

Intolerance - Causes and Way Forward

* Outline

Introduction

Causes of Intolerance:

1. Political polarisation gives rise to division ^{among} ~~between~~ different groups which are intolerant towards one another.
(Attacks of 9 May)
2. The policies of government aimed to achieve short-term goals also induce the atmosphere of intolerance by sowing the seeds of hatred and prejudice.
(Zia-ul-Haq Islamisation policies)
3. Sectarianism fuelled by religious clerics polarise the population on sectarian faultlines which triggers intolerance.
(Kurrām violence)
4. Curriculum bias shapes the perception of people and triggers prejudice and intolerance towards certain groups.
(Vande Mataram in curriculum)
5. Poverty and economic recession compel people to fulfill their survival needs at the stake of other people which prompts intolerance.
(Katherine Mansfield quote)
6. Illiteracy and backwardness drives intolerance when people blindly follow the footsteps of specified leaders with extremist agendas.
(Quote of Benazir Bhutto)
- 7.

7. Algorithms in social media bombards the users with a specific content which triggers an environment of echo chamber, biasness and intolerance.
(Capitol Attack USA)

Way forward to eliminate intolerance:

1. Ending political polarisation by utilising diplomatic tools and resolving matters on the dialogue table can ultimately scale down intolerance.
(Reforms after Civil Rights Movement)
2. Making inclusive and pluralistic policies to incorporate all the sections of society to eradicate the dominance of majority section.
(Rwanda Reconciliation Efforts)
3. Binding religious clerics to abandon their extremist goals and to promote inclusivity, tolerance and acceptance.
(Sufism in Ottoman Empire)
4. Overhauling the entire curriculum to inculcate the shared values of all groups, races, religious minorities in order to develop veneration and collective goals.
(Anti-bias curriculum in Finland)
5. Economic reforms to fulfill the basic necessities of life to cultivate the arena of development of which ultimately bridges the gap between groups and inculcates tolerance.
(Brazil Reforms)

6. Awareness, education and conscious raising on the imperils of hate crimes, intolerance and violence by means by seminars, campaigns and programmes.

(The End of Bias by Jessica Nord)

7. Devising protocols of social media platforms to filter^{out} the biased content and promote neutral and positive narratives.

(EU Digital Services Act)

Conclusion

Societal Stereotypes rather than economic factors are barriers to female education

Outline

Introduction.

An Overview of the multifaceted societal stereotypes on women.

Societal stereotypes rather than economic factors are barriers to female education:

Manifestation

1. Societal stereotypes bind the chains of domesticity around women and hinder their education.
2. Women are perceived to be fit for reproductive labour that ultimately reduces the importance of education for them.
3. The preference of productive labour of men undermines the need of education for female gender.
4. Glass-ceilings existing in society regarding women participation in economic sphere leaves little room for women higher education.

5. Women are considered to be intellectually inferior and unintelligent as compared to men which impedes their education.

6. Conservative and outdated cultural beliefs about the role of women as bride and wife in a society acts as a barrier to female education.

7. Attachment of honour and reputation with women becomes a roadblocks to the education of women.

8. Women are thought to be naive to handle sophisticated technology which ultimately hampers their technical education.

Way Forward to eliminate societal stereotypes to female education:

1. Incorporating women in political domains to promote women education and enhance their enrolment.

2. Giving value to the ~~rep~~ productive role of women by ending

wage gap to motivate and encourage the education of women.

3. Collaboration with governments and NGO's to introduce gender-sensitive policies which ensure the equality and inclusivity of women in ^{field of} education.

4. Advocacy and awareness campaigns to empower women and to educate parents on the importance of female education.

Conclusion.

Women Universities as Agents of Change

* Outline

A. Introduction

B. Women Universities as Agents of Change :

1. Women universities can mould shape the narratives of women to pursue the peaceful foreign policy for global peace.
2. Women education in universities can shape the political landscape of a country by making it diverse and participatory.
3. The transformation in civil bureaucracy towards transparency and efficient service-delivery by can be swiftly materialised by recruiting the brilliant product of women universities.
4. Women universities are capable of improving the economic trajectory of country by training skilled and competent ^{female} workers.

5. Women universities can revolutionise the healthcare system of a country by its constructive contribution in upgrading the healthcare system.
6. Educational reforms can be materialised in letter and spirit by incorporating the educated women in policy-making.
7. Women universities have immense capacity to eradicate radicalisation and extremism by enlightening women on the importance of diversity and harmony.
8. Women universities can avert the climate catastrophes by incorporating climate sensitive policies with other national policies.
9. Empowering women by women universities can remarkably minimise the crime rate in society by imparting awareness and providing solutions to overcome gender-based violence and anti-women acts.

10. Women education has the potential to strengthen the pillars of society by means of positive socialisation of children.

C. Potential hinderances in making women universities as agents of change:

1. Male dominant academia and literature which confines ^{female} education to domestic spheres.
2. Less enrollment of women in universities owing to gender roles and insecurity.
3. Low recruitment of women in practical fields to play their part as change agents.

D. Way Forward to eliminate the impediments in order to make

women universities as
change agents:

1. Creating an atmosphere of empowerment in universities by overhauling the gender biased structures.
2. Formulation of women development programmes and ministries to oversee women safety for maximum participation.

E. Conclusion

TRUE EDUCATION GOES BEYOND BOOKS-IT BUILDS MINDS, MORALS AND MEANING

Outline

A. Introduction

B. A Brief Comparison of Bookish Education and True Education

C. How True Education goes beyond Books and Builds Minds, Morals and meaning:

- i. True education leads to intellectual growth of children by cultivating interest and curiosity about the world.
- ii. Real education is a cornerstone of scientific discoveries and advancements.
- iii. Technological marvels are achieved ^{the updated and modern instruments of} based on a true education.
- iv. Effective education inculcates the sense of responsibility in the citizenry of state to play their due part in society.

- v. Efficacious education instils high moral values in individuals to make them upright and honest.
- vi. True education provides sense and purpose ^{of life} and guides through a clear path to achieve the goals of life.
- vii. Remarkable education assists people in becoming resilient, flexible and tough persons to ^{bravely} navigate through the challenges of life.
- viii. Real education prompts the respect of human rights and individual freedom.
- ix. Effective education capacitates humans to resolve conflicts with consideration, debate and mutual consent.
- x. Significant education system teaches equality, inclusivity, pluralism and dynamism by eroding prejudices and hatred.
- xi. True education enables man to repeal oppression, war propaganda and aggression with collective efforts.

xii. Real education engenders intergenerational equity and makes people utilise natural resources in a sustainable fashion.

xiii. True education generates the balance between personal and professional life and teaches the value of human relationships.

D. Conclusion