



SRI GURU NANAK DEV KHALSA COLLEGE
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Teaching Code on Gender Sensitivity

Education is the means of creating gender equity in society and of creating awareness about incorrect gender stereotypes. Through education, the society can be sensitized about the ways and means of achieving gender equity. College is committed to providing equal opportunities to girls and boys to enable them to realise their potential that will help them to enjoy economic security and freedom and make positive contribution to the nation and their community. College realises its obligation to educating students about gender sensitivity and building healthy relationship amongst boys and girls.

The College believes that girls and women have same potential and talent to excel as boys and men. However, socially constructed roles, behaviours, attitudes have created gender stereotyping and discrimination. There is a general lack of knowledge, awareness and acceptance of the reality that rights, freedom, responsibilities and opportunities available to the girls and women are less compared to those available to boys and men. Historically, women's contribution in the society has also been undermined. A concerted effort needs to be made to bridge this information gap by incorporating gender-sensitive teaching practices.

The following guidelines are provided to the Departments and teachers to promote gender sensitivity through education:

- i. Teachers shall actively encourage girls and boys to voice their experiences and concerns
- ii. While offering optional papers included in the curriculum, Departments shall give priority to such discipline-specific and general elective courses to the students that deal with gender specific issues.
- iii. Teachers are encouraged to consider gender equality as an inter-disciplinary theme that needs to be discussed and highlighted within the context of the paper/subject they are teaching. This can be done by providing appropriate illustrations and examples.
- iv. Seminars and academic events organised by the concerned Departments should include a fair proportion of gender related themes.
- v. Both genders should be offered equal access to opportunities to participate in the election and activities of the Department-specific societies. Girl students should be specially encouraged to contest for decision-making positions.
- vi. The activities of the Departmental societies should include events highlighting gender issues.

- vii. Teachers shall objectively encourage girls and boys to voice their experiences, concerns and individual perspectives and debate the issues to understand each other's perspective.
- viii. Monitoring of academic performance and psychological behaviour of students in a class, particularly cases involving decline in performance, aloofness, absenteeism should be identified and such students should be counselled or referred to the College counsellor.
- ix. All students do not have the same level of learning abilities. For inclusive learning, it is imperative that slow learners do not feel excluded from learning. Teachers are required to adopt flexible teaching methodologies to engage slow learners. These could be in form of additional teaching resources, encouraging and prompting shy students to share their opinion, conducting special classes, forming mixed ability tutorial groups for collaborative projects etc.
- x. To encourage inclusive value of tolerance, team work, respect for social, cultural, ethnic, language and religious diversity, the teachers are required to use gender neutral language, use multiple and diverse examples, avoid stereotyping a group or community.
- xi. Students are to be encouraged to express their views in a free manner without any fear and challenge the established assumptions, customs and norms. Teachers shall establish the rules of interactions in their classes. These rules shall be based on principles of mutual respect, individual dignity and tolerance for differences.
- xii. Students in their teens are impressionable minds and can be prone to form wrong opinions about their mentors and colleagues based on what they view and perceive around them. It is important that teachers conduct in the class as well as outside is perceived to be fair, just, objective and devoid of personal value judgments.



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