

Systematic Review on Gender Sensitization with Special Reference to Educational Perspectives

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ABSTRACT

Gender sensitisation in education aims to challenge and dismantle discriminatory gender stereotypes, roles, and inequalities by promoting awareness, understanding, and respect for differences and advocating for equal opportunities for all individuals, regardless of gender. Gender sensitisation plays a crucial role in building an equitable society by challenging stereotypes, breaking discriminatory practices, and fostering respect for diversity. Within the realm of education, gender sensitisation holds even greater significance as schools, colleges, and other institutions are primary spaces where attitudes, values, and perceptions are shaped. Integrating gender-sensitive approaches into curriculum design, pedagogy, teacher training, and institutional policies not only ensures equal opportunities for learners of all genders but also helps create inclusive learning environments. From an educational perspective, this involves revising curricula, training teachers as agents of change, incorporating gender-sensitive teaching practices, fostering inclusive classroom environments, and implementing policies that support parity and equity for all students and staff. By emphasising the role of education in nurturing equality, empathy, and empowerment, this work underscores that gender sensitisation is not just an academic discourse but a practical necessity for achieving social justice and sustainable progress. In this article, a systematic review on gender sensitisation with special reference to educational perspectives has been discussed.

Keywords: *Gender, Sensitization, Education.*

INTRODUCTION

Gender sensitization refers to the process of creating awareness and developing sensitivity towards issues related to gender equality, gender roles, and the elimination of discrimination. It aims to foster respect, equity, and inclusivity among individuals, thereby addressing the deeply rooted stereotypes and biases that exist in society. In a world striving for social justice and equal opportunities, gender sensitization has emerged as a critical approach to dismantle prejudices and ensure holistic human development.

Education plays a pivotal role in shaping attitudes, values, and behaviors. Schools, colleges, and universities are not merely spaces of knowledge transmission but also of socialization, where learners develop perceptions about identity, relationships, and roles within society. Integrating gender sensitization into the educational framework ensures that young minds learn to appreciate equality, challenge stereotypes, and respect diversity from an early age. It also enables teachers, administrators, and policymakers to create a gender-just environment conducive to inclusive growth.

The educational perspective of gender sensitization involves rethinking curricula, teaching methodologies, classroom interactions, and institutional policies so that they reflect principles of equity. By addressing biases in textbooks, encouraging participatory pedagogy, and promoting gender-sensitive practices, education can serve as a transformative tool to reduce inequality. Furthermore, training educators in gender sensitivity equips them to identify subtle forms of discrimination and respond effectively, thereby fostering safe, respectful, and empowering learning environments.

It involves educating individuals about gender equality concerns and making them conscious of existing gender disparities and the need to eliminate discrimination. Gender sensitization encourages people to examine their personal attitudes and beliefs about gender and to question the realities of traditional gender roles and expectations, which are often socially constructed. The goal is to foster empathy for the experiences and challenges faced by different genders, leading to a change in behavior and a more respectful outlook. It helps differentiate between biological sex and socially constructed gender and understand how gender roles can impact individuals' lives and opportunities. Teachers are positioned as crucial agents of change, needing training to model positive attitudes, beliefs, and practices, and to implement gender-sensitive initiatives in their classrooms. It is a fundamental strategy for achieving gender equality by addressing both the practical and strategic needs of boys and girls. Education serves as a powerful tool to transform mind-sets and create a more gender-sensitive society. Thus, gender sensitization in education is not only a matter of policy but also a moral and social imperative. It is instrumental in nurturing responsible citizens who uphold human dignity and work towards building a more equitable and just society.

SYSTEMATIC REVIEW OF LITERATURE

Sewani, A. & Kabra, A. (2023). One of the key pillars of the social structure is education. In many different fields, the educational process serves as a platform for interactions between educators and students. It plays a variety of roles in social and personal development. It also encourages improvements that are development-oriented. Gender equality is considered a fundamental element in democratic societies. However, the topic of gender equality is still crucial today. The 2015 Global Monitoring Report: Education for All 2000-2015: Achievements and Challenges by UNESCO highlights the subject of gender equality. The current B.Ed. program includes the course "Gender Issues in Education" in the curriculum. Teachers will be able to give girls and boys equal opportunity and refrain from gender discrimination thanks to this course. The study's primary goal is to investigate how sensitive potential secondary school teachers are to gender discrimination. A total of 400 potential secondary school teachers were chosen using the survey approach. Data was gathered

using a tool that was created by the researcher. The study's conclusions indicate that there are no appreciable differences in the gender sensitivity of aspiring secondary school teachers with regard to gender discrimination. Regarding gender sensitivity to gender discrimination, there is no discernible difference between first- and second-year prospective teachers, male and female prospective teachers, and secondary school prospective teachers from government and private institutions.

Nath, M., Sharma, P. & Gupta, R.M. (2023). Over the past three decades, gender role attitudes have drawn a lot of attention as society's concerns have shifted from male supremacy to the freedom of the feminine sex. Deeply ingrained gender sensitivity in a nation's civilization can be explained by the attitude of its citizens. The current study, which sheds light on university students' attitudes toward gender roles, was conducted purposefully on 200 students at Punjab Agricultural University in Ludhiana, Punjab, India, in the years 2021–2022. A standardized, pre-tested questionnaire was used to gather primary data. The results showed that 40.50 percent of the respondents had a transitional attitude, while half of the respondents had an egalitarian gender role attitude. While half of the male respondents had a transitional mindset, the majority of the female students had an egalitarian perspective. Given that Indian society is patriarchal and dominated by men, this disparity in gender role attitudes is to be expected. It is recommended that more focus be placed on gender empowerment and that parents be made aware of the importance of teaching their sons to share tasks regardless of gender role stereotypes.

Goel, R. (2023). The process of shifting stereotypes and ideas to change behavior by increasing awareness of issues related to gender equality is known as gender sensitization. Accepting the fundamental rights linked to gender equality for all people, without discriminating against women, is what gender sensitization entails. Respect for people of all sexes is fostered by gender sensitivity. Create a friendly and agreeable atmosphere where both sexes respect and trust one another without making sexual references through gender sensitization. A child's early upbringing is greatly influenced by their teachers. Their ideas and beliefs have the power to alter young children's cognitive processes. During their formative years, children readily cultivate the virtues and values that are taught to them. Teachers should be required to do gender sensitivity training. They will be able to spread the ideal mindset, which is founded on trust and respect between boys and girls, thanks to the training. I think that society shapes the kind of people we want to see in the world through the process of education, or schooling. In order to create a healthy society, it is crucial that the curriculum place a high priority on teaching the ideals of equality, inclusion, sensitivity, and diversity. The purpose of gender sensitization, according to this research, is to make people more empathetic and accepting of persons of different genders by challenging and then altering that fundamental thought process. This essay also aims to encourage people to analyze their own attitudes and perspectives, which will ultimately contribute to the development of a fair and balanced society.

Upadhyay, A. K., Khandelwal, K., Iyengar, J., & Panda, G. (2023). In order to address gender-based bullying, inequity, and violence in Indian organizations, this study examines the critical role that gender sensitization training plays. Using the theoretical frameworks of the Social Dominance Theory, Gender Role Socialization Theory, and Social Identity Theory, the study investigates the many manifestations of gender-related problems. The qualitative study investigates gender-based

violence, bullying, and inequality in Indian academic and professional contexts using an exploratory methodology. Additionally, the study investigates whether gender sensitization training is a successful tactic for advancing gender equality or merely a compliance tool. Preliminary research indicates that although the implementation of gender sensitization training in India has been delayed, its main focus has been on statutory responsibilities. Significant work is still needed to increase the effectiveness of gender sensitization training programs, notwithstanding national and international efforts to attain gender equality. While some organizations have implemented online training through technology, significant advancements are required. Lastly, this study highlights the significance of gender sensitization training as a transformative tool rather than a token gesture, underscoring the necessity of all-encompassing and sustained strategies to attain gender equality in Indian organizations.

Li, Y. et al. (2022). This study set out to investigate and evaluate school-age boys' and girls' subjective well-being, self-esteem, and gender equality consciousness. The results could help teachers teach mental health and gender equality in classrooms and schools. The study collected 284 valid questionnaires from 323 school-age boys and girls in Hunan Province, China, with an effective response rate of 87.93%. Subjective well-being, self-esteem, and gender equality are all included in the questionnaire. The influential factors were analyzed using multiple linear regression. Boys and girls showed the lowest awareness of gender equality in the occupational areas, whereas children's knowledge varied greatly throughout the three domains (family, occupation, and school). The children's subjective well-being and feeling of self-worth were significantly correlated. Numerous factors affected the subjective well-being, self-esteem, and awareness of gender equality of both boys and girls. Having androgynous (neither feminine nor masculine) traits aided in the children's development of gender equality consciousness and self-esteem. As a result, educators and educational institutions must educate about mental health and gender equality in a way that takes into account each boy's and girl's particular psychological characteristics.

Kalra, D., Sharma, M., Sumaiya, B., Devi, M., Ansari, S.N. (2021). Gender sensitization is the process of changing a person's behavior toward different genders. It is an effective instrument for altering a person's mentality by dispelling societal stereotypes and patriarchal ideas. In order to eradicate gender inequity, the educational system is essential. Through the development of a positive gender equity worldview, it has the capacity to alter and transform society. In order to create an atmosphere that is gender equitable, it is imperative that the ideology be reshaped by fostering a strong, logical, and progressive society toward the genders. The elements that promote gender sensitivity in schools are clarified in this paper. Four facets of gender sensitization have been identified by researchers: classroom practices, instructional materials, gender-based violence, and school infrastructure and management.

Rosa, R., & Clavero, S. (2021). Research and higher education are important tools for social change and empowerment. In the context of higher education as well as society at large, universities can be effective organizations for advancing diversity, inclusion, and gender equality. Universities, however, continue to be both gendered and gendering institutions. The extent to which gender still structures the divisions of academic labor and capital in very significant ways is demonstrated by the

persistence of gender imbalances and pay gaps at both the top and bottom levels of the academic hierarchy, gender segregation across academic disciplines and activities, the lack of integration of gender perspectives in teaching and research, and the prevalence of sexual harassment and assault on campuses, which was largely denied and silenced until the recent #MeToo movement. The percentage of women in higher education institutions (HEIs) was 23.6% in 2019, 1.9 percentage points higher than in 2017, and women's participation at the professorial level in the EU increased just a little between 2016 and 2019.

Masood, H. (2021). For any community to thrive in every way, it is imperative to take into account both men and women. The new term that social intellectuals and activists are using to increase awareness of gender issues is "gender sensitization." Gender sensitization, which seeks to change society by dismantling stereotyped thinking and behavior, altering people's perceptions, and increasing public knowledge of gender issues, has two essential elements: spreading awareness and altering people's attitudes toward gender. Education is widely regarded as a powerful instrument for enacting social change of any kind. The way that pupils view gender issues is greatly influenced by their teachers. To cultivate a positive attitude, one must get rid of negative thoughts regarding things, people, activities, events, or concepts. Each person's particular thoughts and stereotypes from their early years are to blame. By encouraging a good gender ideology, the teacher can affect the students' perspective. Young people cannot change or gain empowerment until they are aware of gender sensitivity. This essay seeks to clarify the part teachers play in fostering affective attitudes and a commitment to gender-sensitive settings in their pupils.

Kalra, D. & Sharma, A. (2021). Education-based gender sensitization can be a potent instrument for changing people's attitudes toward genders. A comprehensive list of gender-sensitive characteristics is extracted in this study and used to create a practical model known as the "Swivel of Gender-Sensitive Assortment." Four distinct facets of gender sensitization were taken from a thorough literature assessment to create this framework. Together with nine other parameters that comprise the outer disc shape, these gender-sensitive elements form the model's core. This model will help researchers, training consultants, and school organizations find the weaknesses in the educational system. Additionally, it will assist them in customizing gender-sensitive training programs based on individual needs and requirements following the completion of training needs analysis. Finding the factors influencing gender sensitivity in schools will be made easier with the use of the "Swivel of Gender Sensitive Assortment."

Advincula, G. B. & Cayabat, C.V. (2020). In terms of background characteristics, subject matter delivery, learning experience organization, didactic strategy design, and learning evaluation selection, the study assessed the degree of gender sensitization among Southern Luzon State University faculty members. Among the 267 faculty members who responded from the main campus, satellite campuses, and extension campuses, the researcher employed a descriptive survey questionnaire. As statistical methods, frequency and percentage, weighted arithmetic mean, t-test, and ANOVA were employed. Therefore, it was discovered that the majority of responses are from females between the ages of 46 and 50 who are straight, have six to ten years of experience teaching, are regular or permanent, and are from the main campus in Lucban, Quezon. The respondents

showed great agreement with their level of gender sensitization in terms of how the subject matter is delivered, how the learning experience is organized, how pedagogic tactics are designed, and how learning evaluations are chosen. When respondents are categorized based on their background characteristics, there is a notable variation in the gender sensitization of the subject matter delivery, didactic strategy design, and learning evaluation choices. Sex and years of teaching experience at SLSU, however, do not significantly affect how the learning experience is organized. Issues with equal rights, classroom management and instruction, personal reservations, the appropriateness of instructional materials, gender and development facilities, and gender sensitization awareness were among the issues that were encountered. The researcher hereby suggested an improvement program to appropriately handle the issues that need to be addressed.

Anand, P.A. (2020). A thorough literature review conducted for the current study revealed four domains of gender sensitization. In order to verify the validity and reliability of the study instrument, which consisted of 44 items in total, the researcher gave it to 100 students. The data came from five hundred ninth graders who attended Central Board of Secondary Education (CBSE)-affiliated private and public institutions in Delhi. Five hundred respondents were chosen from the pool using the stratified random sampling method. The present investigation employs a descriptive and exploratory research design. To analyze the data in this study, statistical techniques such as exploratory and confirmatory factor analysis were employed.

Vyas, A.N. (2020). India still has significant gender disparities in spite of the progress made in the last 20 years. Gender inequality may be reduced by programs that support gender equality during adolescence, while gender perspectives are forming. In a quasi-experimental study with a subsample of schools in rural Punjab and Rajasthan, India ($n = 2,894$ teenagers), gender equality scores improved by 0.66 points ($p.001$), gender roles, privileges, and restrictions by 0.41 points ($p.001$), and gender attribute mean scores increased by 0.17 points ($p.001$) in multivariable regression models that controlled for gender, grade, and district. The Girl Rising gender sensitization program has been implemented in 254 schools across India to assist youth in identifying, articulating, and sharing their gender-related experiences.

Khandave, K.B. et al. (2020). Gender sensitization is changing behavior and improving understanding of one's own and others' gender. Gender sensitization entails knowledge and comprehension of the roles and functions of males and females in society. The government resolved to amend the notion of gender sensitization. The objective of the study is to evaluate the knowledge and attitudes of adults regarding gender sensitization in certain regions of Pune city. The study aims to establish a correlation between the knowledge and attitudes of adults towards gender sensitization. We also aim to establish a correlation between the findings and specific demographic traits. We conducted a quantitative research study using a descriptive research design to assess adults' knowledge and attitudes on gender sensitization. We obtained three hundred samples from the Pune city region using a non-probability convenience sampling method. Data were examined utilizing descriptive and inferential statistics. The analysis incorporated the mean, standard deviation, and chi-square test at that frequency. We gathered data using self-structured questionnaires from October 25

to November 6, 2019. The majority of participants exhibited average knowledge and a positive attitude toward gender sensitization.

Jha, S.S. (2020). Gender signifies the distinctions in the social roles associated with various sexes. This relationship yields diverse health outcomes and influences care-seeking behavior. This study aimed to assess the attitudes of school-going teenagers towards gender equity and to investigate teachers' opinions within this framework in a school located in the tribal region of West Bengal. A cross-sectional, mixed-method study was performed among students in grades eight to twelve, selected through comprehensive enumeration, utilizing a predesigned, pretested, and validated questionnaire. We derived the questionnaire from the Gender Equitable Men scale and the International Men and Gender Equality Survey, which covered the domain of 'gender limitations.' "Gender characteristics" and "gender hegemony." The participants were classified into 'high,' 'moderate,' and 'low' groups based on their domain-specific attitude ratings. In-depth interviews (IDIs) were performed with seven purposefully selected teachers. Thematic analysis was conducted on the qualitative data. Girls exhibited a more favorable disposition toward gender equity. We should prioritize legislation pertaining to gender supremacy and violence. Implementing enhanced awareness campaigns on gender equity and advocating for women's health rights are crucial and timely interventions for women's health.

Baruah, B. (2019). Violence against women and girls is a global issue, manifesting to varying extents across all geographies, societies, and cultures. Women who face discrimination, insecurity, and deprivation of their fundamental freedoms and human rights are unable to contribute to national progress. Recently, there has been increasing apprehension regarding the prevalence and impact of violence against women among numerous groups. UNESCO is dedicated to advancing gender equality within educational systems, both official and informal, from early childhood through higher education and lifetime learning opportunities for everyone, with the aim of empowering all women and girls by 2030. Empowered women enhance the health and productivity of their families and communities. Gender mainstreaming is a fundamental approach to advancing gender equality in society. Gender sensitization is essential in contemporary society. It entails raising awareness of gender issues across all societal strata and fostering an understanding of the significance of providing equal opportunities and treatment to both men and women. Tertiary educational institutions should actively engage students in gender issues through courses and programs. A shift in perception and method of engagement is essential. Individuals must exhibit open-mindedness and impartiality in their ideas and behaviours to effectively execute gender-sensitive programs and policies. This paper seeks to examine the policies and strategies implemented by organizations and governments to foster gender sensitivity and equality in academia, as well as the efforts of higher educational institutions in India to educate students on gender issues and cultivate an understanding and appreciation for human rights among young Indians. The research relies on secondary data obtained from books, governmental manuals, official publications, journals, newspapers, and digital media.

Mittal, R. & Kaur, J. (2019). Empowerment is a multifaceted process, rendering it difficult to encapsulate succinctly. It can be defined by various attributes, such as self-sufficiency, financial autonomy, societal change, decision-making power, knowledge enhancement, assertion of equality,

resource management, and similar factors. The immediate necessity is to create a social milieu that discourages gender-biased conduct and promotes reasonable behavior in both men and women. We must regard gender sensitization as a vital initiative to empower women. The process of gender sensitization entails confronting societal stereotypes that perceive men and women as "unequal entities" confined to separate socioeconomic spheres. Gender sensitization modifies the views of both men and women regarding women. Men recognize women's achievements only when perspectives shift. Their egos begin to deteriorate, prompting them to favourably accommodate women. Consequently, an individual with gender awareness emerged as an instrument for transforming the status of women. They adopted a proactive approach, making intentional efforts to enhance women's capabilities. This essay examines how a gender-sensitive approach to women's empowerment is essential for achieving political, social, educational, legal, and health empowerment for women.

Srinivas, V. & Chinta, P.K. (2017). The present paper is an attempt to focus on the empirical status of gender as a curriculum in the form of towards a world of equals with the twin goals of gender equality and women's empowerment today. It also delves into opportunities and challenges that can be harnessed among Indian youth, given that India and its society have a herculean task of empowering women to provide them the scope and to prepare them for a safe and productive future. Gender-based inequalities are very common in India, which hinders the growth of a balanced nature of life in India.

Sarkar, S. (2017). Gender sensitization is the process of modifying stereotyped conceptions to transform behavior by highlighting issues of gender equality. Education is an essential tool for attaining gender equity and fostering national progress. In tackling these difficulties and limits, education is a sector that warrants particular attention. It has facilitated the reduction of disparities and is empowering women to engage fully in the 21st-century landscape, where they are essential to the attainment of several internationally acknowledged development objectives. The key to fulfilling the commitment to universal education is equitable education that benefits both women and men. Recognizing equal rights for women throughout all educational tiers, particularly in higher education where they are assuming a revolutionary role, is essential, as cognition is not constrained by gender. Gender sensitization is the process of modifying behavior by enhancing comprehension of issues pertaining to gender equality. Gender sensitization involves honouring the fundamental rights associated with gender equality for all individuals while avoiding discrimination against both women and men. Gender sensitivity enhances respect for individuals irrespective of sex. Promoting gender awareness fosters a congenial environment devoid of sexual innuendos and overbearing chauvinism that could undermine the mood. This essay contends that gender sensitization seeks to confront and ultimately transform specific cognitive processes while fostering empathy and compassion toward individuals of the opposite gender. This essay aims to urge individuals to examine their own views and attitudes, so fostering the development of a just and unbiased society.

Sharma, R. (2017). Gender denotes the social categorization of individuals as 'masculine' or 'feminine.' Gender is a social construct of sex, originating from many social organizations. These encompass familial structures, educational establishments, professional environments, religious

frameworks, ideologies, and societal conventions. Gender inequality has consistently been a significant concern in our nation. Gender sensitization refers to the alteration of behavior through the enhancement of awareness regarding gender equality and its associated issues. It does not imply antagonizing one gender against another. Gender sensitization is an essential prerequisite for the healthy development of an individual. An individual may struggle to comprehend the other gender without being attuned to their specific needs. History has acknowledged the necessity for gender sensitization, which has grown increasingly imperative in the current context. In a varied society such as India, which has experienced significant gender discrimination historically, gender sensitization is essential. It is crucial to educate the younger generation to enhance their awareness and sensitivity regarding the issue. Teachers and higher educational institutions, such as colleges and universities, can significantly contribute to developing gender sensitization among the youth. Educational institutions and their educators can be pivotal in advancing gender sensitization. This study seeks to examine the necessity of gender sensitization and the role of educators and educational institutions in eliminating gender inequity. The article will also examine the significance of gender sensitization and self-awareness among the general populace.

Malavi, J. (2016). The Indian Constitution ensures women possess economic, political, and civic rights; nevertheless, despite ongoing efforts to enhance their status within families and society, the average Indian woman continues to lack these rights, freedoms, and equality. Ironically, even in the 21st century, despite the pinnacle of scientific and technological advancement, women continue to be regarded as inferior to males due to a failure to acknowledge the distinctiveness of the other gender. It is essential to discuss and promote understanding of gender sensitization among students through Swarnakumari Debi's novel, *The Uprooted Vine*, which depicts Indian society, familial structures, and the struggles of women within a patriarchal framework.

Najjar, O.Y. & Shahin, S. (2015). The concept of gender in translation has been the subject of a great deal of research recently. This study examines the effects of gender sensitivity on Palestinian society by examining academic rules, newspaper ads, and official circulars issued by Palestinian institutions in both Arabic and English. It also shows how cultural differences negatively impact the treatment of gender issues in Arabic and English and how Palestinian translators often reject the gender sensitivity that limits their translation. It concludes that training translation professionals should pay close attention to social, ideological, and cultural factors in order to manage gender difficulties in their translations. Source texts should also be carefully examined and studied to ensure that the translation in question does not contain any gender bias. Customs and traditions must be considered for more authentic renderings.

CONCLUSION

Gender sensitization is not merely an academic concept but a social necessity that shapes the values, attitudes, and practices of individuals and institutions. Within the sphere of education, it holds a transformative role in challenging stereotypes, promoting inclusivity, and fostering respect between genders. Schools, colleges, and universities serve as the foundation where young minds are nurtured, and therefore, they must act as catalysts in eradicating gender bias and ensuring equality. Gender

sensitization in education requires a comprehensive, integrated approach, moving beyond isolated efforts to a systematic transformation of curricula, pedagogy, and teacher training to challenge stereotypes and foster gender equality, respect, and empathy in students. The conclusion is that while progress has been made, ongoing commitment is vital to create an inclusive educational environment where all individuals have equal opportunities and are treated with fairness, free from discrimination and biased attitudes.

By integrating gender sensitization into curricula, training teachers in gender-sensitive approaches, and creating supportive policies, the educational system can empower students to embrace diversity and equity. This not only strengthens the democratic fabric of society but also paves the way for holistic development, where both men and women contribute equally and meaningfully. Ultimately, gender sensitization in education is a step towards building a just, empathetic, and progressive society.

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