

# INTEGRATING GENDER RESPONSIVE PEDAGOGY IN TEACHING LEARNING METHOD: EXPERIENCE OF “INCLUDING GENDER IN MEDICAL EDUCATION” WORKSHOP

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## INTRODUCTION

Gender is a critical determinant of health, influencing access to care, health outcomes, and social equity. National Medical Commission focuses on making medical education gender-sensitive, evolving towards a learner-centric, patient-centric, and gender-responsive approach (1). SDG Goal 5 aims for gender equality and women's empowerment, essential for the 2030 Sustainable Development Agenda (2).

## AIM

To sensitize medical teachers towards gender issues and their impact on healthcare through innovative TLM.

## OBJECTIVE

Integrate **Gender Responsive Pedagogy** to teach gender issues effectively in medical education

## MATERIAL & METHODS

- **Title:** Including Gender in Medical Education, Workshop in collaboration with Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai (3)
- **Dates:** 13-15 June 2024
- **Location:** PSMC, Karamsad, Anand, Gujarat
- **Participants:** 30 faculties from Pre / Para / Clinical disciplines

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## INNOVATIVE PEDAGOGY



### POWER WALK

- Role-play different societal identities to understand privilege & oppression
- Demonstrate how gender intersects with class, caste, and other social factors affecting healthcare access

### BLANKETED BY BLAME

- Simulate the stigma and judgment faced by patients, especially women or marginalized groups
- Reflect on unconscious biases and their impact on patient interactions



## SPIDER WEB

- Visualize interconnectedness of gender, socio-economic factors, and health outcomes
- Highlight how social determinants (income, education, healthcare access) affect marginalized groups

## KEY FINDINGS

- **Spider Web:** Deepened understanding of how socio-economic factors affect marginalized groups' health
- **Power Walk:** Highlighted the unequal opportunities in healthcare due to gender and socioeconomic disparities
- **Blanketed by Blame:** Increased awareness of biases and the stigma faced by patients in healthcare settings

## PERCEPTIONS

- Participants appreciated the hands-on activities, noting their relevance to everyday practice
- Feedback showed a better understanding of how gender inequities manifest in healthcare & how to address them in teaching and clinical practice

## CONCLUSION

- Innovative pedagogy, combining theory & practice, helped participants reflect on unconscious biases and promoted more empathetic patient care
- Workshop provided practical tools for enhancing **gender sensitivity** among medical professionals

## ENABLING FACTORS

- Support from CEHAT & Bhaikaka University

## CHALLENGES

- Time constraint, infrastructure not suitable for gender needs at medical institutions, mind set which are difficult to change

## REFERENCES

1. National Medical Commission. (2024). Guidelines for competency based medical education (CBME) curriculum 2024. Government of India
2. UNICEF (n.d.). Goal 5: Gender equality: Achieve gender equality and empower all women and girls
3. www.gme-cehat.org