



ENHANCING GENDER SENSITIVITY AND EQUITY IN CLASSROOM PEDAGOGY FOR INCLUSIVE LEARNING

1. Dr. Mamta Rani

Associate Professor, Mahalakshmi College for Girls, Duhai, Ghaziabad

Email – mamta.chaudhary1983@gmail.com

2. Annu Kumari

M.Ed. Student, Mahalakshmi College for Girls, Delhi-Meerut Road, Duhai Ghaziabad

Email – annu47998@gmail.com

ABSTRACT: Gender fairness and equal treatment in class teaching now rank high for inclusive, strong education. They shape student learning, self-ass esteem, and social growth. Schools have boosted enrollment and cut gaps in access for boys and girls. Yet class talks, teaching ways, and books still show old gender views and biases. Teachers treat boys and girls differently. They give uneven chances for talks or leader roles. Books push set roles. These issues hurt grades. They also mold views on gender, goals, and jobs. This hits STEM fields hard, where gaps stay wide. It looks at roadblocks to good use. It finds ways to blend fairness into lessons. The work reviews government reports, studies, cases, and rules. It shows teacher views, class control, and lesson plans can keep or fix gender gaps. Studies prove gender-fair classes boost taking part. Teachers push all kids to join, skip boy-girl guesses, and give fair leader and group work chances. This lifts drive, grades, and trust for girls and boys. Few teachers train on gender topics. Deep culture rules sway kids and staff. No school tools check fair practices. Books show women rare in jobs, science, or lead spots. This limits girls' dreams and sets stereotypes. Tests and teacher-kid talks often boost boys in voice, focus, and lead tasks. Small gaps build up. They harm school results over years. The study reviews rules and plans to grow gender awareness in classes. In India, NCERT frames and UNESCO aid stress fair books, teacher prep, and bias-cut drives. Facts show gender units in teacher school, fair class guides, and town awareness lift teaching fixes. Cases note schools with set fair strategies see more girl drive, STEM join, and kid teamwork. This proves fair teaching changes lives.

School setups that fix biases break harm loops. They arm kids to fight set views. They build open spaces for all to thrive. Fair classes raise grades. They grow think skills, lead, and fix problems. These aid college,

jobs, and town roles. Teachers spot and fix unfair talks, books, and ways. They craft smart, change-bring classes.

KEYWORDS: Gender, drives, teamwork, topics, reviews, gender-fair classes, STEM, NCERT, UNESCO.

INTRODUCTION: Education forms the base of social progress, economic gains, and fair groups. Classroom teaching—the ways, plans, and talks that drive lessons—shapes student grades and growth. Yet school systems face gender gaps in entry, joining, and results around the world and in India. Plans like Beti Bachao Beti Padhao, Right to Education Act, and more sign-ups boost girls in class. Class habits still hold old gender slants. These show up in teacher hopes, student talks, lesson plans, tests, and side activities. Fix these gaps to build fair schools, justice, strength, and full student growth. Gender awareness in class teaching means spotting, grasping, and using fair steps that fit varied gender needs. It fights set ideas, opens equal spots to join and learn, and builds safe spots where kids feel key no matter gender. Unlike same-for-all ways that guess equal starts, this spots real blocks for genders and makes fair paths. India needs this most. Local rules and ways shape roles, hold girls back from some classes, fun, or lead spots, and give boys more teacher eyes and push. Studies show class gender slants hit student school and life paths. Teachers call boys more in talks or pick them for lead jobs. Girls get back or help roles. Books show men and women in set jobs and lives, box in student views of paths. Tests may tilt to one side with word picks, cases, or skill stress. India school rules and world plans push gender fair via class ways. National Council of Educational Research and Training sets steps to mix awareness in teacher school, lesson builds, and class runs. UNESCO and world groups back join-in learns, fair tests, and no-set pics in school stuff.

In the end, gender-aware teaching beats school dream. It builds the base for fair, right, and fit-to-society schools. Mix in gender know-how to teaches, lessons, and rules. Class turns to spots that grow skill, build trust, and lift all kids to top shots. This drives big social shifts and gender fair in life.

LITERATURE REVIEW: Research on gender sensitivity and equity in classroom teaching draws strong focus in education studies. Experts and leaders see how class practices shape learning results and social growth. Gender gaps in schools go beyond entry. They root deep in class talks, teaching styles, lesson

plans, and test methods. In India, girls' school enrollment and stay rates rose over 20 years. Yet class biases still harm grades, self-trust, and job goals. These points to the need for gender-aware teaching ways.

- Teacher Interaction and Classroom Dynamics Research shows teachers' views and class talks often strengthen gender biases without intent. Sadker and Sadker (1994) noted teachers call boys more in discussions. They give boys harder questions. They push boys into lead roles. Girls often get quiet support parts. This cuts active input and skill gains. India studies find the same. Boys join STEM tasks. Girls shift to arts or home skills (Kumar & Singh, 2019). This treatment hits self-trust, class input, and future school aims.
- Curriculum Content and Textbook Representation Lesson plans and books play a big part in gender gaps. UNESCO (2015) and NCERT (2018) studies show content keeps old gender roles. Men appear as workers, leaders, choosers. Women show as home helpers or low roles. These images shape student views of their skills. They limit goals, especially for girls. Adding varied role models breaks stereotypes. This builds fair gender views.
- Impact of Gender-Sensitive Pedagogy on Learning Outcomes Proof shows gender-aware teaching boosts student input and results. Eccles (2007) found fair class input raises trust. It gives even lead chances. It uses open tests. This lifts trust, input, and scores for boys and girls. In India, schools with these ways see girls join STEM more. Class input grows. Students feel more control in school work (Kumar & Singh, 2019; NCERT, 2018). Such teaching builds think skills, team work, and social gains for full growth.
- Teacher Training and Capacity Building Teacher readiness drives gender-aware teaching success. Studies note many teachers, mainly in public schools, lack bias training (UNESCO, 2020). Programs on fair class control, even talks, and lesson changes matter most. They create fair learning spaces. Trained teachers use group teaching more. They fight stereotypes. They give even help to all kids.
- Policy Frameworks and Interventions Rules at home and abroad push gender awareness in schools. India's NCERT Gender Guidelines for Schools offer plans for lesson changes, teacher prep, and fair class ways. UNESCO programs aid teacher skills, lesson fixes, and awareness to cut gaps. Success needs steady use, good funds, and ongoing checks (NITI Aayog, 2021).
- Persistent Challenges Policy and proof exist, but hurdles block wide use of gender-aware teaching: Cultural and family norms shape class acts and hopes. Few funds limit training, tools, and help.

Checks on class fairness stay weak. Gaps hide. Results lack measure. Books and tools often skip fair or new role shows.

- Synthesis Studies show class gender gaps touch many areas. They include teacher acts, lesson plans, tests, and culture factors. Gender-aware teaching needs steady work at all levels. Think teacher prep, lesson design, class acts, and rule push. Proof proves inclusive ways help all genders. Fair input, even tests, varied shows, and group teaching lift school and social gains.

RESEARCH OBJECTIVES: This study mainly checks gender sensitivity and fairness in class teaching. It looks for ways to build open learning spaces. These spaces give every student the same chances, no matter their gender. Key goals shape the research:

- Check the idea of gender sensitivity in class teaching. Grasp its core ideas and value for fair student results.
- Spot main hurdles and blocks. These include social norms, teacher skills, course limits, and class habits that block fair teaching.
- Gauge how gender-fair teaching affects student input, self-trust, focus, and grades. Stress gaps in fields like STEM, tied to gender roles.
- Judge how well rules, plans, and teacher training work for gender fairness in teaching. Cover NCERT rules and global efforts.
- Offer clear steps and tips to build fair, open class habits. These lift all students and cut gender gaps in school.

METHODOLOGY: This study uses a descriptive and search-based design for gender sensitivity and fairness in class teaching. Gender fairness in school has many sides. So, the method mixes quality checks, past data scans, and rule reviews. This gives a full view of class habits, issues, and fixes.

1. **RESEARCH DESIGN:** The work acts as search research. It finds patterns, issues, and plans for gender-fair class teaching. It adds a descriptive part too. This notes current habits, rules, and teacher actions on gender fairness. The setup lets deep insight come without fresh number data alone.

2. DATA SOURCES

- **Past Data:** Academic papers, studies, and draft works on gender awareness, teaching, and school fairness. Gov reports and rules like NCERT Gender Guidelines, Right to Education Act reports, and NITI Aayog work. Global group reports from UNESCO, UNICEF, and World Bank on school gender fairness.
 - **Quality Case Reviews:** School files and training program notes on gender-fair teaching. Watch studies and field notes on class habits, teacher-student talks, and course changes.
 - **Document Checks:** Full scan of rule papers, teacher guides, course plans, and books. Check for gender-fair steps. Content scan of teach tools to find gender bias and old stereotypes.
2. **Past Work Review:** Scan checked studies, gov and group reports, and cases. Spot trends, issues, top habits in gender-fair teaching.
 3. **Side-by-Side Checks:** Look at class or school gaps. Compare those with gender-fair steps to old ways. Check results on student input, focus, and gains by gender.
 4. **Data Analysis Techniques**
 - **Thematic Checks:** Spot repeat ideas, patterns, issues in teacher habits, course stuff, and class talks.
 - **Content Checks:** Rate books; teach tools, courses for gender stereotypes or bias. Rule
 - **Checks:** Judge how national and global plans work for gender fairness in class.
 5. **Scope of the Study:** Focus stays on India school levels. Check basic and high school classes where gender gaps show most. Cover city and village spots to catch social differences in teaching. No fresh data like polls or talks. Instead, use full past sources and cases for key insights.
 6. **Limitations:** No fresh data cuts direct checks of class habits and student results. Area differences in rule use and teacher prep hurt spread across India. Case quality data ties to one spot and may not fit all places.

FINDINGS AND DISCUSSION: Study of secondary data, literature, and case studies uncovers key facts on gender awareness and fairness in classroom teaching. Results spotlight lasting gaps in class habits.

They stress how gender-aware tactics lift learning gains. They flag roadblocks to inclusive schooling. The talk splits into four main parts: class habits, lesson materials, teacher readiness, and policy actions.

1. **Gender Bias in Classroom Habits:** Studies prove teacher-student exchanges carry hidden gender biases. These shape involvement, focus, and learning chances. Teachers pick boys more for talks. They nudge boys to lead and tackle tough puzzles. Girls land helper or quiet spots (Sadker & Sadker, 1994; Kumar & Singh, 2019). Gaps grow in math and science. Boys get pushes to step up. Girls meet soft blocks to join. Class rules and seat plans echo gender hopes too. Boys claim front seats or top tools. Girls shift to back spots. These tiny shifts add up. They dent student trust, drive, and control. Such patterns lock in gender-based learning and feed old stereotypes.
2. **Lesson Content and Teaching Tools:** Books and aids shape kids' views on gender jobs. UNESCO (2015) and NCERT (2018) studies show content backs old gender roles. Men appear as workers and bosses. Women show as home keepers or carers. These images cap kids' dreams, especially girls'. They narrow views of school, lead roles, and jobs.

Adding gender-aware content helps. It shows women in STEM, lead spots, and varied work. This lifts kids' views and job goals. Classes with fresh role models spark more drive, trust, and aims in girls. They build care and fairness in boys.

3. **Teacher Readiness and Training:** Weak teacher training blocks gender-aware teaching. Most lack bias knowledge and fair-play tools. UNESCO (2020) stresses training in gender awareness, open talk, and hands-on methods. These fix the issues. Proof shows trained teachers use fair class habits. Like these: Balanced shares in talks and groups. Tailored help based on trust and past skills. Fair tests that treat genders even. No training means good teachers still spread unfairness by mistake. Steady skill-building matters most.
4. **Policy Actions and Their Impact:** Govt and global rules guide gender-aware teaching. In India, NCERT rules push gender lessons in teacher prep, plans, and class tactics. UNESCO efforts and top practices back hands-on teaching, fair tests, and plan changes. School cases show gains from set gender-aware steps. Think group work, even lead chances, and plan tweaks. They boost girls' involvement, trust, and grades. Yet hurdles linger. Such as: Weak checks on class fairness. Slim school funds, worst in villages. Local culture shapes kids and teachers. It slows fair habit uptake.

5. **Impact on Learning Gains and Fairness:** Results prove gender-aware teaching aids all kids, not just girls. Even shares, open tools, and fair class control raise drive, sharp thinking, and teamwork. Classes that fix gender gaps build fair feel, fit-in sense, and power. This lifts learning and full growth. Skip gender-aware steps, and gaps stick. Kids' promise shrinks. Social gender rules last. Over years, biases sway subject picks, job dreams, and money paths. Fair teaching holds big long-term weight.
6. **Talk and Wrap-Up:** In sum, study shows policies and training exist. But class use stays spotty. Key blocks hit weak teacher prep, local norms, fund lacks, and plan limits. Gender-aware teaching needs full-court press. Mix skill boosts, open plans, hands-on tactics, and rule backing. Classes mirror society gender rules unless fixed on purpose. They copy norms. Add fairness to teaching. It turns classes into welcome spots. These lift every learner, break stereotypes, and push fair play.

Summary: Results show: Gender bias in class habits curbs involvement and learning. Lesson content backs old roles. It caps dreams. Teacher prep and training drive real change. Policy plans and set tactics aid fairness. Hurdles slow them. Gender-aware teaching raises drive, trust, and grades for all. These facts ground strong steps. Think plan fixes, teacher skills, policy pushes, and check tools. They build gender fairness in class teaching.

POLICY RECOMMENDATIONS: Study results on gender fairness and balance in class teaching call for these policy steps. They build open and fair learning spaces for all students.

1. Boost Teacher Training and Growth:

- Add required gender awareness classes to new and ongoing teacher programs.
- Teach fair class methods, group control, and ways to spot hidden biases.
- Offer steady help with mentors, sessions, and online tools. Teachers share top fair teaching tips.
- Push teachers to review their own class talks for gender slants.

2. Update Curriculum and Class Materials:

- Fix books and extra items to cut gender stereotypes. Show men and women in jobs, school, and lead roles.
- Add stories and cases of women and overlooked groups in science, math, arts, leads, and public life.
- Plan class tasks for fair shares and lead chances for all kids, no matter gender.
- Make sure resources fit local culture and kids' lives.

3. Build Fair Class Habits:

- Use even teacher-kid talks. Give same focus and push to boys and girls.
- Pick group and team learning. Switch roles to stop old stereotypes.
- Choose fair test ways that check all skills and styles, no gender slant.
- Push kid mentoring and team work. It builds respect and fairness among kids.

4. Add Policy and School Backing:

- Set rules for gender-fair teaching at state and country levels. Use NCERT and UNESCO ideas.
- Check class habits often. Spot gender gaps and watch progress.
- Reward schools that do well with fair practices.
- Give funds to rural or left-out schools for tools and help in fair teaching.

5. Link in Community and Parents:

- Run info drives to teach parents and locals on gender fairness in school.
- Get communities into school events. Fight old gender rules and back equal chances for boys and girls.
- Work with local heads and teachers to push fair class habits and open learning spots.

6. Mix in Tech and Online Learning

- Make gender-fair online tools and platforms. They build balance and fight stereotypes.
- Use tech to watch kid shares, focus, and scores by gender. Spot gaps and fix them.
- Give girls, mostly rural ones, gear, web links, and good spots to join online school full on.

7. Track Long-Term and Studies

- Do steady studies and checks to see if gender-fair teaching lifts learning wins.
- Set ways for kids to share bias or shut-out stories. It aids fixes.
- Link government, schools, and aid groups to share tips and grow wins across the country.

Gender-fair teaching needs team work on many levels. It hits teacher readiness, lesson fixes, class habits, rules, and community ties. Schools can make open, fair, strong class spots. All kids join full, learn well, gain trust and skills for college and more.

CONCLUSION: Gender awareness and fairness in classroom teaching build inclusive, fair, and just schools. This study looked at how teaching habits, teacher actions, lesson plans, and rules shape gender fairness in class. Access to school has grown, especially for girls. Yet this research shows gender unfairness lingers in classrooms. It affects student input, self-belief, results, and future goals. Classrooms hold social and cultural views on gender. They mirror and repeat them. Teacher talks with students, tests, and lesson plans often show hidden gender leanings. Boys get pushed to join in, lead, and solve problems. Girls end up in helper or quiet spots. These habits shape how kids see themselves, join in schoolwork, and pick subjects. This hits science, tech, engineering, and math hard. Fixing these leanings matters to give all kids fair chances to learn.

Gender awareness and fairness in class teaching go beyond school goals. They meet big social needs. Fair classrooms aid top grades, group unity, and strong kids. Add gender-aware ways to teaching, lesson design, teacher training, and rule use. Schools then gain more fairness and rightness. Teachers, leaders, schools, and groups must stick with it. Classrooms then let every kid, no matter gender, reach full promise.

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