

Mahatma Gandhi Institute of Technology

Gender Champion Club (GCC)

(A Joint Initiative of the Ministry of women and Child Development and Ministry of Human Resource Development)

The Ministry of Women and Child Development and Ministry of Human Resource Development in collaboration and support of the University Grants Commission (UGC), provided guidelines to the schools, colleges and universities across India to initiate Gender Championship Club (GCC) in their institutions in July 2017. Abiding by the guidelines of the competent authorities, MGIT constituted a Gender Championship Club (GCC) and formally inaugurated the club activities on 26th February, 2018 during the college techno-cultural annual day NIRVANA-18 celebrations in the presence of the Principal, the Chief Guest Prof. Asma Rasheed, EFLU, Hyderabad, HoDs, GCC faculty and student Club members along with the student participants. The purpose of the club is to provide an integrated and interdisciplinary approach to understand the social and cultural constructions of gender that shape the experiences of women and men in society. The goal of the club is to make young boys and girls gender sensitive and create positive social norms that value the female gender and their rights. GCCs are established across India to promote gender equality and transform the mode of interaction at all levels such as home, school, college, workplace and society in general. This would also create an environment that fosters equal gender treatment.

The club primarily aims at spreading social awareness of gender equity through theme based skits/role-plays, poster presentations, painting competitions, short films/documentaries, panel discussions, focused group discussions, debates, oral presentations, storytelling etc. The purpose of conducting such programmes is to strengthen potentiality of the youth to advocate for gender equality and monitor progress towards gender justice. Such initiatives of GCC in academic institutions further help in bridging the long standing gap created by the highly segregated Indian education system between the male and female genders. Furthermore, GCC equips the young minds address and resolve issues about gender stereotypes, various forms of gender based

discrimination, gender equity and equality, legislations, life skills etc in a comprehensive manner. Therefore, GCCs transforms the young boys and girls into gender champions and sensitize their outlook and philosophy towards all the genders.

GCC Nodal Teachers:

1. Dr. Krishna Chaitanya E., Asst. Prof. of English, Convener & Nodal Teacher GCC
2. Mr. K. Venkata Ramana, Asst. Prof. of English, Nodal Teacher GCC
3. Dr. C.N.A. Chandra Rao, Asst. Prof. of English, Nodal Teacher GCC
4. Dr. Meenakshi Barad Asst. Prof. of English, Nodal Teacher GCC
5. Dr. V. Aparna Reddy, Asst. Prof. of English, Nodal Teacher GCC
6. Ms. B. Prashanthi, Sr. Asst. Prof. of CSE, Nodal Teacher GCC
7. Ms. P. Maitreyi, Asst. Prof. of IT, Nodal Teacher GCC
8. Mr. G. Nagi Reddy, Asst. Prof. of CSE, Nodal Teacher GCC
9. Mr. Bhomik Ketari Deogade, Asst. Prof. of MME, Nodal Teacher GCC
10. Mr. S. Ajay Kumar, Asst. Prof. of Mechanical Engineering, Nodal Teacher GCC
11. Ms. G. Usha Rani, Asst. Prof. of ECE, Nodal Teacher GCC

Introduction

Gender socialization begins early, and it is important to initiate change process at a young age to shape attitudes and transform behaviors. Schools and colleges play a major role in this regard, because students spend large amounts of time engaged with peers in such settings. Creating positive social norms in educational institutions that value girls and their rights is important to improve the well-being of girls and achieve long-term and sustainable social change.

India is home to around 232 million individuals aged 15-24 years, who account for 19.15% of the country's population. Engaging with these young students is crucial to help them critically assess notions of masculinity and question prevailing gender inequities.

We need to engage with them to challenge and shift gender norms that contribute to girls and women having less worth, opportunities and decision-making ability than boys and men. In order to promote gender equality, guaranteed by Article 15 of the Indian Constitution, we need to

change the mode of interaction at all levels - home, school, workplace and so on. To increase the outreach for creating an environment that fosters equal treatment, Government of India envisages engagement of Gender Champions in all schools and colleges across the country. Gender Champions can be any student above 16 years of age enrolled in educational institutions. It is a joint initiative of the Ministry of women and Child Development and Ministry of Human Resource Development.

Aim of the GCC

The aim of the Gender Champion club is to provide an integrated and interdisciplinary approach to understand the social and cultural constructions of gender that shape the experiences of women and men in society. The aim of the club is to make young boys and girls gender sensitive and create positive social norms that value the female gender and their rights.

2. Vision of the GCC

Gender Champions are envisaged as responsible leaders who will facilitate an enabling environment within their schools/colleges/academic institutions where girls are treated with dignity and respect. They will strengthen the potential of these young people to advocate for gender equality and monitor progress towards gender justice.

3. Objective of the GCC

The broad mandate of a Gender Champion is to provide an integrated and interdisciplinary approach to understanding the social and cultural constructions of gender that shape the experiences of women and men in society. The aim is to make the young boys and girls gender sensitive and create positive social norms that value the girls and their rights.

4. Roles and Responsibilities of a Gender Champion

The responsibilities of the Gender Champion will include the following:

- i. Provide overall guidance to the peer group in integrating /mainstreaming gender in all activities of the Institution in the form of **focused group discussions, debates, poster competitions** etc.
- ii. Engage a variety of stakeholders from the school, college, civil society organizations, women's groups and media in gender mainstreaming activities.
- iii. **Identify gaps** in school/college's activities vis-à-vis gender, and make recommendations on how to address these gaps, e.g., observe classrooms to detect bias in interactions
- iv. Promote Gender Champion Club in their educational institutions and undertake innovative activities, like creating a website or blog on gender equity and regularly writing an equity column on issues on, e.g. **untold stories of extraordinary boys, girls and transgender** who changed lives of women and girls, **about enabling legislations, government schemes** or about **finding a new Gender Champion** in his/her educational institution, or competitions to analyze greeting cards from gender perspective, **organize film fest on gender equity** etc.
- v. Organize awareness programmes on various gender issues including legislations to influence behaviour change. This could be facilitated through **workshops, theme based plays, films, painting competition**, etc.
- vi. Organize the **school annual function or the college fest on theme of gender equality** and women's empowerment and encourage students to sign up and express their support for gender justice and equality in attractively designed Gender Champion booths.
- vii. Organize **exposure visits** to various public service institutions at the village, block, district and city level (public health centres, hospitals, post offices, banks, police stations, block office, SDM/DM office to facilitate knowledge about gender issues as they affect diverse populations.
- viii. **Popularize phone numbers** of such services as police helpline, women helpline, hospitals among students.
- ix. Arrange for providing necessary life skill education and information/guidance about existing public services to their fellow students.
- x. Demonstrate knowledge of important Government schemes, events, legislation, and court rulings which has a major impact on the treatment and experiences of diverse groups.
- xi. Document best practices to measure the extent of behavior change and display the same through exhibitions, fests, annual magazines etc.