

**SREENIVASA INSTITUTE OF TECHNOLOGY AND MANAGEMENT STUDIES, CHITTOOR
(AUTONOMOUS)**

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LECTURE NOTES

Subject Name : Gender Sensitization

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1. SYLLABUS CONTENTS

Unit	Unit Title	Core Terminologies & Focal Modules
Unit I	UNDERSTANDING GENDER	Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men - Preparing for Womanhood. Growing up Male. First lessons in Caste.
Unit II	GENDER ROLES AND RELATIONS	Two or Many? - Struggles with Discrimination- Gender Roles and Relations-Types of Gender Roles- Gender Roles and Relationships Matrix- Missing Women-Sex Selection and its Consequences- Declining Sex Ratio- Demographic Consequences-Gender Spectrum -
Unit III	GENDER AND LABOUR	Division and Valuation of Labour -Housework: The Invisible Labor- —My Mother doesn't 't Work. —Share the Load. -Work: Its Politics and Economics-Fact and Fiction-Unrecognized
Unit IV	GENDER-BASED VIOLENCE	The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment - Domestic Violence - Different forms of violence against women - Causes of violence, impact of violence against women - Consequences of gender-based violence
Unit V	GENDER AND CULTURE	Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues -Gender Sensitive Language- Just Relationships

2. OBJECTIVES OF THE SUBJECT

- To enable students to understand the gender related issues, vulnerability of women and men
- To familiarize them about constitutional safeguard for gender equality
- To expose the students to debates on the politics and economics of work
- To help students reflect critically on gender violence
- To make them understand that gender identities and gender relations are part of culture as they shape the way daily life is lived in the family as well as wider community and the workplace

Prescribed Books:

- A. Suneetha, Uma Bhargubanda, et al. *Towards a World of Equals: A Bilingual Textbook on Gender*, Telugu Akademi, Telangana, 2015.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. UK Paperback Edn. March 1990

UNIT-1: UNDERSTANDING GENDER

1. Introduction to Gender

- **Gender vs Sex**

- *Sex* refers to biological differences (male/female anatomy).
- *Gender* refers to socially constructed roles, behaviors, and expectations.

In simple terms, while sex is **biological**, gender is **cultural and social**.

- **Gender is not natural but constructed**

- Gender roles vary across cultures and time.

As discussed in the text, gender is shaped by **social institutions, practices, and beliefs**, not just biology.

- **Gender influences identity and power**

- Society assigns roles (e.g., men = strong, women = caring).

These roles affect opportunities, behavior, and even self-perception.

Gender is a fundamental concept in understanding social structure. Unlike sex, which is based on biological differences, gender is socially and culturally constructed. This means that what it means to be “male” or “female” is not fixed but shaped by society. As highlighted in the readings, gender roles are influenced by institutions such as family, education, and media. These roles often create power differences and expectations, which influence how individuals behave and are treated in society.

2. Basic Gender Concepts and Terminology

- **Gender Identity**

- One’s internal sense of being male, female, or otherwise.

- **Gender Roles**

- Social expectations assigned to men and women.

- **Gender Stereotypes**

- Oversimplified beliefs (e.g., boys don’t cry, girls are emotional).

- **Patriarchy**

- A system where men hold dominant power.

- **Gender Equality**

- Equal rights and opportunities for all genders.

Understanding gender requires familiarity with core concepts such as identity, roles, and stereotypes. Gender identity refers to how individuals perceive themselves, while gender roles

are societal expectations imposed on individuals. These roles are often reinforced through stereotypes, which limit individual freedom. Patriarchy plays a crucial role in maintaining gender inequality by privileging men over women. Therefore, achieving gender equality involves challenging these structures and promoting fairness.

3. Exploring Attitudes Towards Gender

- **Societal expectations differ for boys and girls**
 - Boys are expected to be strong and dominant.
 - Girls are expected to be soft and obedient.
- **Emotional restrictions**
 - Boys discouraged from expressing emotions.

“Boys are supposed to be strong... not express emotion or cry.”

- **Performance pressure on males**
 - Career success, control, and masculinity expectations.

Society shapes attitudes toward gender from an early age. Boys are often taught to suppress emotions and display strength, while girls are encouraged to be nurturing and submissive. These expectations create rigid gender norms that affect mental health and relationships. The text highlights that such norms can lead to problems like emotional suppression in men and limited opportunities for women. Changing these attitudes is essential for building a more inclusive society.

4. Construction of Gender

- **Gender is socially constructed**
 - Not inherent, but produced through social processes.
- **Influence of institutions**
 - Family, school, religion, and media shape gender roles.
- **Judith Butler's view**
 - Gender is **performative**, not fixed.

Gender is created through repeated actions and behaviors.

Gender is not something we are born with; rather, it is constructed through repeated social practices. According to Judith Butler, gender is performative—it is created through actions, behaviors, and societal expectations. Institutions such as family and education reinforce these roles, making them appear natural. However, these roles can change over time, proving that gender is flexible and dynamic.

5. Socialization: Making Women, Making Men

- **Socialization begins early**
 - Children learn gender roles from family and society.
- **Different upbringing**
 - Boys → independence, strength
 - Girls → care, obedience
- **Reinforcement mechanisms**
 - Toys, clothing, language, and behavior expectations.

Socialization is the process through which individuals learn societal norms, including gender roles. From childhood, boys and girls are treated differently, which shapes their behavior and identity. Boys are encouraged to be assertive, while girls are taught to be caring. These differences are reinforced through daily practices, such as the toys children play with and the expectations placed on them. Over time, these learned behaviors become internalized, shaping adult identities.

6. Preparing for Womanhood

- **Training for “ideal femininity”**
 - Girls are taught household skills and proper behavior.
- **Control over behavior**
 - Instructions on how to dress, speak, and behave.
- **Social respectability**
 - Focus on being a “good girl” in society.

Example: The text “Girl” shows continuous instructions given to a girl about daily tasks and behavior

Preparing for womanhood involves teaching girls how to conform to societal expectations. This includes learning domestic tasks, maintaining modest behavior, and adhering to norms of respectability. The text illustrates how girls are constantly guided and controlled to fit into predefined roles. This process limits individuality and reinforces gender inequality by restricting women’s freedom.

7. Growing Up Male

- **Pressure to conform to masculinity**
 - Strength, dominance, emotional control.

- **Fear of failure**
 - Linked to career, power, and social status.
- **Impact on relationships**
 - Difficulty expressing emotions leads to strained relationships.

Growing up male involves adhering to strict expectations of masculinity. Boys are expected to be strong, competitive, and emotionally restrained. These pressures can lead to stress and hinder emotional expression. As the text suggests, such rigid norms make it difficult for men to form healthy relationships. Recognizing and challenging these norms is essential for personal and social well-being.

8. First Lessons in Caste

- **Intersection of gender and caste**
 - Social identity is shaped by both.
- **Early awareness of inequality**
 - Experiences in childhood reveal social hierarchy.
- **Example: Dr. B.R. Ambedkar's experience**
 - Realization of caste discrimination at a young age

Gender does not exist in isolation; it intersects with other social categories like caste. From an early age, individuals learn about social hierarchies and discrimination. The example of Dr. B.R. Ambedkar shows how caste identity shapes one's experiences and opportunities. Understanding these intersections is crucial for addressing social inequality holistically.

UNIT-2: GENDER ROLES AND RELATIONS

1. Two or Many? (Binary vs Gender Spectrum)

- Traditional view: Only two genders — male and female
- Modern view: Gender is a **spectrum**, not binary
- Includes identities like:
 - Transgender
 - Non-binary
 - Gender-fluid
- Judith Butler:
 - Gender is **socially constructed and performative**

- Gender identity is flexible and evolves with society

Traditionally, gender has been understood as a binary concept consisting of male and female categories based on biological differences. However, contemporary perspectives challenge this view and argue that gender exists on a spectrum. This means individuals may identify beyond just male or female, including identities such as transgender, non-binary, or gender-fluid. Judith Butler emphasizes that gender is not fixed but socially constructed and expressed through repeated actions. This understanding broadens the concept of identity and promotes inclusivity in society.

2. Struggles with Discrimination

- Caused by:
 - Gender stereotypes
 - Patriarchal norms
- Forms of discrimination:
 - Educational inequality
 - Wage gap
 - Workplace bias
 - Domestic violence
- Impact on both genders:
 - Boys: pressure to be strong and unemotional
 - Girls: expected to be obedient and nurturing
- Leads to unequal opportunities and emotional stress

Gender discrimination arises due to deeply rooted societal norms and stereotypes. From childhood, boys and girls are treated differently—boys are expected to be strong and assertive, while girls are encouraged to be caring and submissive. These expectations lead to inequality in education, employment, and social opportunities. Women often face wage gaps and workplace discrimination, while men experience pressure to conform to rigid masculine roles. Thus, discrimination affects both genders and limits their personal and professional growth.

3. Gender Roles and Relations

- Gender roles:
 - Social expectations assigned based on gender
- Examples:

- Men → breadwinners
- Women → caregivers
- Gender relations:
 - Power relationships between genders
- Leads to:
 - Inequality
 - Restricted freedom

Gender roles refer to the expectations and responsibilities assigned to individuals based on their gender. For example, men are often expected to earn and provide for the family, while women are expected to manage household duties. These roles influence relationships by creating power imbalances, often favoring men. Such unequal relations limit individual freedom and reinforce gender inequality in both personal and professional spheres.

4. Types of Gender Roles

- **Traditional Roles:**
 - Fixed (women as homemakers, men as earners)
- **Modern Roles:**
 - Flexible and changing
- **Egalitarian Roles:**
 - Equal sharing of responsibilities
- **Role Conflict:**
 - Clash between different expectations

Gender roles can be categorized into different types based on societal evolution. Traditional roles are rigid and rooted in cultural practices, while modern roles reflect changing attitudes and allow flexibility. Egalitarian roles promote equality by encouraging shared responsibilities between genders. However, individuals may experience role conflict when they struggle to meet multiple expectations, such as balancing work and family life.

5. Gender Roles and Relationships Matrix

- Tool to analyze gender-based division of roles
- Divides work into:
 - Productive (paid work)
 - Reproductive (unpaid domestic work)
- Observations:

- Women → unpaid care work
- Men → economic activities
- Leads to structural inequality

The gender roles and relationships matrix is used to understand how responsibilities are distributed between men and women in society. It highlights the division between productive work (income-generating activities) and reproductive work (household and caregiving tasks). Women are often burdened with unpaid domestic work, while men dominate paid employment. This unequal distribution reinforces structural inequality and limits women's economic independence.

6. Missing Women

- Concept by **Amartya Sen**
- Refers to:
 - Women missing due to discrimination
- Causes:
 - Female infanticide
 - Poor healthcare
 - Neglect of girl child
- Result:
 - Population imbalance

The term “missing women,” introduced by Amartya Sen, refers to the large number of women who are absent from the population due to gender-based discrimination. Practices such as female infanticide, neglect of girl children, and unequal access to healthcare contribute to this issue. As a result, millions of women who should have been alive are missing, leading to serious demographic imbalances and social concerns.

7. Sex Selection and its Consequences

- Sex selection:
 - Choosing child's sex before birth
- Driven by:
 - Preference for male children
- Methods:
 - Prenatal diagnostic techniques
- Consequences:

- Gender imbalance
- Ethical issues
- Violence against women

Sex selection refers to the practice of choosing the sex of a child before birth, often due to a cultural preference for sons. Technologies such as ultrasound have made this possible, but their misuse has led to serious ethical and social problems. This practice contributes to gender imbalance and reinforces discriminatory attitudes toward women, sometimes resulting in increased violence and marginalization.

8. Declining Sex Ratio

- Definition:
 - Number of females per 1000 males
- Causes:
 - Sex-selective abortion
 - Neglect of girls
- Effects:
 - Social imbalance
 - Trafficking
 - Marriage issues

The sex ratio is an important indicator of gender equality in a society. A declining sex ratio means fewer females compared to males, which is often caused by sex-selective abortions and neglect of girl children. This imbalance leads to serious social issues such as trafficking, forced marriages, and instability in family structures.

9. Demographic Consequences

- Effects of gender imbalance:
 - Marriage squeeze
 - Rise in crimes
 - Social instability
- Economic impact:
 - Reduced female workforce
- Cultural impact:
 - Strengthening patriarchy

Gender imbalance has far-reaching demographic consequences. A shortage of women leads to a “marriage squeeze,” where many men are unable to find partners. This situation can increase crime rates and social unrest. Additionally, fewer women in the workforce negatively affect economic growth, while patriarchal values become more deeply entrenched in society.

10. Gender Spectrum

- Gender is:
 - Fluid and not fixed
- Includes:
 - Multiple identities beyond male/female
- Judith Butler:
 - Gender is performed through repeated actions
- Promotes:
 - Inclusivity
 - Equality

The concept of the gender spectrum emphasizes that gender is not limited to two categories but includes a wide range of identities. This perspective challenges traditional norms and promotes inclusivity and equality. Judith Butler’s theory suggests that gender is performed through repeated behaviors and social interactions, making it dynamic rather than fixed. Recognizing this diversity is essential for building a more inclusive society.

UNIT-3: GENDER AND LABOUR

1. Division and Valuation of Labour

- **Division of Labour by Gender**
 - Society traditionally divides work into “*men’s work*” and “*women’s work*.”
 - Men are associated with **productive, paid, public work**, while women are linked to **reproductive, unpaid, domestic work**.
 - This division is **socially constructed**, not natural.
- **Gendered Roles**
 - Boys are socialized to be strong, dominant, and career-oriented.
 - Girls are trained in caregiving, nurturing, and household responsibilities.

The division of labour is deeply rooted in gender norms where men are expected to participate in economic production and women in domestic reproduction. This division is not based on biological necessity but is constructed through socialization processes. As noted in the text, boys are often conditioned to be dominant and performance-oriented, while girls are prepared for domestic roles. This results in unequal distribution of opportunities and power.

- **Valuation of Labour**

- Paid work = valued, recognized, measurable.
- Unpaid work (housework, caregiving) = undervalued, invisible.
- Leads to **economic inequality and dependency of women**.

The valuation of labour reflects societal priorities, where paid work is recognized as economically productive, while unpaid domestic work is ignored. Women's contributions within households remain unaccounted for in GDP and economic policies. This undervaluation reinforces gender inequality and perpetuates women's economic dependence.

2. Housework: The Invisible Labour

- Includes:
 - Cooking, cleaning, childcare, eldercare
 - Emotional support and family management
- Not considered "real work"
- No wages, no recognition, no social security

Housework constitutes a major portion of women's labour but is categorized as "non-work." Despite being essential for the functioning of households and society, it is unpaid and unrecognized. This invisibility contributes to the marginalization of women's contributions and reinforces patriarchal structures.

- **Why Invisible?**

- Performed in private (home)
- Seen as "natural duty" of women
- Not counted in formal economy

The invisibility of housework stems from its location within the private sphere and its association with femininity. Since it is perceived as a natural extension of women's roles rather than skilled labour, it escapes economic measurement and policy recognition.

3. "My Mother Doesn't Work"

- Common misconception:

- Women who are homemakers are seen as “not working”
- Reality:
 - They perform multiple roles simultaneously
- Reflects **societal bias in defining work**

The statement “My mother doesn’t work” reveals a deeply ingrained misconception about labour. Homemakers engage in continuous physical and emotional work, yet their efforts are dismissed because they do not earn wages. This highlights the narrow definition of work that excludes unpaid domestic labour.

- **Impact**
 - Low self-worth among women
 - Lack of financial independence
 - Reinforces gender stereotypes

Such perceptions diminish the value of women’s contributions and affect their self-esteem. The absence of financial recognition also limits their autonomy and decision-making power within households.

4. “Share the Load”

- Concept:
 - Equal distribution of household responsibilities between men and women
- Promotes:
 - Gender equality
 - Work-life balance
 - Respect for domestic labour

The idea of “Share the Load” emphasizes the need for equitable participation in domestic responsibilities. It challenges traditional gender roles and encourages men to actively engage in housework. This not only reduces women’s burden but also fosters mutual respect and equality.

- **Challenges**
 - Cultural resistance
 - Deep-rooted stereotypes
 - Lack of awareness

Despite its importance, implementing shared domestic responsibilities faces resistance due to entrenched patriarchal norms. Changing attitudes requires education, awareness, and policy support.

5. Work: Its Politics and Economics

- **Politics of Work**

- Power relations determine who does what work
- Women often occupy lower-paid, insecure jobs

- **Economics of Work**

- Wage gap between men and women
- Informal sector dominated by women
- Lack of labour rights and protections

Work is not merely an economic activity but also a political construct shaped by power relations. Women often find themselves in marginalized positions within the labour market, facing wage discrimination and limited opportunities. Economic structures reinforce these inequalities by undervaluing women's work and restricting their access to resources.

- **Intersectionality**

- Gender + class + caste + race influence labour conditions

Labour experiences vary based on multiple intersecting identities. Women from marginalized backgrounds face compounded disadvantages, highlighting the need for inclusive and intersectional approaches to labour policies.

6. Fact and Fiction

- **Fiction/Myths**

- Women are less productive
- Men are natural breadwinners
- Housework requires no skill

- **Facts**

- Women contribute significantly to economy (paid + unpaid)
- Housework requires skill, time, and effort
- Gender roles are socially constructed

The distinction between fact and fiction in gendered labour exposes societal myths that justify inequality. While women's contributions are substantial, stereotypes undermine their value. Recognizing the reality of women's labour is essential for achieving gender justice.

7. Unrecognized Labour

- **Types:**

- Domestic work

- Care work
- Informal sector labour
- Issues:
 - No legal protection
 - No wages or benefits
 - Lack of visibility in policy

Unrecognized labour includes all forms of work that are not formally acknowledged or compensated. Women disproportionately perform such labour, especially in informal sectors and domestic settings. This lack of recognition leads to exploitation and exclusion from economic and social benefits.

- **Consequences**
 - Economic inequality
 - Gender injustice
 - Policy neglect

The failure to recognize women's labour has far-reaching consequences, including persistent economic disparities and gender injustice. Addressing this requires systemic changes in policy, measurement, and societal attitudes.

UNIT-4: GENDER-BASED VIOLENCE

1. Concept of Violence

- **Definition of Violence:**
 - Violence refers to the intentional use of physical force, power, or threats that may result in injury, harm, psychological damage, or deprivation.
 - It is not limited to physical harm but includes emotional, economic, and structural harm.

Violence is a socially constructed phenomenon deeply embedded in unequal power relations. In the context of gender, it arises from historically rooted inequalities between men and women. The PDF highlights how **gender socialization and expectations of masculinity** (dominance, control, aggression) contribute to violent behavior. Thus, violence is not random but linked to societal norms and structures.

2. Types of Gender-Based Violence (GBV)

- **Physical Violence**
 - Hitting, slapping, beating, assault.
- **Sexual Violence**
 - Rape, sexual abuse, marital rape, coercion.
- **Psychological/Emotional Violence**
 - Threats, humiliation, controlling behavior.
- **Economic Violence**
 - Denial of financial resources, property, or employment.
- **Cultural/Structural Violence**
 - Practices like dowry, child marriage, honor killing.

Gender-based violence takes multiple forms because it is rooted in power imbalance. These forms are interconnected and often occur simultaneously. For example, domestic violence may involve physical abuse along with emotional manipulation and economic control. Such violence reflects the societal belief systems that normalize male dominance.

3. Gender-Based Violence from a Human Rights Perspective

- **Violation of Fundamental Rights**
 - Right to life, dignity, equality, and freedom.
- **International Recognition**
 - Recognized by UN conventions like CEDAW.
- **State Responsibility**
 - Governments must prevent, protect, and punish GBV.

GBV is not just a personal or private issue—it is a **serious human rights violation**. Every individual has the right to live free from violence and discrimination. When violence occurs due to gender, it reflects systemic inequality. Feminist theories (as seen in Butler's discussion of power and identity) argue that **social structures themselves produce inequality**, reinforcing violence.

4. Sexual Harassment

- **Definition**
 - Unwelcome sexual advances, requests for favors, or verbal/physical conduct of a sexual nature.

- **Forms**
 - Workplace harassment (quid pro quo, hostile environment)
 - Street harassment
 - Online harassment
- **Examples**
 - Inappropriate comments, touching, stalking, sharing explicit content.

Sexual harassment is a manifestation of power imbalance and gender inequality. It restricts women's mobility, freedom, and participation in public and professional spaces. It creates fear and insecurity, affecting productivity and mental health. It is often normalized under "casual behavior," making it harder to report.

5. Domestic Violence

- **Definition**
 - Abuse within the household or intimate relationships.
- **Forms**
 - Physical abuse
 - Emotional abuse
 - Sexual abuse
 - Economic abuse
- **Cycle of Violence**
 - Tension → Incident → Reconciliation → Calm

Domestic violence is one of the most widespread forms of GBV. It is often hidden due to cultural norms that treat family matters as private. Women may remain in abusive relationships due to economic dependence, social pressure, or fear. This reinforces the cycle of violence across generations.

6. Different Forms of Violence Against Women

- **Dowry-related violence**
- **Honor killings**
- **Female foeticide and infanticide**
- **Human trafficking**
- **Acid attacks**
- **Cyber violence**

Violence against women varies across cultural and social contexts. These practices are rooted in patriarchal values that treat women as property or subordinate. For example, dowry violence arises from economic exploitation, while honor killings stem from control over women's autonomy.

7. Causes of Violence Against Women

- **Patriarchy and Gender Inequality**
- **Socialization and Masculinity Norms**
- **Economic Dependence**
- **Lack of Education**
- **Substance Abuse**
- **Cultural Practices and Traditions**

The PDF emphasizes that **socialization into rigid masculinity roles contributes to violence**. Boys are often taught to suppress emotions and assert dominance, which may lead to aggression. Additionally, structural inequalities such as poverty, lack of legal awareness, and weak enforcement of laws exacerbate violence.

8. Impact of Violence Against Women

- **Physical Impact**
 - Injuries, disability, reproductive health issues.
- **Psychological Impact**
 - Depression, anxiety, PTSD.
- **Social Impact**
 - Isolation, stigma, reduced participation.
- **Economic Impact**
 - Loss of employment, financial instability.

Violence has both immediate and long-term effects on victims. It affects not only individuals but also families and communities. Women facing violence often lose opportunities for education and employment, limiting their overall development and contributing to societal inequality.

9. Consequences of Gender-Based Violence

- **Individual Level**
 - Trauma, reduced self-esteem, health problems.

-
- **Family Level**
 - Broken relationships, impact on children.
- **Societal Level**
 - Reduced productivity, increased healthcare costs.
- **National Development**
 - Slows economic growth and gender equality progress.

GBV has far-reaching consequences beyond the individual. It affects national development by limiting women's participation in economic and social spheres. It perpetuates cycles of inequality and violence across generations, making it a critical issue for policymakers and society.

UNIT-5: GENDER AND CULTURE

1. Gender and Film

- **Films act as powerful cultural tools** that shape and reinforce gender roles.
→ Cinema often reflects societal norms, but it also *creates and normalizes* expectations about masculinity and femininity.
- **Representation of women and men in films:**
 - Women: often shown as emotional, dependent, or objectified.
 - Men: portrayed as strong, dominant, and action-oriented.
- **Stereotyping and the “male gaze”:**
 - Camera angles, storytelling, and character development frequently present women as objects of desire.
- **Impact on society:**
 - Influences audience perception of gender roles.
 - Reinforces unrealistic expectations.

As discussed in the notes, socialization teaches boys to be “strong, dominant, and unemotional,” which films strongly reinforce. This makes it difficult to form equal and emotionally healthy relationships.

Films are not just entertainment; they are ideological tools that normalize gender hierarchies. Repeated exposure leads individuals to internalize these roles unconsciously. Thus, cinema contributes significantly to gender inequality unless consciously challenged.

2. Gender and Electronic Media

- **Electronic media includes TV, internet, social media, OTT platforms.**
- **Gender portrayal in media:**
 - Women → beauty-focused, submissive roles.
 - Men → authority, leadership roles.
- **Digital influence:**
 - Social media creates both **reinforcement and resistance**.
 - Hashtags and campaigns (#MeToo) challenge gender injustice.
- **Cyber issues:**
 - Online harassment, trolling, and gender-based abuse.

Electronic media is more interactive than film, making it a powerful tool for both oppression and empowerment. While traditional media reproduces stereotypes, digital spaces allow marginalized voices to resist and redefine gender identities.

3. Gender and Advertisement

- **Advertisements reflect and reinforce gender stereotypes:**
 - Women → household work, beauty products.
 - Men → technology, finance, power roles.
- **Objectification of women:**
 - Use of female bodies to sell unrelated products.
- **Changing trends:**
 - Modern ads promote gender equality and shared responsibilities.

Advertisements influence subconscious beliefs. When repeated stereotypes are shown, they normalize unequal roles. However, recent campaigns have started promoting progressive ideas like men doing household work and women in leadership.

4. Gender and Popular Literature

- **Popular literature includes novels, magazines, comics, blogs.**
- **Traditional portrayal:**
 - Women → passive, romantic roles.
 - Men → heroes and decision-makers.
- **Modern literature:**
 - Challenges stereotypes.

- Explores feminism, identity, and gender fluidity.

According to gender theory (like), gender is not fixed but constructed through cultural narratives, including literature.

Literature plays a key role in shaping imagination and identity. It can either reinforce stereotypes or challenge them by presenting alternative gender roles and experiences.

5. Gender Development Issues

- **Gender development refers to how gender roles are learned and internalized.**
- **Key issues:**
 - Unequal access to education.
 - Wage gap and employment inequality.
 - Health disparities.
 - Lack of political representation.
- **Socialization process:**
 - Begins in childhood.
 - Family, school, and society shape gender identity.

The PDF highlights that boys are trained to suppress emotions and dominate, while girls are expected to be soft and obedient .

Gender development is not biological but socially constructed. Unequal opportunities result from deep-rooted cultural norms, leading to long-term inequality in all sectors.

6. Gender Issues

- **Major gender issues include:**
 - Gender discrimination
 - Violence against women
 - Workplace inequality
 - Patriarchy
- **Intersectionality:**
 - Gender issues intersect with caste, class, race, and ethnicity.
- **Cultural norms and patriarchy:**
 - Maintain male dominance.

Gender identity is shaped by power structures and social systems, not just biology .

Gender issues are systemic and deeply embedded in institutions. Addressing them requires structural change, not just individual awareness.

7. Gender Sensitive Language

- **Definition:** Language that avoids bias and promotes equality.
- **Examples:**
 - Use “chairperson” instead of “chairman”
 - Avoid stereotypes like “boys don’t cry”
- **Importance:**
 - Language shapes thinking and attitudes.
 - Promotes respect and inclusion.

Language is not neutral. It reflects and reinforces social power structures. Using gender-sensitive language helps in creating an inclusive and respectful society.

8. Just Relationships

- **Definition:** Relationships based on equality, respect, and mutual understanding.
- **Characteristics:**
 - Equal decision-making
 - Emotional support
 - Freedom and consent
 - No dominance or control
- **Challenges:**
 - Gender stereotypes
 - Power imbalance

The notes emphasize that rigid masculinity norms prevent healthy relationships and emotional expression.

Just relationships are essential for a balanced society. Breaking traditional gender roles allows both men and women to express themselves freely and build meaningful connections.
