

Paper Presentations

Room B

Session 4:

Ms Xiang-Yun Du discussed about bringing more women into the engineering profession by effecting changes in education instead of women. She explored some current learning theories and feminists' challenges towards them.



Session 5:

Dr B A Ukpore presented a paper on the influence of gender on Nigerian secondary school students' attitude to vocational education. Both male and female students tended to have positive attitude. However, girls were more interested in Home Economics and boys in Introductory Technology.

Session 6:

Mrs B Oogarah – Pratap presented a research on differential exposure to Food and Nutrition at school and its impact on nutritional knowledge and habits of male students. Though nutritional knowledge made no difference but attitudes and food-related skills were greatly influenced.

Room C

Session 1:

Dr K Athreya spoke on Engineers without Frontiers (EWF – USA). She highlighted its relevance to women and minority populations. Some benefits of EWF were attracting quality applicants in technical programs and offering opportunities for students to understand the complexity of real world engineering.



Session 2:

Dr J B Bilesanmi – Awoderu presented a path-analytical study of Nigeria High School female seniors' characteristics and their performance in Biology. A female student model was developed. Cognitive style, self-concept, attitudes towards Biology and school type were found to have direct influence on students' achievement in Biology.

Session 3:

Dr M Manraj presented a research on the association between paraoxonase GLN 192 ARC polymorphism and coronary heart disease in the Indo-Mauritian population. Case-control and family based studies revealed association in women but not in male patients.

Session 4

Dr Ejale and Mrs Kadiri research is a follow-up of the paper that was presented in Denmark. She highlighted how gender differences in Science, Engineering and Mathematics are pronounced in Nigeria. To change the present situation the presenter recommends that more females should be encouraged to enroll in Science subjects. A role model approach should be adopted and the public should be enlightened on the importance of Science. She also pointed out the need for giving equal opportunity to both boys and girls in Nigeria.

Session 5:

Prof. Nirupama Prakash started her discussion with an overview of the status of women in India since the pre-vedic period. She outlined how women are still being discriminated, supporting her arguments with examples like amniocentesis (sex-selective abortion), female feticide, chromosome separation technique, child marriage.

She further points out that the disparity between male and female has also an impact on the health of women. Prof. Prakash mentioned that two thirds of deliveries in India still take place at home. Another striking feature of her intervention is that twice as many girls die before the age of five. She also mentioned that women are underrepresented in the government.

However, gender sensitisation programmes are active to empower women. For example, cooperatives like the SEWA community-based organisation have been set up to help the emancipation of women.

Session 6:

The three presenters (**A. Ramdinny, Y. Ramma, P. Parmessur**) suggest that due to their inability to do Mathematics, many girls avoid taking Science at higher level. They have developed a strategy based on three principles to motivate girls to take Science at higher level. The researchers advocate that for girls to acquire concepts in Science, they need to develop core constructs and emphasised the importance of applied knowledge.