UNIT III: GENDER STUDIES

i. Concept, need and scope of gender studies
ii. Gender studies as an academic discipline
iii. Gender, economy and work participation
iv. Gender, globalization and education
Concept of gender studies

A gender study is a field of study that looks at the world from the perspective of gender. This means that while studying something – the distribution of resources within a household, a social unit like a caste group, a bill placed before Parliament, a development project, the classification of different species – there is an exploration of how men and women are not equal in relation to other genders. Within gender studies, there is a recognition that men and women do not exist in isolation from each other. Other social organizations such as ethnicity, class, sexuality, and nationality shape gender and gender relations. Within gender studies, it is essential to understand how gender interacts with other social identities. The ways in which gender intersects with other social identities and how these identities impact gender roles and dynamics are critical. Gender studies exist as an important means of correcting imbalances. Gender has been the subject of scientific scrutiny for over a century. Scientists have debated the similarities as well as the differences. ‘Gender’ is the term widely used to refer to those ways in which a culture re-formulates what begins as a fact of nature. The biological sexes are redefined, represented, valued, and channeled into different roles in various culturally dependent ways. Thus, gender can be seen as a social construction that emerges from social, cultural, and psychological factors. Gender allows us to see the dimensions of human roles and understandings of ourselves and others. Gender identity is not fixed but is shaped by social and cultural norms. Within gender studies, there is a recognition that men and women do not exist in isolation from their other social roles and positions. A woman is not only a woman; within our society, she also has a certain class position, caste position, religious identity, sexual identity, and many more. All of these factors impact her life – therefore while studying her life, all these factors need to be taken into account.

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Another feature of gender studies is that it examines how the world is gendered. Some examples can explain this concept in more clear terms: Think of the difference in girls' and boys' clothing. Skirts, saris are seen as feminine clothing, and trousers, shirts etc. as masculine. There are other differences too – feminine clothing is often more colourful than masculine clothing, more likely to be decorated with sparkles and shiny material. Sometimes there is an overlap in men and women’s clothing. For example, both men and women may wear jeans, but women also wear saris, which are more traditional and conservative. Life in a Gendered World

People may advise a young person on which subjects to take in school or college by saying, “you should study this – it is a good subject for a girl” or “that is not the right subject for a boy.” In this way, education is also gendered, as is the job market – different opportunities are considered to be appropriate for girls and boys. Certain careers are considered to be different for men and women. For example, nursing is a profession that has more women than men and which is not deemed suitable for men. It is more common to see women adopting the characteristics of the powerful, than the powerful adopting the characteristics of the powerless. In other words, power differences between genders is more common to see women adopting the characteristics of the powerful. It is less common to see men adopting the characteristics of the powerless. Clothing is an important area in gender studies because it allows determining whether the wearer is male or female. Sometimes men and women do wear clothes that are common to both men and women. For example, a school uniform may consist of a tie that both girls and boys have to wear. From a gender studies perspective, it will be seen that clothing that is common to both men and women is regarded as feminine. Sometimes men and women do wear clothes that are different. Clothing is considered different for both genders, and in some cases, it reflects these differences. However, even in these cases, there are still similarities. For example, a school uniform may consist of a tie that both girls and boys have to wear. Sometimes, there is an overlap in men and women’s clothing. For example, both men and women may wear jeans, but women also wear saris, which are more traditional and conservative. Life in a Gendered World

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Physical spaces may be gendered. Think of the roads of a city – can anyone be out on the street at any time? There are no rules prohibiting anyone from going out onto the street. Yet it is found that women do not stay out on the streets as late as men do. Women also do not spend time hanging around on the streets – at a teashop, for instance, alone or chatting with friends. Men and women thus have different kinds of access to streets, and have different experiences of being out on the streets. In these ways, physical spaces are gendered. Hence various aspects of living world are gendered. They differ for different genders, and the experiences of them differ in ways that depend upon the gender. The study of the gendered nature of the social and physical world is an important part of gender studies. The perspective of gender studies can be applied to a variety of situations from different academic disciplines – sociology, political science, economics, and others. Gender studies can also be applied to a variety of situations from different academic disciplines – gender studies can be applied to a variety of situations from different academic disciplines.

Women's unpaid housework is not calculated as part of GDP. If the GDP is to reflect the total of the goods and services produced in the country, should it not include household work? Women's housework is not taken into account when developing theories and concepts of gender. Yet women also contribute to the economy. The role of women in the economy should be recognized. The GDP should reflect women's contributions. The contributions of women in the economy should be recognized. Gender studies have questioned the theories and underlying assumptions of many disciplines. In doing so, it has also developed new tools and techniques for research. One of the most significant dimensions of gender studies is that it is political. It raises questions about power in society, and how and why power is differentially distributed between different genders. It also questions the distribution of gender roles and the role of women in society. The perspectives of gender studies are applied to many situations from different academic disciplines. Gender studies can be applied to a variety of situations from different academic disciplines – gender studies can be applied to a variety of situations from different academic disciplines.
about who has power over whom, in which situations, how power is exercised, and how it is and can be challenged. Different theories and perspectives within gender studies have different approaches to these questions, and look for answers in different social processes. In addition to its focus on the history and achievements of women, gender studies has inspired research and curricula that address men’s lives, masculinity and the lives of people identified as Gay, Lesbian, Bisexual or Transgender (LGBT).

Being LGBT is not just about physical attraction, but rather, encompasses the same needs all people have, to love another person and be loved in return. Regardless of sexual orientation, we all have the same basic emotional needs. At times you may have heard LGBT people spoken of as if their entire existence was limited only to their sexuality, but this is only part of their being and how they identify. Being a real woman, real man, lesbian, gay or bisexual is more than just sexual orientation. What it means to be a ‘real man’ or ‘real woman’ in any culture changes and evolves through time and place.

In sociological terms, gender roles refer to the characteristics and behaviors that different cultures attribute to the sexes. Whether it means to be a real man in any culture requires male sex characteristics and behaviors to define a man. Likewise a ‘real woman’ needs female sex and feminine characteristics. Hence any cultural difference in the sexes is based on male and female sex characteristics and behaviors. What it means to be a ‘manly’ or ‘womanly’ in a given culture depends on the characteristics and behaviors that culture attributes to the sexes.

Gender: Masculine and Feminine

Sex: Male and Female

Difference between Sex and Gender

Throughout history, many of our great writers, poets, actors, scientists, artists, thinkers, sports figures, and philosophers have focused on the differences between men and women. However, it is important to note that these differences are not just biological, but also cultural and social. The idea of a woman being a ‘true woman’ or a man being a ‘true man’ is based on cultural and social norms that vary across time and place.

In sociology, gender refers to the social roles, expectations, and behaviors that are associated with being male or female in a particular culture. Gender roles are learned and reinforced through socialization processes, and are influenced by factors such as family, peer groups, and society at large.

Applications of these questions and look for answers in different social processes can be influenced by different theories and perspectives within gender studies. Understanding these differences can help us better understand the experiences and perspectives of different individuals and groups. For example, the concept of power dynamics can be explored within different theories and perspectives, understanding how power is exercised and challenged can provide valuable insights into the ways in which gender roles and expectations are negotiated and challenged within society.
pregnancy, childbirth and differences in psychology can be attributed to sex-related characteristics. Gender describes the characteristics that a society or culture delineates as masculine or feminine. Hence, gender refers to the socially determined differences between women and men, such as roles, attitudes, behavior and values. Gender roles are learned and vary across cultures and over time; they are thus amendable to change. Gender is a relational term that includes both women and men. Gender equality focuses on changes for both men and women.

**Sex Vs Gender**

Sex refers to the biological and physiological characteristics that define men and women. It is defined as the anatomical and physiological characteristics that signify the biological maleness and femaleness of an individual. Gender, on the other hand, refers to the socially constructed roles, behaviors, activities, and attributes that are considered appropriate or expected for a particular sex. Gender emphasizes that masculinity and femininity are products of social, cultural, and psychological factors. In our society, men and women perform different roles and are assigned different responsibilities. 

**Importance of Gender Studies**

Understanding the social construction of gender starts with explaining and differentiating these two concepts. By differentiating sex from gender, we begin to see the complexity between these two concepts. Gender is determined by the society in which an individual lives and is defined by the social construction of gender roles. Sometimes it is hard to understand exactly what is meant by the term ‘gender’ and how it differs from other terms such as characteristics, roles, and norms. Gender-related factors such as gender differences in psychology can be attributed to sex-related differences.
Case 1: Neetu's cousin Aman has joined the Merchant Navy. His job sounds interesting and fun – he travels all around the world, visiting so many different places. Neetu is also thinking of the Merchant Navy as a career option after she finishes school. However, her uncle discourages her.

"How will you manage your family life?" he asks. "You would be sailing for months at a time. Who would look after your children?"

If we try to identify the differences between girls and boys, some of the following lines will be heard: Girls are more sensitive and emotional – more likely to get upset, scared, more likely to cry. They are also sensitive in another sense of the term – they are more aware of other people's feelings (have you ever heard the phrase 'female intuition?') and more caring towards others. They may extend this to an ability to take care of others – in other words, they have 'nurturing' traits. Conversely, boys are stronger (physically and mentally) and more authoritative. They are physically less gentle, perhaps somewhat rough. They may be less sensitive but they are bold and outgoing, rational and practical. They have to be – after all, they have to go out into the world, earn their livings, and support their families.

These paragraphs give a sense of what is generally defined as 'gender'. As stated earlier, 'gender' refers to the characteristics that are culturally and socially imparted on the basis of a person's biological sex. 'Femininity' refers to those characteristics that are associated with being female – with being a girl or woman. 'Masculinity' refers to those characteristics that are associated with being male – with being a boy or man. Meditation, or how these characteristics that are associated with being a girl or woman are generally defined as feminine, and how these characteristics that are associated with being a boy or man are generally defined as masculine, are also to be taken into account. Boys need more independence and responsibility; girls need more opportunity and encouragement. They need more freedom to explore their personal options, and more chance to choose their own paths. They may extend this to an ability to take care of others – in other words, girls have nurturing traits.

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What would you advise your children?" he asks. "You would be sailing for months at a time. Who would look after your children?"

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Gender studies explores power as it relates to gender and other forms of identity including sexuality, masculinities and femininities, race, class, religion, nationality and gender systems in the society. The degree of control exercised by certain people/institutions/organizations over material, human, intellectual and financial resources can be defined as Power. The control of these resources becomes the source of power. It is dynamic and relational and exercised in the social, economic and political relation between individuals and groups. It is also distributed unequally where some individuals or groups have greater control over the resources and others have little or no control. Male dominance can be expressed in various ways – for example, within the institution of the family, in the greater rights given to men, through the ownership and control by men of resources like land and other assets. Within gender studies, the term refers to a social system wherein men dominate over women. The underlying ideology of a patriarchal society is all about the men possessing superior qualities or typical attitudes and traits like – virility, strong will power, authority, dominance,Submissive, suppression, manipulation, control, intimidation, just to name a few. This is how the patriarchal system works. Men devise the rules and hold dominating positions in all forums both inside and outside the home. In such a societal setup, a woman is seen more as a subordinate who is required to follow the rules and dominate in economic and political spheres. If a woman tries to take control in community in decisions and government, she is seen as illegitimate. Men are considered as the heads of the households and hold the power to make decisions in the family. In many cultures, the concept of patriarchy is enforced through the tradition of arrange marriages and dowry. This is how the system works. In contrast, a woman may be considered a submissive figure who supports the man (husband) and is expected to be obedient and respectful, especially in the presence of male figures in society. This is how patriarchy is enforced in many cultures.

Patriarchy can be understood in various ways - for example, within the institution of the family, in the workplace, and in social and political spheres. Male dominance is seen as a natural and inherent quality, and women are expected to submit to men's authority. This is how patriarchy operates in different communities and cultures.
societies men will have greater power and control over the economy. In such a scenario, because men have higher income and greater hold on the economy, they are said and considered to be dominant. There are a variety of ways in which patriarchy can be enforced. This may include extortion through violence, physical and mental assault and other forms of harassment, and the demeaning of their efforts to unify and resist. Authoritarian traits are typical of patriarchal societies and they rely heavily on legal-rational approaches of association, show stronger martial implication and also reliance on police suppression to impose authority. In such a setting it is a general trend to hold contempt for women and for her attempts to liberate herself. In these societies, women are presented with an interpretation of the world made by men, and a history of the world defined by men’s actions. For instance, in history when we read about war and conquests, we read more about male warriors, whereas the stories of women are scanty. The experiences of women are defined by men, and this is reflected in history, when we read about wars and the world defined by men’s actions. Women in history are viewed as passive or as victims, whereas men are portrayed as active and capable. This has a profound impact on gender roles and power dynamics in both personal and societal relations. Women are often portrayed as inferior and powerless, while men are portrayed as superior and powerful. This power dynamic perpetuates the cycle of inequality and oppression, and it is essential to address these power imbalances to promote gender equality and social justice.

Analyze the case given below and come up with possible reasons behind the series of events depicted and their best possible solutions according to you.

"Suhana and her husband were working in the same multinational organization where she was paid lesser wages than her husband for the same profile. She also faced pressure from her in-laws to stop going to work. She had to support her mother in law and had less money than her husband for the same profile."

Different degrees of power are sustained and perpetuated through social stratification like gender, class, caste etc. Power can be understood as operating in a number of different ways:

• Power over: This power involves a situation where one person or group has control or influence over another. This type of power is often based on force or intimidation and is not voluntary.

In the case of Suhana and her husband, the gender-based power imbalance is evident. Suhana is being forced to give up her job and contribute more money due to the pressure from her in-laws, which is a clear example of power over. It is important to address such power imbalances to ensure gender equality and promote social justice.

Possible solutions:

1. Encourage open communication between Suhana and her in-laws to foster understanding and respect for each other’s perspectives.
2. Provide legal aid and support to Suhana to help her navigate the legal system and protect her rights.
3. Educate Suhana’s in-laws about gender equality and the importance of supporting women’s rights.
4. Advocate for policies that promote gender equality in the workplace and support women in their professional growth.
5. Provide resources and support to Suhana to help her maintain her job and contribute to her family’s financial needs.
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tradition in their mother's home and what woman respond to different situations and conditions
within a culture or society's dynamics, relationships, and dynamics of men and woman in
power: 
- Power to: This power relates to having decision-making authority, power to solve problems and
  can be creative and enabling;
- Power with: This power involves people organizing with a common purpose or common
  understanding to achieve collective goals;
- Power within: This power refers to self-confidence, self-awareness and assertiveness. It relates
to how individuals can recognize through analyzing their experience; how power operates in
their lives, and gain the confidence to act to influence and change this. It also analyzes how gender
plays out in politics, life, culture, workplace, athletics, technology, health, science and in the production of
knowledge. College is a key to success in life. In order to achieve success in life with little or no struggles,
one has to go to college to get an education that will lead them later on to a career of their choice. College
courses emphasize critical thinking and analysis with social justice activism teaching interdisciplinary methods.
The perspective of gender studies can be applied to a variety of situations from different academic disciplines –
sociology, political science, biology, law, and economics. Thus, gender studies encompass many
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disciplines. It is multidisciplinary. This is an important dimension of gender studies because it
has also pointed out certain gaps in various disciplines. This helps us to explore intersections of
femininity studies, masculinity studies, and assists students with professional development.
Gender studies emphasize relation between gender and society historically and cross-culturally,
and on the changes occurring in the roles of women and men, and on the participation of women in
the major institutions of society and on women themselves. Gender roles can be defined as the
social roles that a person is expected to fulfill based upon his or her gender. These vary in
different social, cultural, and historical contexts. They vary among different societies and
cultures. Gender and gender roles change and develop throughout a lifetime. Gender roles are
socially defined and shaped by society's expectations. Gender roles are based upon societal norms and
values which are learned and internalized through socialization and social interaction. These gender
roles can be understood in terms of their intersection with other dimensions of power,

In order to understand society, one must understand its interaction with power. Power is
interconnected and cannot be studied in isolation. Power is an inherent part of social life and
understands power, power symbols and power functions.

Power is the ability to influence decision-making authority, power to solve problems and

• Power within: This power involves people organizing with a common purpose or common
endorsed roles; therefore they ascribe to acquire distinct and diverse sets of knowledge and
needs. Ever since human started living in societies, the differentiation between the male and the
female gender and implicated specific lifestyle, duties and functional areas for each of these
genders began. In many societies across the globe a differentiation is seen between the roles and
relations of men and women. The socio-cultural norms of a society are instrumental in
demarcating the gender relations. They indicate the way men and women relate to each other in a
socio-cultural setting and subsequently lead to the display of gender-based power. This develops
from the expected and gendered roles assumed by men and women and the impact of their
interactions. A good example for this can be 'The family'. In this setting man assumes the
provider and decision maker's roles and woman takes-up the familial and childcare roles. These
power relations are biased because the male has more power in making financially, legally and
socially influential decisions. Roles, assumed attributes and socio-cultural norms lead to the
design of behavioural blueprints. Those who do not conform to these roles are seen to be deviant
as per the societal standards. In most of the societies the family systems are based on the similar
structure of such gender roles and it is predesigned that those who do not conform to the societal
norms are seen to be socially deviant. The role of a man and a woman in society is influenced by a variety of factors. These factors vary
from a man and a woman in society is influenced by a variety of factors. These factors vary
from region to region and are decided by the power dynamics of men and women. The influence of
society is evident in all aspects of life, such as work, education, health, and social interactions.
The societal and cultural norms dictate how people should act and interact within society.
Through socialization, people learn about gender roles and expected behaviors.

The role of parents, teachers, and peers play a significant role in shaping gender roles and
expectations. Parents are the first to introduce gender roles to children and teach them about
appropriate behavior. Teachers also play a crucial role in reinforcing gender roles and
expectations in the classroom setting. Peers, especially during adolescence, influence
gender identity and behaviors. Throughout life, individuals continue to learn and
adapt to new gender roles and expectations. In contemporary society, there is a growing
movement to challenge traditional gender roles and promote inclusivity and diversity.

Gender roles are societal, cultural, and personal. They regulate how males and females should
think, speak, dress, and interact within the context of society. Learning reinforced through various societal
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institutions, cultural practices, and societal expectations. These experiences shape gender
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While various socializing agents—parents, teachers, peers, movies, television, music, religion—teach and
strengthen gender roles throughout the lifespan, parents probably exert the greatest influence. The way in which gender
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roles and expectations of men and women are determined by societal standards and expectations.
The society is currently experiencing a gender revolution in terms of changing roles, beliefs, and practices. The relationship between knowledge, power, and gender is changing with this societal change and many families are experiencing yet trying to cope with the dilemma of the changing gender roles.

Gender Studies as an academic discipline

Gender Studies is a well-established interdisciplinary field of study that draws on knowledge from the humanities, social sciences, medicine, and natural science. The academic foundation of Gender Studies was laid down in many countries in the 1970s when women in Academia protested against the ways in which academic knowledge production made women invisible and ignored gendered power relations in society. Interdisciplinary study environments started to mushroom, among others in many European countries and in North America, where so-called Women's Studies Centres were set up, gathering critical teachers and students who wanted to study gender relations and women, in particular. The Women's and Gender Studies Program offers feminist perspectives on the human experience, analyzes the role of women in history, challenges cultural assumptions about women, and emphasizes the contributions of women and discusses the larger, gendered dimensions that are part of female experiences. It also recognizes that gender is co-created knowledge with men from all academic fields and disciplines.

The aim of Gender Studies was to generate a new field of knowledge production which could be used to challenge the status quo in society, science, and culture. The aim was to gather well-founded scholarly arguments to change the way women's experiences, views, and positions are understood and represented. The research agenda was to address gender-based issues and gender expectations from a spectrum of disciplines, including cultural studies, economics, politics, and law. Students learn to apply a critical and innovative approach to existing science and academic scholarship, and to critically scrutinize the relationship between knowledge, power, and gender in interaction with other social divisions such as ethnicity, class, sexuality, national origin, age, and disability. This is achieved through the study of gendered power relations and the role of women in these relations. The program prepares students for careers in academia, politics, law, and other fields where gender issues are relevant.
Since the start in the 1970s, gender research has been inspired by and embedded in many different and sometimes partly overlapping scholarly traditions, such as empiricism, Marxism, psychoanalysis, post-structuralism, critical studies of men and masculinities, critical race theory, critical studies of whiteness, intersectionality and postcolonial theory, queer studies, lesbian, gay, bi and trans studies (so-called LGBT studies), critical studies of sexualities, body theory, sexual difference feminisms, black feminisms, ecological feminisms, animal studies, feminist technoscience studies, materialist feminisms. The field of study has grown and expanded rapidly on a worldwide basis, and given rise to a diversity of specific national and regional developments.

iii. Gender, economy and work participation

Think of the activities that take place in an average household during the course of a day. Food is cooked; cleaning is done – sweeping, mopping, and dusting. Groceries and other household items are purchased. Clothes are washed, dried, ironed. Sometimes household repairs are carried out. Garbage is discarded. Also, the people who live in the house need to be looked after. Sometimes they may have special needs – for example, babies need constant supervision. These are some of the things that are required to be done to keep homes functioning. These activities take a lot of time, and many are to be done on a daily basis. The people who do them expend a lot of energy and may be exhausted when they are finished. Most of the time, women perform these tasks. Put together, these tasks are called housework. Given this name, it may be surprising to learn that housework is not considered to be work in economic or social terms. If seen as a set of tasks that is normally performed by the women of a household, it is not for example, to be paid. The activities that are considered to be work in economic or social terms are those that are paid for, either by the person who does them or by someone else. This is in contrast to housework, which is not considered to be work. The question then is, 'why is the economic contribution of so many women seen as being so trivial?' These examples reflect certain changes in viewpoint that are very significant from the perspective of gender, economy and work participation.
point of view of gender studies. They reflect a change in perspective – a change in the way things are looked at.

Gender-smart jobs strategies need to identify and address multiple deprivations and constraints that underlie gender inequality in the world of work. The constraints are most severe among women who face other disadvantages, such as being a member of an ethnic minority, having a disability, or being poor. Social norms are a key factor underlying deprivations and constraints throughout the lifecycle. Norms affect women's work by dictating the way they spend their time and undervaluing their potential. Housework, child-rearing, and elderly care are often considered primarily women's responsibility. Further, nearly four in 10 people globally (close to one-half in developing countries) agree that, when jobs are scarce, men should have more right to jobs than women. Research shows that women are frequently disadvantaged by gender biases in performance and hiring evaluations. Jobs can increase women's agency, but a lack of agency also restricts women's job opportunities. In most developing countries, women have fewer choices in fundamental areas of day-to-day life, including their own movements, sexual and reproductive health decisions, ability to use household assets, and whether and when to go to school, work, or participate in other economic-related activities. Further, a large proportion of women in the world lack freedom from violence. The World Health Organization estimates that more than 35 percent of women have experienced gender-based violence. Without addressing these critical constraints on agency, women cannot take full advantage of potential economic opportunities. In terms of wage employment, men tend to dominate manufacturing, construction, transport, and communications whereas women are concentrated in health, social work, and education. Differences in education, training, preferences for job security, and the need for flexible working hours help explain this segregation. Gender sorting into different types of work reinforces disparities in earnings and opportunities.
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the International Labor Organization. In places where women's paid work has increased, in
particular, female-headed households are now more likely than ever to be single-parent
households. Women's increased economic activity and productivity has contributed to
higher wages for women and their families. The Global Entrepreneurship Monitor shows
that women are more likely than men to run single-person businesses and employ fewer
people. Female-owned businesses are generally smaller and employ fewer people. The Global
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Latin America and the Caribbean, gains have made significant contributions to overall poverty reduction. Gender equality in the world of work is multidimensional. Broadly, key dimensions include labor force participation, employment, firm and farming characteristics, earnings, and job quality. The last is the most difficult to measure and varies by context. However, full-time wage employment is a strong predictor of subjective well-being, and jobs that provide higher earnings, benefits, rights, and opportunities for skills development are more likely to expand women's agency. On virtually every global measure, women are more economically excluded than men. Trends suggest that women's labor force participation (ages 15–64) worldwide over the last two decades has stagnated, declining from 57 to 55 percent globally. Gender gaps are evident among farmers, entrepreneurs, and employees alike. Because of gender-specific constraints, female farmers tend to have lower output per unit of land and are less likely to be active in commercial farming than men. Female entrepreneurs typically operate smaller firms and in less profitable sectors. Female employees are more likely to work in temporary and part-time jobs, are less likely to be promoted, and are concentrated in less-productive jobs and sectors, with fewer opportunities for business scale-up or career advancement. Women and girls also do the vast majority of unpaid care and housework. Women generally earn less than men. ILO analysis of 83 countries shows that women in paid work earn on average between 10 and 30 percent less than men. Women are concentrated in less-productive occupations with fewer opportunities for business scale-up and income growth. Women are also more likely to leave the workforce for household and care responsibilities. Women's economic exclusion is compounded by cultural norms, social expectations, and gender stereotypes that limit women's education and career choices. Both the agency and lifecycle perspectives reinforce the message that overcoming gender inequality will not result from specific, isolated programs, but from a comprehensive approach that involves multiple sectors and stakeholders. Jobs tend to
new problems and perspectives for the nations in the process of globalization. In global world, we all face new challenges and opportunities. The driver of globalization is an important development theme related to the world in modern history. It is seen that a new era starts and nations begin to shape changes in their social, economic, and cultural systems.

Gender equality and women’s empowerment—through a better education

Gender equality and women’s empowerment—through a better education is crucial for increasing girls’ opportunities. Schooling is a good strategy for the underprivileged, women’s education can be used to create more opportunities in the world which has less economic. The type of economic matters in the process of globalization, it is evident that economic growth is critical to economic growth. But this is only one of the factors of economic growth on gender displacement to economic growth. In other words, the other factors are important. Women’s empowerment is closely connected to the economic growth between the two.
Information society is an important concept, it needs creative individuals, and governments should only train in school the individuals to adopt the new values and develop students' ability to acquire and use knowledge gains importance in the process of globalization. Therefore, there is a need for education in higher education and many other aspects of the process of learning. Training in higher education provides professionals with the skills and knowledge necessary to be effective in their careers. In the workplace, individuals are exposed to a mixture of practical classes and programs and are required to acquire and use knowledge. However, learners can develop their critical thinking skills, obtain democratic values and ethics and apply their knowledge independently in an effectively designed teaching-learning environment. Additionally, future universities and other institutions are expected to become more open to people of all ages who wish to further their education, which is inevitable in the globalized world. Globalization has a close relation with education. As education has an important place in shaping a society, globalization has to be connected with education and the global activities have a deep impact on it. Globalization of the world economies is leading to increasing emphasis on internationalization of the subjects included in a course of study. In schools, the curriculum and teaching methods are changing to reflect the needs of the global economy and attitudes towards higher education are changing. In the field of education, new partnerships are being formed and new models are being created. Higher education is crucial to the social, economic, and cultural health of the nation. It will help to transform the role of the educational community to provide higher education to people of all ages. Higher education is not only for the young, it is also for the old. It is a dynamic process that changes with the times and with the needs of society. The importance of education cannot be undermined, and its impact on the development of the country cannot be overstated. Education is crucial to the success of any country, and its quality is determined by the level of commitment of the government and the society at large. Therefore, education must be given the priority it deserves in order to ensure a better future for the country and its people.
important to the students learning recede to the background, and it is the totality of students' attributes that are important to the satisfaction of perceived needs. The focus of learning systems should be on both the local and global society.

To know the circumstances, consumers expect the learning system needs and opportunities in both. Educators who accept their special responsibility for the future they are needed by consumers to study and know about the future, while leading positive, proactive change by modeling it. Preparation and practice are needed by education consumers for lifelong learning the skills for continuous, self-directed learning, a consciousness of learning opportunities; methods for managing their own learning and awareness of their rights and responsibilities as consumer of education and training services. Consumers want a system that is a system of coherent, coordinated system resources, processes and outcomes for learning opportunities and knowledge of all forms of learning.
laptop computers, storage media, Internet, satellite TV, cellular telephones, and videoconferencing, globalization creates spectacular opportunities for increasing the dissemination of information and dialogue. The increased communication contributes toward a more interactive world, one in which communication and transactions can emerge between people who may never meet. There is indeed a shift toward the compression of time and space with today's information and transportation technologies. The Internet, in particular, permits instantaneous personal dialogue and communication. This inexpensive means of communication has been particularly helpful to people of all gender who now are able to exchange ideas on a regular basis with colleagues from both the South and the North. The considerable flow of information, however, does not necessarily equate with knowledge or wisdom. The information received through the Internet, for instance, must still be digested and put into an analytical framework. Further, the world evinces inequality in the access to telecommunications that may change over time. To call ourselves a 'network society' highlights the relevance of technology and acknowledges the significant contributions of fast and inexpensive communication to needed social action but implies a much more even distribution of knowledge and opportunities. The prevailing norms, practices, rules, regulations do not permit serious efforts to use gender as a crosscutting theme and mechanism in public policy or in the labour market to provide attention to the redressing of inequalities between women and men.

Globalization presumably liberates everyone and narrows gender differences in educational outcomes and decision-making. The advances in technology have brought about changes in the use of knowledge and access to information through the Internet. However, the Internet's role in narrowing gender differences and reducing global inequalities in the flow of information remains uncertain. While the Internet offers new opportunities for education, it is clear that the impact of the Internet on educational outcomes is still being debated. The Internet's potential to reduce gender inequalities remains uncertain, and more research is needed to understand the relationship between technology and gender equality.