the term gender mainstreaming followed by 26% of respondents are neutral whereas 22% of the respondents were strongly disagree of understand the term gender mainstreaming.
- 2. Awareness about program and policy related to gender mainstreaming:*** Majority of the respondents were agree (36%) that they are aware about programme and policy related to gender mainstreaming followed by 30% who have neutral response followed by 20% who are disagree to this statements.
- 3. There is a gender gap between male and female students in the Universities:*** Majority of the respondents completely agree (42%) that there is a gender gap between male and female students in the Universities followed by 32% respondents were agreed followed by 12% who are disagree to this statements.
- 4. Awareness about any efforts made by the University in the reducing the gender gap between students:*** Majority of the respondents were neutral (40%) that they were aware about any efforts made by the University in the reducing the gender gap between students followed by 26% who have disagreed followed by 24% who are agree to

this statements.

- 5. There are equal roles ascribed by the University:*** Majority of the respondents were agree (28%) that there are equal roles ascribed by the university followed by 26% who have neutral followed by 22% who are completely disagree to this statements.
- 6. Gender equality violates our customs and norms:*** Majority of the respondents were neutral that Gender equality violates our customs and norms (20%) followed by 18% who have completely disagreed followed by 16% who are agree to this statements.
- 7. Gender biasness is observed in the University:*** Majority of the respondents completely agree (28%) that Gender biasness is observed in the university followed by 26% who have agreed followed by 20% who are neutral to this statements.
- 8. University is giving equal opportunities to both male and female students:*** Majority of the respondents were agree (30%) that University is giving equal opportunities to both male and female students followed by 26% who have neutral followed by 20% who are completely agree to this statements.
- 9. Gender concerns influence your everyday work at University:*** Majority of the respondents were neutral (30%) that Gender concerns influence your everyday work at University followed by 22% who have completely agreed followed by 16% who are completely disagree to this statements.

10. **Clear about the differences between gender mainstreaming and equal representation of women:** Majority of the respondents were agree (36%) about the differences between gender mainstreaming and equal representation of women followed by 24% who have neutral followed by 18% who are disagree to this statements.
11. **Familiar about international conventions on gender equality:** Majority of the respondents were familiar (42%) about international conventions on gender equality followed by (24%) who have neutral followed by (14%) who are disagree to this statements.
12. **It is necessary to give information about gender mainstreaming at University:** Majority of the respondents were agree (42%) that it is necessary to give information about gender mainstreaming at University followed by 30% who have completely agreed followed by 12% who are neutral to this statements.
13. **Gender mainstreaming should be a course at undergraduate level:** Majority of the respondents were agree (26%) that Gender mainstreaming should be a course at undergraduate level followed by 24% who have completely agreed followed by 24% who are neutral to this statements.
14. **Gender equality strategy brought about the desired results:** Majority of the respondents were agree (34%) that Gender equality strategy brought about the desired results followed by 28% who have followed by 20% who are completely agree to this statements.
15. **There are any issues which is more prevalent in case of gender mainstreaming:** Majority of the respondents were neutral (44%) that

there are any issues which is more prevalent in case of gender mainstreaming followed by 22% who have agreed followed by 14% who are completely agree to this statements.

CONCLUSION

From the tabular report it is clear that majority of the students are not aware about the basic concepts of gender mainstreaming who basically belongs to urban background. Majority of the respondents think that there is gender gap between male and female students in the University. Apart from that students are not aware about any international conventions on gender equality. It is necessary to make students aware by implementing a course at UG level of gender mainstreaming so that the students can understand the concepts of gender mainstreaming which includes gender equality as well as other aspects of gender mainstreaming.

REFERENCES

1. *Borges, F. (2019).* Knowledge, Attitudes and Behaviours Concerning Sustainable Development: A Study among Prospective Elementary Teachers. *Higher Education Studies*, 9(2), 22.
2. *Darmstadt, G. L., Heise, L., Gupta, G. R., Henry, S., Cislighi, B., Greene, M. E., & Weber, A. M. (2019).* Why now for a Series on gender equality, norms, and health? *The Lancet*, 393(10189), 2374-237.
3. *Jahan, M. (2021).* Assessment of knowledge attitude and practices towards gender equality. *The Journal of Sustainable Planning development*. Vol.2, No.3. pp: 290-306.
4. *Okumu, J. (2012).* Gender mainstreaming and promotion of gender equality. *International Journal of Higher Education*. Vol. 23, No. 2 pp: 245-250.

