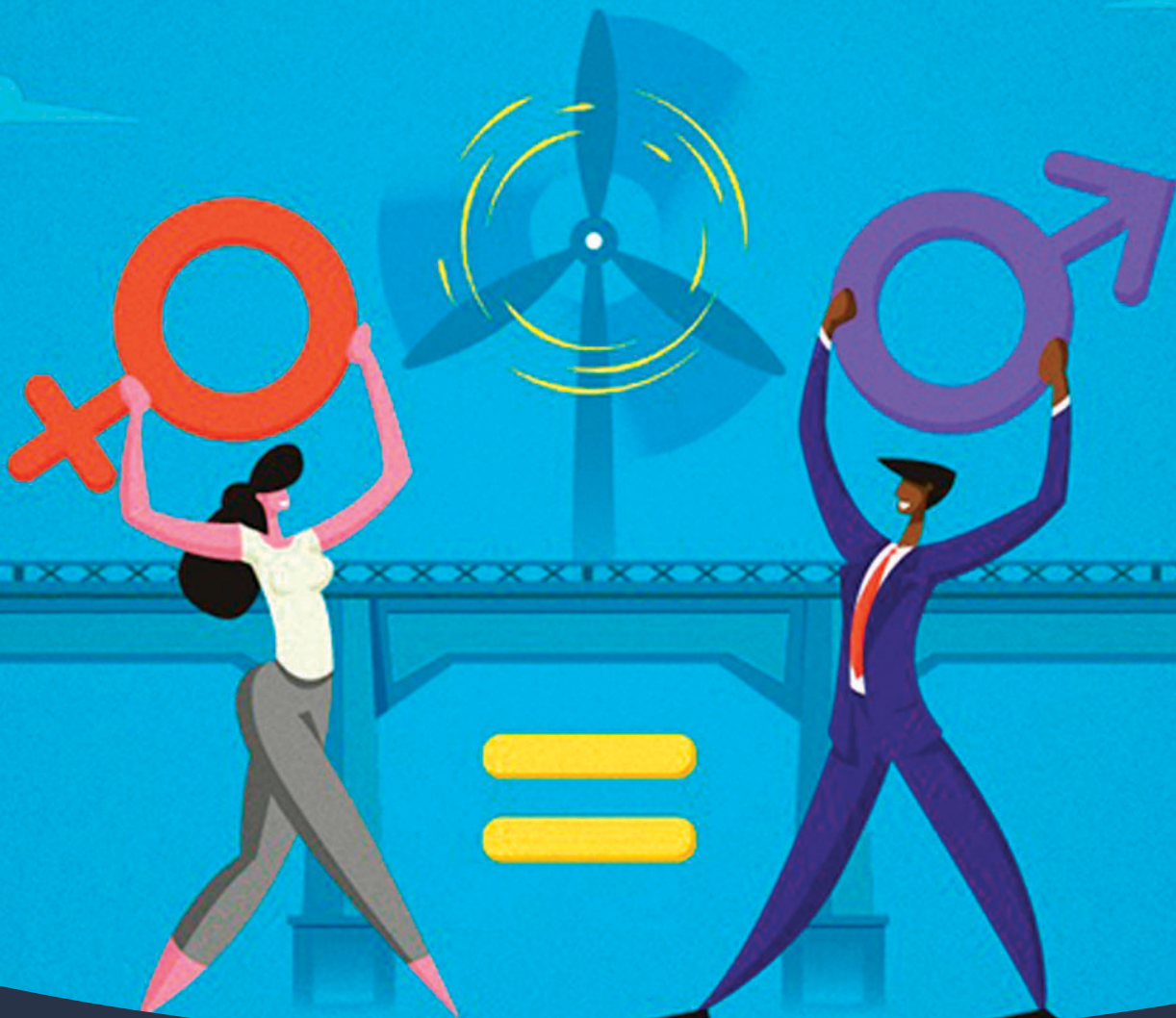


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# GENDER PERSPECTIVES IN EDUCATION



**DR. DIVYA SHARMA**

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## *P*reface

Theories about the quality of the educational process have shifted from the “abstract person” to the “concrete individual,” and “gender” has begun to be noted as an ontological and social characteristic of the “concrete individual”. Since there are gender differences in the learning and development process of students, the quality of the direct educational process is determined by gender. The impact of the higher education environment on the development of boys and girls is also different. This means that the quality of the indirect educational process is also regulated by gender. A gender perspective is therefore very important for the quality of the educational process. We must follow these rules to build a gender perspective on the quality of the educational process. First, we pay attention to the changing perceptions of students, such as the sexual characteristics of high-quality subjects and their perceptions of themselves and the opposite sex, and teachers’ perceptions of students’ subjectivity. Second, gender should be included in the setting of quality criteria, and the degree of attention given to gender should be considered an important quality criterion.

Occurrence of such thoughts directed us to write different chapters related to gender perspectives. Eminent authors of the Education fraternity have contributed in this Edited book. A very sincere thanks to all the eminent authors.

**Dr. Divya Sharma**

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