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Understanding Gender Education: An Analytical Study of Preschool Teachers' Perceptions

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ABSTRACT Gender often establishes roles and responsibilities among individuals based on perceived gender identity shaped by societal norms. Through various agents of socialisation, children internalise gender roles that make early childhood education a vital area for reassessing societal gender norms. The preschool years represent a significant period for children's cognitive and social growth, providing an optimal opportunity to introduce topics related to gender equality and diversity. This research used an exploratory research design to investigate the perceptions of preschool teachers from Assamese and English medium preschools regarding gender education in Jorhat district, Assam, India. The results indicate that gender stereotypes persist among the Assamese and English medium preschool teachers. Despite some progressive views of educators, there are persistent biases regarding behaviour, academics, and career expectations. This research emphasises the need for gender-sensitive teaching strategies and policies to promote inclusivity in early childhood education.