

Training Program on Gender Concerns in Education for RMSA Key Resource Persons for the State of Gujarat



23rd - 27th
March, 2017

A Report

Prof. Mona Yadav



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National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016

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Introduction

The Indian education system over the past few decades has seen quantitative expansion in access at all stages to school education, especially elementary education. Yet, inequities persist as many children at the secondary stage especially girls are still out of school and. In addition, learning assessments have shown that more efforts are required for providing quality education with equity and inclusion being an integral component. To address this aspect and bridging gender disparities in education various policies have been enacted from time to time which have placed the education of the girl child in the forefront. The 1986 National Policy on Education and the 1992 Programme of Action focused on girls' education. The National Policy for the Empowerment of Women 2001 emphasized on changing societal attitudes, mainstreaming a gender perspective in the development process and elimination of discrimination and all forms of violence against women and the girl child. This was followed by the SSA programme launched in 2001, National Curriculum Framework in 2005 and the National Curriculum Framework for Teacher Education in 2010 which focused on gender equality.

These policies, programmes and frameworks were complemented by other schemes such as National programme for the Education of Girls at the Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme, both ensuring inclusion and quality education for girls. The Mahila Samakhyia programme was launched in ten States targeting marginalized sections of rural women. Access to education was also facilitated by mid-day meal scheme, providing separate schools for girls, residential schooling, coaching facilities; scholarships, textbooks, uniforms and transport including bicycles. The Right of Children to Free and Compulsory Education (known as RTE) Act, 2010 was made a legal resolve by Government of India (GOI) for achieving the gender equality in education cutting across caste, class and religion. Lately the GOI has launched Rashtriya Madhyamik Siksha Abhiyan in 2009.

The Secondary stage of school education covers the age group of 15-16, followed by the higher secondary grades for the age group of 17-18, these are the critical years of adolescence. Secondary education is an important stage in the educational hierarchy as it

prepares the students for higher education and also for the world of work. There is need to strengthen this stage by providing greater access and quality interventions. In these crucial years there is a need to focus holistically which would help in overall development of children and address all forms of concerns in education. Thus, RMSA was anticipated to make secondary education of good quality available, accessible and affordable to all young persons. The objective the scheme is to enhance universal access to and improve quality of education at secondary stage, while ensuring equity, removal of gender, socio-economic and disability barriers.

The scheme provides inputs in terms of provision of additional schools, additional classrooms, teachers and other facilities which are needed to be provided to meet the challenge of numbers, credibility and quality. The scheme will initially cover upto class X and subsequently, the higher secondary stage will also be taken up. Providing access and addressing quality and equity concerns will help in universalizing secondary education.

In this scheme there is special focus for bridging all forms of exclusions especially of girl child by mainstreaming gender concerns, community mobilization, constitution of School Management Committee (SMC) and through various incentives like textbooks and stationery, bicycle, cash incentive schemes etc. At the national level, to encourage greater participation of girls in the secondary and higher secondary stage, a “National Scheme of Incentive to Girls for Secondary Education” has been launched in June, 2008. According to the scheme, a sum of Rs.3000/- will be deposited in the name of eligible girl as fixed deposit and she would be entitled to withdraw it along with interest thereon on reaching 18 years of age. For provision of residential facilities for girls - a comprehensive Girls’ Hostel Scheme has been started under which one girls’ hostel of capacity 100 would be set up in each of the about 3500 educationally backward blocks in the country. The location would preferably be within the campus of Kasturba Gandhi Balika Vidyalaya, and if that is not possible, within a Government Secondary School campus. The main objectives of the scheme are to retain girl child in secondary school and also to ensure that the girl students are not denied the opportunity to continue their study due to distance, parents’ affordability and other connected societal factors.

There has been provision of construction of separate toilet blocks for girls as part of new schools and strengthening existing secondary schools is an integral component of RMSA. In order to eliminate any hidden gender bias in the curriculum at the secondary stage all States and UTs have also been advised to make their curriculum at the secondary stage compliant with National Curriculum Framework 2005. With a view to empower girls and build their life skills to handle situations of threat or an assault, conduction of self -defense training courses for girls at the secondary stage has been funded under RMSA across the States and UTs. The scheme also provides for choice of courses by the girls in such a manner that gender stereotyping is avoided. Thus under RMSA scheme mainstreaming gender concerns and girls' education has been the primary focus.

Training of educational personnel has been an important mandate of the Department of Gender Studies (DGS). The Department has been organizing annually various gender sensitization programs since its inception. Multiple training programems have been organized with different focus such as such – upliftment of scheduled caste (SC) and scheduled tribe (ST) rural girls, upliftment of muslim girls in education, action research related to gender issues, training of KGBV teachers from various States and training of SSA and RMSA gender coordinators from different states of India.

Present Training Programme

For addressing the quality concerns under RMSA training of all those involved in implementation of the scheme is important. RMSA functionaries have been appointed by different states for implementing programmes related to RMSA. They have a crucial role for promoting gender equality in the schooling processes. Thus, in the year 2013-14 RMSA functionaries from the states of Bihar, Haryana, Punjab and Uttar Pradesh were trained on gender issues in education. This year the department organized a training programme for RMSA functionaries to act as key resource persons on gender concerns for the state of Gujarat.

Specific Objectives:

The specific objectives of the training programmes were to:

- Orient them on various gender concerns in school curriculum.
- Build capacities for transacting the school curriculum from a gender perspective.

- Generate awareness on the importance on imparting skill based education to girls at secondary level.

Major Themes Covered in the Programme were:

- Journey Towards Gender Equality in Education: Policies, Programmes and Schemes
- Concerns on Equity and Quality under RMSA
- Being Self Reliant :Vocational Education for Economic Empowerment of Girls
- Adolescence Education and Growing up Concerns
- Action Research as a Strategy to Achieve Gender Equality
- Curriculum, Pedagogy and Textbooks from a Gender Perspective
- Gender Inclusive ICT Pedagogy at Secondary Stage
- Addressing Gender Issues in Education at Secondary Stage
- Gender Violence and Laws for Safety and Security of Girls and Women
- From Failure to Success: An Approach with Focus on Practices of Stress Management
- Self Defense for Empowerment of Girls
- Portrayal of Gender in Media: A Critique
- Making Classrooms more Inclusive at Secondary Stage with Focus on Children with Disabilities
- Interactive Session on Gender Concerns in the State of Gujarat
- Audio-Video Viewing

Methodology

The methodology of the programme was a blend of theoretical and practical experiences and was done through techniques like resource lectures, discussions, group work, and use of audio-video. Tentative themes were prepared by the department and sent to the concerned state officials before the conduction of the programme for need assessment. The participants were also sent a questionnaire on the status of girls' education in their districts and were asked to make presentation on it during the programme. Presentation and discussions were held on various themes on gender issues in education. Feedback was taken from the participants at the end of the training programme.

Participants

A total of thirty one participants from the state of Gujarat attended the training programme. The participants were State gender coordinator, district gender coordinators, and wardens of girls' hostel being run under RMSA.

Resource Persons

In addition of DGS faculty, resource persons called from other Department of the NIE, CIET, Delhi University and other Organization.

Duration and Venue

The programme was of five days duration from 23rd – 27th March, 2017 and was held in Room No. 229, 2nd Floor, CIET, NCERT, New Delhi.

Academic Sessions

Concerns on Equity and Quality under RMSA

Prof. Sharad Sinha

The theme dealt with the equity and quality concerns under RMSA. The objectives and provisions under the scheme to enhance universal access along with addressing the equity concerns, removal of gender socio-economic and disability barriers were discussed.

It was discussed that education of girls has been the primary focus of RMSA; efforts are being made to mainstream gender concerns under RMSA framework. There is importance given to community mobilization and participation of women in the affairs of the school through School Management Committee (SMC). There is gross shortage of secondary schools and the dropout of girls is extremely high mainly in northern states. To encourage the participation of girls in the secondary and higher secondary stage several initiatives have been taken up under RMSA which were discussed like - National scheme of incentive to girls for secondary education and a Girls' Hostel Scheme has been initiated under which girls' hostel of the capacity of hundred girls will be set up in about 3500 educationally backward blocks of the country. Construction of toilets for girls, curriculum reforms in terms of elimination of gender bias in curriculum, self-defense training for girls, special programs for empowerment of adolescent girls, vocationalization of secondary education were also discussed.

Quality intervention initiatives taken up by NCERT under RMSA were also discussed like the curriculum study for different states and capacity building programme for key resource persons, In-service Teacher Professional Development (ITPD) package which have been prepared for Social Sciences and Science. There has been development of CCE exemplar packages and evaluation tools for quality interventions under RMSA. Discussions about the capacity building programme for key resource persons in subject specific areas and generic concerns and for state functionaries and their implementation were done.

Being Self Reliant :Vocational Education for Economic Empowerment of Girls

Prof. Poonam Agrawal

The theme dealt with as to how vocational education can make girls economically empowered and be self-reliant. It has been increasingly realized that women have to be empowered for creation and growth of sustainable world economies. Education and skill development are two important determinants of empowerment which lead to employment readiness. Information was provided about the reforms in vocational education and recent developments and announcements which can be useful for the RMSA girls, the skill development courses available after class eight and the prospects of certification.

It was projected how India is a young nation, expected to be a major contributor to the world's working age population over the next several decades. At the same time an estimate reveals a global shortage in skilled Human Resource to the tune of 56 million by 2020. India can be the hub for potentially employable, skilled, competitive Human Resource. Thus there is a need for developing skills for both local employment and for those who seek to migrate, in which girls need to be equal and active participants. She also explained how the RMSA girls can be initiated into skill development to prepare them for availing further opportunities of empowerment and employment readiness. She encouraged the participants to ponder over some questions and make a brief (at least one or two points action plan to pursue after the training at their respective work places.

Action Research as a Strategy to Achieve Gender Equality

Prof. Poonam Agrawal

The theme dealt with the concept of action research and how it can be used as a strategy to achieve gender equality. Interaction was done with the participants regarding their understanding of action research and consolidating their thoughts. Discussions were held on the concept of action research, important components of it and how is it different from other researches such as it is not action research if researcher herself/himself cannot take action. Action research is a reflective process which allows 'inquiry and action' as a component of research i.e. it is a type of research that does not separate the investigation from the action needed to solve the problem. It helps in searching for solutions to real problems experienced

at workplace which can also be a school and look for ways for its improvements. There has to be some action associated with it and something over which the teacher has an influence. It has been used in many areas where an understanding of complex social situations has been sought in order to improve the quality of life.

It helps the practicing classroom teachers to identify problems and conduct research to find solutions. It can be effectively used to improve teaching and learning process, remove discriminations, stereotyping and improve performance and participation of students. The process of conducting action research involves a non-linear pattern of planning, acting, observing and reflecting on a solution/problem. It is cyclic where the cycle can begin at any step, can begin with a very small effort and is generally prompted by a desire to improve the situation. Action research approaches to educational research were adopted in the late 60s and early 70s by the 'teacher- researcher' movement in the secondary education sector. This helped to bring the practicing classroom teacher into the research process as the most effective person to identify problems and to find solutions. It can be carried out by a single teacher, or collectively by a group. It can be started anywhere in the cycle and can have as many cycle as needed. There are no restrictions that it can be conducted only once, it can be re-planned, re-acted and re-observed.

Discussions were held with the participants as to what is unique with gender issues and as to how gender issues which are deep rooted in upbringing, thinking and behavior can be addressed through action research. Various researches that have highlighted the gender differences in subject choices, career choices, play, physical education etc. were discussed. Taking case studies, various action research approaches were explained. The participants were asked to identify issues pertaining to their field areas which can be addressed through action research like issues related to enrolment, retention, stereotyping in curriculum, performance, behavior and relationships.

Addressing Gender Issues in Education at Secondary Stage

Prof. Mona Yadav

In the beginning of the session participants' perception were taken on various gender issues with the help of recent news items related to gender in newspapers. Discussions were held on the concept of gender, socialization practices leading to identity formation, difference

between sex and gender, gender discrimination and various gender issues in education. It was discussed that gender is a socio-cultural construct which refers to the masculine and feminine qualities, behavior patterns, roles and responsibilities. Gender relations are neither natural nor given. They are not static, they change from time to time, culture to culture and even family to family. The social construction of gender through dress, attributes, roles and responsibilities, verbal appellations and activity exposures were discussed. There are various factors for construction of gender i.e. media, films, market language, family, school, textbooks, society and employment opportunities.

The major gender concern is the right to life for girls. This is reflected in our sex ratio which has decreased since independence, even if the girl child is born she runs the risk of female infanticide by neglecting her. There are issues related to providing her good quality education, like rural girls accessibility to secondary schools, the girls belonging to SC/ST categories, Muslim girls' education, implications of violence conflict and displacement on girls' education, language as a maker of discrimination against girls, proliferation of private schools and decline in standards of government schools, gender bias in textbook curriculum, and pedagogy. Gendered play in school, hidden curriculum and sexuality education are important concerns which need attention. At the end various strategies for addressing the gender concerns in education were discussed.

Journey Towards Gender Equality in Education: Policies, Programmes and Schemes

Prof. Anita Nuna

The session discussed that girls' education has been an area of special concern for the Government, social reforms and policy makers in India since independence. The constitution of India has included a number of articles that had a direct or indirect bearing on the education of women. The government of India set up various committees to review the status of women's education and suggests ways and means to enhance their educational status. The foremost among them was the Durga bai Deshmukh Committee set up in 1959. The committee emphasized the need to recognize women's education as a major concern in education. In early seventies came the turning point towards development of women's education in India when the education commission in 1964-66 endorsed the views of Durga bai Deshmukh committee. The Hansa Mehta Committee towards women's education

emphasized in equalization of educational opportunities. The commission's recommendations came into force in the form of education policy known as 'National Policy of Education', 1964. The policy document clearly states that the education of girls should receive emphasis, not only on the grounds of social justice, but also because it accelerates social transformation. It recommends ten years of common curriculum for all children.

Another landmark report titled 'The status of women in India', 1974 for the first time recognized equality of sexes as a major value to be inculcated through the educational process. It underlined the role of education as an agent of empowering women. Education was seen as an important instrument to improve the status of women in India and therefore the plans and schemes visualized a strong need to give top priority to the education of women.

Another important move towards women's equality and empowerment was the formulation of National Policy for the Empowerment of Women in 2001 which focused on equal access to quality education at all levels and the need for career and vocational guidance to girls/women. In 2005, the GOI set up the CAME committee on Girls' Education and Common School System to examine existing schemes, incentives and special measures aimed at reducing gender disparity and increasing the participation and retention of girls, in all stages of school education. It recommended free and compulsory education for girls up to the age of 18 years.

The government of India adopted Five Year Plans as a development strategy as early as in 1950. Women's education has been placed at the forefront of development programmes in these Plans. The very First Five Year Plan included a chapter on Education in which girls'/women's education was given a prominent place. The Second Five-Year Plan (1956-61) recognized girls' education as a most urgent concern. The Third Five – Year Plan (1961-65) focused special attention on the education of girls and reducing the disparities in levels of development in education between boys and girls. The Fourth Five-Year Plan (1969-74) gave utmost priority to the expansion of elementary education and the provision of facilities for backward areas and communities and for girls. The Sixth Five – Year Plan (1980-85) was committed to achieve a larger measure of equalization of educational opportunities, both in regard to access and achievement. The Seventh Five – Year Plan (1985-90) declared

that girls' education will be free upto the higher secondary stage. The strategies for educational programmes and training and their organizational designs particularly focused on women. The Eight Five – Year Plan (1992-97), highlighted for the first time, a gender perspective and the need to ensure a definite flow of funds from the general developmental sectors to women. It stressed on expansion of secondary schools particularly to cater to the needs of deprived sections like girls and SCs/STs and in rural areas. Special programmes were implemented with greater gender sensitivity. The Ninth Five Year Plan (1997-2002) recognized education of girls as a non-negotiable area. The Tenth Five-Year Plan (2002-2007) again viewed girls' education as a major area seeking attention. The plan proposed to create an enabling environment by providing easy and equal access to educational opportunities, free education and gender – sensitive educational system. The plan laid emphasis on Universalization of Elementary Education (UEE) guided by five parameters i.e. universal access; universal enrolment; universal retention; universal achievement; and equity). The Eleventh Five Year Plan (2007-12) placed highest priority on education as a central instrument for achieving rapid and inclusive growth. The twelfth five year plan (2012-17) focused on addressing the issue of equity as integral to the whole gamut of elementary education moving away from an incentives and provisions-based approach to a rights and entitlements approach.

In the end discussions were held on in Sarva Siksha Abhiyan (SSA) Rashtriya Madhyamik Siksha Abhiyan (RMSA), Right to Education (RTE) and on schemes like National Programme of Education for Girls National Programme of Education for Girls at Elementary Levels NPEGEL and Kasturba Gandhi Balika Vidyalaya (KGBV).

Gender Inclusive ICT Pedagogy at Secondary Stage

***Dr. Mohd Mamur Ali,
Dr. Angel Ratnabai***

The session was stated with discussion on the concept and meaning of Information and Communication Technology (ICT). The concept of ICT is concerned with the access, storage, retrieval, manipulation, send and receive (communication) of digital information. It was discussed that the National Repository of Open Educational Resources (NROER) is developed to make digital resources available for all stake holders of education as

free and open source; to enable the participation of the community in development and sharing of digital resources; and to facilitate the adoption and creation of digital resources in different Indian languages. How to access the resources from NROER and how can someone shared his/her resources on the repository was demonstrated. E-pathshala, a web portal (<http://epathshala.nic.in/>, <http://epathshala.gov.in/>) and mobile app(android, iOS and Windows) developed to share the resources developed by NCERT, SCERT/ SIEs, State boards were demonstrated and discussed. Ministry of Human Resource Development (MHRD)- Govt. of India has launched 32 National DTH-TV Channels i.e. SWAYAM PRABHA for transmission of educational e-contents on 15th August, 2016. CIET-NCERT is the national coordinator for one DTH TV channel i.e., Kishore Manch. MHRD, Govt. of India has launched a Massive Open Online Course (MOOC) platform known as SWAYAM (Study Webs of Active learning for Young Aspiring Minds) on 15th August, 2016. The portal is offering various online courses for school education and higher education. NCERT has started development of course modules for Massive Open and Online Course (MOOCs) for school education system in 12 subject areas. The importance of creating educational resources rather than just consuming the resources was highlighted. Few software to create educational resources (audio, video, images, document and interactive) were shared with the participants. The mobile apps for the security of girls were also discussed at the end.

Making Classrooms more Inclusive at Secondary Stage with Focus on Children with Disabilities

Prof. Vinay Singh

In the session the KRPs from the state were sensitized on basic understanding of Inclusive Education. Inclusive Education requires active involvement and participation of all children in the classroom, which includes children with disabilities, children belonging to Scheduled Castes, Scheduled Tribes, Minorities, Children on the street, girls, children from economically weaker sections of the society and all other children who are marginalized. Along with teachers other school functionaries, who are assisting in catering to needs of such children in schools also have equal participatory roles in inclusive education. The session was carried out with illustrative presentation and discussions on nature and educational needs of children with different 21-disabilities, naming a few like, children with blindness, low vision, hearing impairment, locomotor disabilities, leprosy cured

children, dwarfism, muscular dystrophy, multiple sclerosis, intellectual disability, Specific learning disabilities, children with mental illness, autism, cerebral palsy, deaf blindness, sickle cell anemia and multiple disabilities etc. The different provisions for education of these children under RMSA were thoroughly discussed along with implementation strategies adopted by the States. Identification and assessment of children with disabilities, the screening schedules to screen out and identify disabilities in children were discussed. Adaptation in curriculum, TLMs, teaching approaches, evaluation techniques, supportive measures etc. in context of education of children with different disabilities were highlighted to make reasonable accommodations in inclusive setups. Exemplar evidences from departmental work, research studies and practices were also shared with the participants which were reflected as interactive and informative. The state level approaches on resource room services, home based education, special bridge course, provision of aids and appliances and their care and maintenance, services of resource teachers and therapists etc. were reflected by the participants with recommendations on improvement in quality of such assistance to facilitate school education accessible for these children.

Gender Violence and Laws for Safety and Security of Girls and Women

Prof. Punita Gupta

Session was basically divided in to two broad parts, one was about understanding violence, gender based violence and its nature and second was to inform about the constitutional laws and provisions and explanation and role of the protection and security agencies.

Just to get the feel of the participants' readiness towards the theme, session began with brain- storming. **What does the phrase “gender- based violence” mean to you & what acts do you qualify as “violence”?** these two questions were posed to initiate the interaction. Participants came out with their views and understanding which became the reference point for discussions. It was explained that the women's subordinated status in the society is the crucial factor causing violence on them, and how most of the cultures, traditional beliefs, norms and social institutions legitimize and perpetuate it. **Gender violence occurs in both the ‘public’ and ‘private’ sphere.** Gender-based violence happens in all societies, across all social classes, with women particularly at risk from men

they know, to make this clear to participants' examples from country and outside were taken. Participants were encouraged to share their experiences related to the theme.

Which major types of violence occur in the family, community/society, and the ones perpetrated or condoned by the state? In response to this question **newspaper items** of violence from the national daily were brought for the discussion. A bunch of almost 30 cuttings from only a single day English and Hindi newspaper were shown to them. The objective was to make them understand and realize the magnitude of the crime and nature of the violence. Participants divided in the group of three where they discussed the cases on the following pointers:

What is the issue?

Who all are involved?

What are the Sites of violence?

Is it violence against women? How?

Role of family/community/state, if any?

The participants concluded their presentation with the following observations;

- Because violence within the family and household takes place in the home, it is often seen as a 'private' issue and information about it is lacking.
- Community and social practices still perpetuate existing family structure and power inequalities in family and society. Most of the time justification of the behaviour of male abusers aimed at establishing control over women in the family which supports the harmful traditional practices such as battering and corporal punishments.
- Workplace can also be a site of violence. Women are vulnerable to sexual aggression and commercialized violence.
- State also sometimes legitimizes the power inequalities in family and society and perpetuates gender-based violence through enactment of discriminatory laws or through the discriminatory application of the law.

This part of the session was concluded with following summing up:

The primary inequality that gives rise to gender-based violence is the power inequality between women and men. Most of perpetrators of gender-based violence are men. Some types of violence, against women are perpetrated by women.

A collective understanding was developed that gender based violence is not exclusively a woman's concern. It is both a cause and consequence of gender perceptions. Gender based violence provides a new context in which to examine and understand the phenomenon of violence against women. It shifts the focus from women as victims to gender and the unequal power relationships between women and men created and maintained by the gender stereotypes as the basic underlying cause of violence. Further Gender based violence as Human Rights agenda and facts about gender- based violence world-wide were discussed with the participants to make them aware about the steps taken by the international agencies and to assess the status of women globally.

Having discussed the global scenario, situation in India was presented before them. The quantitative data provided by the national crime records bureau helped the participants to understand the severity of the issue. Data revealed that across States, crime against children has increased. There are certain rights in disguise (hidden) which generally victim/complainant does not know. These rights were discussed and queries from the participants were taken. The rights discussed were - Right to free aid, Right to privacy, Right to untimely registration, Right to virtual complaints, Right to Zero FIR, Right to No arrest, Right to not being called to police station, Right to confidentiality, Right towards crime and not a medical condition, Right to no sexual harassment, POCSO Act 2012. While discussion on POCSO Act they were informed about the several procedural and substantive reliefs to child victims such as; child friendly processes, emergency medical care, care and protection, compensation and punishment.

Portrayal of Gender in Media: A Critique

Dr. Sarita Anand

It was an interactive session with fruitful discussions with the participants. They brought in their personal experiences into the session, which made it quite interesting.

The session covered the following sub - issues-

What is the concept of Sex, gender and Trans-gender

Subtle media messaging which influences construction of Gender

Reinforcement of traditional gender roles through mass media

Discussion on portrayal of women and men in media and the notion of Femininity and Masculinity

Analysis of role of Advertisements and serials on television

A critique on what Television is actually doing for Indian society and what was it meant to be doing

Role of Films, Radio and Print

The new media and women's participation in community radio, participatory video and based information dissemination systems were discussed. Interactive session also delved into life of transgender and need for sensitivity to their challenges. A video was played to stimulate discussion.

From Failure to Success: An Approach with Focus on Practices of Stress Management

डॉ. सुरक्षित गोस्वामी

इस सत्र में योग द्वारा कैसे हम तनाव से मुक्त रह सकते हैं, इस पर चर्चा हुई। हमारा खानपान कैसा हो जिससे हमारे शरीर और मस्तिष्क को ज्यादा काम न करना पड़े यह बताया गया। खाने में दाल सब्जी ज्यादा खाना चाहिए और रोटी अन्न की मात्रा कम होनी चाहिए जिससे मोटापा कम होगा। वजन बढ़ा हो तो खाने पर ध्यान रखें और जो शरीर कहता है वो खाएं न की जीभ जो कहे वो खाएं। शरीर में बीमारी भोजन की वजह से आती है। जो आप खाते हैं वैसा ही शरीर और मन बनता है। शरीर को चाहिए कि भूख से कम खाएं, आधा खाएं, अन्न कम कर दें। स्थूल चीजों को हिलाओ जैसे शरीर और सूक्ष्म चीज को स्थिर करो जैसे मन। उसको बिखरे नहीं शांत रखें मन

दौड़ता रहता है और तन नहीं, जो कि गलत है। आलू और मीठा, कम खाएं पौष्टिक सब्जी खाएं। योग से कैसे stress कम करें जैसे – **powerful meditation** जो कहीं भी किया जा सकता है इसके संदर्भ में **meditation** के **step** बताएं गए। **concentration power** बढ़ाने के लिए अभ्यास बताएं गये। सत्र में कुछ यौगिक क्रियाएं को प्रदर्शित किया गया। उदर के लिए, हाथों के लिए, शरीर के विभिन्न अंगों के लिए अभ्यास कराएं। सत्र के अंत में सुरक्षित गोस्वामी जी के youtube पर विभिन्न आसनों की video भी दिखाई गई।

Curriculum, Pedagogy and Textbooks from a Gender Perspective

Prof. Gouri Srivastava

The theme dealt with the importance of textbook as a popular repository of knowledge. Textbooks are the only source largely accessed by children belonging to multiple contexts. There is a need to make textual material at different stages of school education, gender inclusive along with establishing linkages with the lives realities of learners and their experiences. The construction of knowledge in different disciplines whilst instilling interest, creativity and imagination in children should attempt to demystify notions of femininity and masculinity by suggestive activities that can jointly be done by all. The content, visuals and exercises should project gender inclusiveness in all spheres to promote human values of caring and sharing, mutual tolerance, respect for diversity, love and care for animals and preservation and conservation of environment, etc.

The session attempted to highlight the salient features of the project under taken by the department related to Gender Analysis of some State textbooks from the view point of gender bias and stereotypes. The methodology followed was mentioned along with a brief overview of findings. In connection with methodology it was mentioned that tools were developed by the department which were utilized in the analysis. The focus was on examining textual material regarding content portrayal, visual depiction and activities and exercises given in each lesson of textbooks. In most of the state textbooks at the elementary stage it was found that gender was addressed by adopting dialogue form of writing, usage of gender inclusive language, designing of activities meant for all children. Further, few books mentioned women and men achievers in different field and portrayed sensitivity towards children with special needs. Teacher and students page focus on creating an

inclusive classroom environment with a thrust on engaging students from different socio-economic backgrounds. However it was found that stereotypes continue to exist in many lessons of textbooks where in women were shown in limited roles and professions. In addition there was a need to stress on continuity and change in institutions like family and issues and concerns of transgender children. The session was taken with the help of power point and the details of the findings of different state textbooks were shared with the participants.

Self Defense for Empowerment of Girls

Self Defense Academy, Delhi Police

The session discussed on the need for self-defense training for empowerment of girls. The team highlighted the objectives of the self-defense training, which is to make an effort to reach out to women, to make them confident, to give them practice on self-defense techniques, to sharpen the physical and mental reflexes of women.

Self-defense was started with the objective to empower women through training and exposure in techniques of martial art and it has been over the years developed as a comprehensive confidence building programme. It teaches women how to protect them until help arrives. This also gives them self-confidence to respond to a crisis in an appropriate way. The basic premise behind training in self-defense techniques is to develop self-confidence and for self-protection. Essentially the idea is to empower women with the knowledge to help lead a safer life, protecting herself from attacks by eve-teasers and anti-social elements and prevent chain or bag snatching including criminal assault, using everyday items such as a duppata, a pen, a hand bag, a book, a perfume spray etc.

A helpline 1091 has been started in 2003 and a Post Box No. 5353 has been functioning since 2002 for providing help to girls and women in distress. The team then demonstrated the self-defense training and provided firsthand experience to the participants regarding the techniques.

Adolescence Education and Growing up Concerns

Prof. Saroj Bala Yadav

This theme dealt about many issues related to the problems of growing up which are faced by children in schools. Adolescence is the stage of transition from childhood to adulthood, in which considerable physical and mental changes take place. The realities of youth in India today is that thirty percent of India's population (243 million individuals) is in the age group of 10 – 19. The early adolescence age is 9 to 13 years in which they develop physically, socially and emotionally. The mid adolescence age is 14 to 15 years and the adolescence age is 16 to 19 years where there is an intense need to be a member of the group and acceptance of self.

There is adverse Sex Ratio (0-6 years) which is 914 females per 1000 males. In the age group of 15-19, 65% females and 53% males are not in school (population council, 2009). The gender role attitudes are still conservative as 53% women and 56% men in the 15-24 age group reported that wife beating was justified under specific circumstances. Both tobacco and alcohol consumption are more prevalent in rural married youth with less/no education and one in every 1000 youth is HIV positive (prevalence of 0.1% in females and 0.09% in males) (NFHS 3). More specifically only 28% of young women and 54% of young men in the age group of 15-24 had comprehensive knowledge about HIV/AIDS. It was emphasized that over 35% of all reported AIDS cases in India occur among young people in the age group of 15-24 years and more than 50% of the new HIV infection occur also among young people (NACO, 2005).

While everyone matures and goes through the changes in adolescence, this does not take place at the same time and in the same way for everyone including psychosocial changes. This difference often becomes the focus of teasing and ridicule among peers, leading to the experience of shame and fear. There are many harmful ineffective products, which claim to increase height and muscle mass very quickly, without any additional input of diet and exercise. Similarly, advertisements for cosmetics over-emphasize physical appearance often leading to feelings of inadequacy and low self-esteem.

School spaces including teachers and parents can play a very powerful role in enabling young people to be comfortable with their changing selves. Teachers can appreciate their unique identity and challenge stereotypes perpetuated by media and the larger society related to ideal physical appearance. Thus, there is a need to give them authentic knowledge, so that they are well equipped to cope with the problems which they confront during the transitional phase. They need guidance and independence as well as opportunities to explore life for themselves. Simultaneously the school spaces can play a very powerful role; they can provide a safe and supportive environment. Discussions were held on the physical development of boys and girls during adolescence. Some case studies on friend and bullying, positive and negative peer influences, attraction and romantic feelings, body image and stereotyping were discussed.

Audio-Video Viewing

Prof. Mona Yadav

The participants were shown various films on gender issues like ‘Gender Bender’, Chuppi-Todo, Right to Education short video films prepared by UNICEF and other short films on gender issues. After the video viewing discussions were held with the participants regarding the gender issues.

Evaluation of the Programme

Feedback was taken from the participants on the themes and overall training for further improvement of the programme. The participants' responses on the various aspects of the training programme are given below:

1. वर्तमान प्रशिक्षण कार्यक्रम ने आपको किस प्रकार लाभान्वित किया है?

सभी प्रतिभागियों के अनुसार –

- वर्तमान प्रशिक्षण कार्यक्रम के अंतर्गत हमें बहुत कुछ सीखने को मिला। इस प्रशिक्षण के द्वारा हम लड़कियों के जीवन में नया बदलाव ला सकते हैं। हम में जो जेंडर के ज्ञान की कमी थी वह अब पूरी हो गई है। और हम उसके बारे में समझा सकेंगे और समाज में बदलाव की कोशिश करेंगे।
- लड़कियों का माध्यमिक स्तर पर डॉपआउट को कैसे कम किया जा सकता है तथा लड़कियां स्वयं अपना बचाव कैसे कर सकती हैं, इसके बारे में जानकारी मिली। हेल्पलाइन एवं पुलिस की मदद हम कैसे ले सकती हैं यह जाना। जेंडर के बारे में नई जानकारियां मिली। मुझे अपने कार्यक्षेत्र में ज़्यादा बेहतर तरीके से कार्य करने की आवश्यकता है, इसके बारे में मेरा दृष्टिकोण विकसित हुआ।
- इस प्रशिक्षण कार्यक्रम से पूर्व हमें लगता था कि हम लड़की हैं तो हम ये काम नहीं कर सकते मगर अब ये प्रशिक्षण लेने के बाद हमने जाना कि हम सब कुछ कर सकते हैं और लड़कों से भी बेहतर कर सकते हैं का विश्वास पैदा हुआ।
- इस कार्यक्रम से हमाराप आत्मविश्वास बढ़ गया है। आई. टी. का कैसे प्रयोग कर सकते हैं, इसके बारे में बहुत कुछ सीखने को मिला।
- राष्ट्रीय शिक्षानीति और पाठ्यचर्या के बारे में जाना। समाज में हम परिवर्तन कैसे ला सकते हैं, जेंडर का मिनिंग समाज में क्या है इसकी जानकारी मिली।
- लड़के-लड़की में भेदभाव न करके उन्हें समान अधिकार मिलने चाहिए। अपनी सोच और विचार में कैसे परिवर्तन लाना है। परिवर्तन की सोच पहले अपने आप से शुरुआत करनी है। हमारा परिवर्तन देखकर दूसरे में भी परिवर्तन आयेगा। यह सब जाना।

- इस कार्यक्रम में आर.एम.एस.ए. पदाधिकारियों, अध्यापिकाओं और अध्यापकों को सुग्राही बनाने का प्रयास किया गया है ताकि पाठ्य-पुस्तकों और शिक्षा में जेंडर को समावेश किया जा सके। इस प्रशिक्षण कार्यक्रम से प्राप्त ज्ञान द्वारा हम गर्ल्स हॉस्टल की लड़कियों को जेंडर के बारे में समझा सकेंगे। व्यावसायिक, सेल्फ डिफेंस, एक्सन रिसर्च, जेंडर से संबंधित हिंसा और उस हिंसा करने वाले को जो सजा देने वाले कायदे नियम सभी के बारे में हमें बहुत कुछ जानने के मिला
- समाज में लड़कियों के बारे में जो सोच है, उसमें जरूर बदलाव ला सकेंगे। इस प्रशिक्षण के बाद हमें समझ में आया कि जेंडर की जो समस्याएं हैं, वह समाज, परिवेश और मीडिया से प्रभावित होकर कार्य करती है। इस प्रशिक्षण के बाद हमारी गहरी समझ बढ़ी है।
- योगा का कार्यक्रम बहुत ही अच्छा था। सेल्फ डिफेंस का प्रोग्राम भी संतोषजनक था जिसमें 100 नम्बर की मदद मिल सकती है। आत्मविश्वास कैसे रखना चाहिए, इस ट्रेनिंग से जानकारी मिली।
- Training programme has helped in updation of knowledge about new developments in the field of gender studies, different acts and laws related to violence etc.
- It has positively changed outlook about gender very positively.
- Meaningful discussions helped to clarify confusions about gender, adolescent, inclusion etc.

2. प्रशिक्षण कार्यक्रम को भविष्य में उपयोग करने के लिए आपकी क्या योजनाएं हैं?

सभी प्रतिभागियों के अनुसार –

- इस प्रशिक्षण कार्यक्रम में जो-जो सिखाया गया है वो वाकई हमारे लिए बहुत ही उपयोगी और मददगार है। हम अपने जिले में जाकर स्कूल और होस्टल में पढ़ते बच्चों और शाला के शिक्षक-शिक्षिकाओं एवं विद्यार्थियों को जेंडर समानता के बारे में समझायेंगे और उनमें परिवर्तन लाने के लिए प्रयत्न करेंगे।

- हमारी योजना है कि अपने जिले के सभी स्कूलों में लड़कियों के बारे में एक छोटा सा सेमिनार करेंगे। जो भी नई बात सीखी है, उसे लेकर स्वरक्षण की तालीम देने का विचार है, जो नाटक और चलचित्र के माध्यम से प्रेरणा दे सके।
- हम डिसेबल बच्चों की ओर ज़्यादा ध्यान देंगे और उनका विद्यालय में समावेश करने का प्रयास करेंगे।
- एक्शन रिसर्च करके समस्या का वैज्ञानिक निराकरण करने का प्रयास करेंगे।
- ट्रांसजेंडर की ओर ध्यान देना और उनको समाज की मुख्यधारा के साथ जोड़ना।
- लड़कियों को समझायेंगे कि लड़का-लड़की एक समान हैं। लड़कियों को अपना अधिकार मिलना चाहिए। यह प्रशिक्षण कार्यक्रम को उपयोग करने के लिए एक योगा और सेल्फ डिफेंस सीखाने की योजना है। ओरिया जिले में लड़का-लड़की के बीच में जो भेदभाव है उसे दूर करने की योजना है।
- दिव्यांग बालकों को पढ़ाने के लिए आधुनिक साधनों का उपयोग करने की कोशिश होगी। “मैं भी कुछ कर सकती हूँ” के आधार पर जेंडर संबंधी प्रोत्साहन तथा शिक्षा को रोजगार से जोड़ने की योजना है।
- महिलाओं की हर महीने मीटिंग रखेंगे और उसमें अलग-अलग मुद्दों पर चर्चा करेंगे।
- जेंडर की समस्या को दूर करने के लिए एक सामाजिक शिविर का आयोजन करेंगे जिसमें लड़की के माता-पिता को भी बुलाया जाएगा।
- लड़कियों में जितनी भी कलाएं हैं उन्हें आगे लाने की कोशिश करेंगे और उनकी प्रतिभा को भी आगे बढ़ाने की कोशिश करेंगे।
- Gender concerns will be integrated in different programmes of teacher training
- Using the knowledge/material in developing the training modules for training of teaching staff and SMDC members

3. वर्तमान कार्यक्रम के विषयों में से कौन सा आपकी प्रशिक्षण आवश्यकताओं के लिए सबसे अधिक प्रासंगिक थे?

सभी प्रतिभागियों के अनुसार –

- प्रशिक्षण कार्यक्रम के सभी विषय उनके लिए महत्वपूर्ण और उपयोगी थे लेकिन कई विषय प्रासंगिक थे किशोरावस्था और उससे जुड़ी चिंताओं कि जानकारी, जेंडर और मीडिया, जेंडर और वायलेंस को सुलझाना और विकलांग बालको का समावेश जैसे वोकेशनल एजुकेशन, आई.सी.टी., योगा, सेल्फ डिफेन्स, जेंडर समानता इत्यादि।
- Women role models पर चर्चा जैसे कि रानी लक्ष्मीबाई, नूरजहाँ और सिलेब्रिटीज महिलाओं के अनुभवों पर चर्चा।
- Adolescence एवं मानवीय मूल्यों के बारे में समझाना और यह कि जेंडर की समस्याएं स्त्रियों को ही नहीं पुरुषों को भी होती है, इसके बारे में अवगत कराना। Equity और Equality के बारे में जानकारी।
- स्कूल में जो समस्या उपलब्ध है, उसमें सुधार लाने के लिए Action Research के बारे में जाना
- All the themes were very relevant and well presented.

4. प्रशिक्षण की आवश्यकताओं के लिए कौन से विषय प्रासंगिक नहीं थे?

प्रतिभागियों के अनुसार कोई भी विषय अप्रासंगिक नहीं था। प्रशिक्षण की आवश्यकताओं के लिए सभी विषय प्रासंगिक थे।

5. आपकी प्रशिक्षण आवश्यकताओं को पूरा करने के लिए कौन से थीम को जोड़ा जा सकता है?

प्रतिभागियों के अनुसार प्रशिक्षण की आवश्यकताओं को पूरा करने के लिए सभी थीम इस कार्यक्रम में सम्मिलित थीं। फिर भी उनके अनुसार अगर दंगल या तारे जमीं पर जैसी प्रेरणादायक फिल्म दिखाई जा सकती थी।

- Some more themes in the area of act/laws and self - defense can be added.

6. विषय के दृष्टिकोण के संबंध में संसाधन संकाय की क्षमता के बारे में आपकी क्या राय है?

प्रतिभागियों के अनुसार विषय के दृष्टिकोण से सभी संसाधन संकाय की क्षमता बहुत ही अच्छी थी। अलग-अलग सेशन द्वारा हमें बहुत कुछ सीखने को मिला है और जो ट्रेनर हमें ट्रेनिंग देने आये वो ओवर ऑल बहुत ही प्रभावी थे।

All the resource persons very competent and thorough in their subject. Transaction was done very effectively. Though group was mainly Gujarati speaking, resource persons could connect with simple language, cues and elaborations.

7. क्या कार्यक्रम का संगठन संतोषजनक था? यदि नहीं, तो क्या कमी थी और कमियों को दूर करने के लिए सुझाव दें?

सभी प्रतिभागियों के अनुसार कार्यक्रम संतोषजनक था। सभी ट्रेनरों के द्वारा अच्छी तरह से अलग-अलग उदाहरण देकर हमें समझाया गया था। प्रशिक्षण में कोई कमी नहीं थी। प्रोग्राम का शेड्यूल बहुत ही अच्छा था। हमारे अंदर जो-जो कमियां थी उसका हमें संतोषजनक जवाब मिला। जिले में जाकर इसी तरह के कार्य करेंगे। हॉस्टल के बारे में जो-जो समस्या थी, उसको कैसे दूर करना चाहिए, उसका समाधान मिल गया।

➤ The programs was very satisfactory and fruitful.

8. समग्र कार्यक्रमों के बारे में आपके क्या सुझाव हैं?

प्रतिभागियों के द्वारा दिये गये सुझाव –

- जेंडर विषय के बारे में हमें प्राइमरी और माध्यमिक शिक्षक/शिक्षिकाओं को भी ऐसी ट्रेनिंग देनी चाहिए। शिक्षण में शिक्षा के समय नये उपकरण का उपयोग करें ताकि प्रभावशाली शिक्षा बन सके।
- यह कार्यक्रम district level पर होना चाहिए।

- इस प्रोग्राम के अंदर विडियों क्लिप भी दिखाए जाने चाहिए जिससे प्रेजेंटेशन ज्यादा इम्प्रेसिव बने।
- समग्र कार्यक्रम में किसी रोल मॉडल से भी मिलवाना चाहिए। जिससे हमें प्रेरणा प्राप्त होती।
- ऐसी ट्रेनिंग साल में दो बार होनी चाहिए जिससे हम प्रशिक्षण लेकर दूसरों को प्रशिक्षित कर सकेंगे।
- Some more examples/episodes of social-happenings affecting the status of girls/women/transgender can enrich the programme.

Presentation by the participants on Gender Concerns in Education of their district

District Patan and Ahmedabad Rural

1. ***What is the status of girls' education in terms of enrolment and dropout?***

The dropout problem is pervasive in the Indian education system. Many children, mainly girls who enter school, are unable to complete secondary education and multiple factors are responsible for dropping out of school. The reasons for dropout of girl are poverty, low educational level of parents, the weak family structure and lack of pre-school facilities. Family background and domestic problems create an environment which negatively affects the value of education

Even though these issues persists, the enrolment of girls for secondary school in Ahmedabad rural district has increased by 20 percent from last year. This improvement has been through awareness generation on importance of girls' education and better facilities for them.

2. ***Is there proper infrastructure facilities provided in secondary schools as per RMSA norms, give details?***

Yes, proper facilities like benches, table, chair, black and green board, cupboard, science and mathematics kit are being provided under RMSA.

3. ***List any three major gender concerns.***

The three major gender concerns in our district are:-

- i. less enrollment of girls in hostel due to location – This is the major concern of our district as the girls' hostels are located in interior regions away from habitation and is situated near the industrial area. The hostel is far from school and girls have to travel a lot to reach the school. As a result, the parents of girls do not feel safe to enroll girls in hostel and there is dropout of girls in the hostel.

- ii. Warden girls ratio – There is provision of one warden for hundred girls. Therefore it becomes difficult for the warden to provide personnel care to every girl.
- iii. Security of girls in the hostel - security of girls is a major concern as there is appointment of only one security guard for hundred girls. The duty of the security guard is for twenty four hours and the wages are also very less.

4. ***List any three major initiatives taken-up by your district/state to improve access, retention and quality of the girls' education.***

- i. Meetings with parents are held on regular interval of time for creating an understanding about importance of education. Awareness is given to the parent about the facilities provided by state government for enhancing girls education
- ii. Meetings with primary school teacher in nearby villages of girls hostel is done to promote girls' education and ensure that the girls are enrolled in secondary school.
- iii. Meetings are held with parents of girls who dropout after primary schooling for bringing them back to school. Homes of the dropout girls are visited and try to convince the parents and the girls to join the hostel and school.
- iv. Meeting with the principal of KGBV school and SSA gender coordinator are held for discussions on girls education.

5. ***What are the best practices with regards to girls' education in your district and out comes thereof?***

Parents meeting is held regularly as a result they have become aware about the overall development of their girl child in the hostel and the school.

6. ***Are there subject wise teachers available, Yes/No. If No please give details?***

Yes, there are subject wise teachers available.

7. ***Whether skill based education (vocational) is being provided, Yes/No. If yes what courses are being offered?***

No, skill based is not being provided.

8. ***Is there any stereotyping in offering vocational courses, Yes/No. If yes give details?***

NA.

Presentation by Participants




RMSA SCHOOLS OF KUTCH

S. No.	Block	Schools			
		RMSA	Model Schools	Model-Day Schools	Girls Hostels (RMSA)
1	Lakhapat	1	1	0	1
2	Rapar	5	1	1	1
3	Bhachau	4	1	1	1
4	Anjar	9	1	0	1
5	Bhuj	6	0	0	1
6	Nakhatrana	2	0	0	0
7	Abdasa	1	1	0	1
8	Mandavi	6	0	0	0
9	Mundra	4	0	0	0
10	Gandhidham	2	0	0	1
11	total	40	6	2	7

RMSA SCHOOLS OF KUTCH

S. No.	Schools	No. of schools
1	RMSA Schools	40
2	Model Schools	6
3	Model Day Schools	2
4	Girls Hostels(RMSA)	7



SCHOOLS ENROLMENT

S. NO.	SCHOOLS	ENROLMENT		TOTAL
		GIRLS	BOYS	
1	RMSA SCHOOLS	1176	1593	2796
2	MODEL SCHOOLS	255	356	611
3	MODEL DAY SCHOOLS	84	93	177

DROP OUT RATE OF KUTCH

Boys	Girls	Total
25.04	19.60	22.96

CATEGORY WISE ENROLMENT OF GIRLS HOSTELS

S. NO.	GIRLS HOSTELS	NO. OF GIRLS	CATEGORY					
			SC	ST	OBC	GENERAL	MINORITY	BPL
1	Girls Hostel Madhapar	42	26	01	05	02	08	21
2	Girls Hostel Anjar	16	03	01	11	01	00	00
3	Girls Hostel Bhachau	18	05	00	13	00	00	06
4	Girls Hostel Gandhidham	05	02	00	03	00	00	01
5	Girls Hostel Dayapar	45	33	00	05	04	03	13
6	Girls Hostel Naliya	20	05	00	13	01	01	00

Girls hostel Infrastructure

- *No. of rooms : 25
- *Bathrooms : 21 (1 for handicap)
- *Kitchen & Storeroom
- *Dining Hall
- *Library
- *Office



- *Warden room
- *Chawkidar room
- *Recreation room
- *Generator room
- *Visitor room & Medical room

Girls hostel Facilities



Water heater



R.O. Plant



Solar plant

Girls hostel's Furniture Facilities



- *Student Cupboard
- *Study Table
- *Chair
- *Slotted Angle Rack
- *computer
- *Library Cupboard



Canteen Table



Student Bed



Girls hostel Activities



Exercise



Yoga



Self defense training



Sports Activities In Girls hostel

Kho-kho



Chess

Other Game



Other Activities In Girls hostel



Best from Waste



Tree Plantation



Rangoli making

Best from Waste



Study Improvement Activities in girls hostel



Benefits From Starting Up Of Girls Hostel

- Kutch is the largest territorial area in India. It has been a developing district in education also. It has longest range of seacoast. There are many villages – people of which believe not to educate 'a girl child' but visionary thought of starting girls hostel – the scenario is changed. The girls from remote and backward area are coming into girls hostel. And they are getting not only education but also developing themselves in many skills.
- This mission of MHRD, New Delhi with assistance of Gujarat government / RMSA has been proved a ray of hope for the daughters of the border area.
- More and more girls are coming out for education – knowledge. Girls hostels are like "Mast for girls education". Free fair and safe education is reading towards new directions.

Visit of madhapar girls hostel by MHRD team



District Educational Office Mahisagar, Lunawada

Rastriy Madhyamik Shiksha Abhiyan (RMSA)

MODEL SCHOOL BALASINOR

Students Enrolment 2016-17

Std.	Boys	Girls	Total
6	33	22	55
7	30	22	52
8	39	11	50
9	22	22	44
10	22	23	45
11	12	29	41

Drop Out 2016-17

Boys	Girls	Total
0	0	0

Model School Balasinor



PHOTOGRAPHS



GIRLS HOSTEL BALASINOR

Girls Enrolment
2016-17

Std.	Girls
9	18
10	12
11	33
12	2
Total	65



PHOTOGRAPHS



MODEL SCHOOL BAKOR

Students Enrolment
2016-17

Std.	Boys	Girls	Total
6	35	24	59
7	39	19	58
8	23	22	45
9	19	29	48
10	18	26	44
11	15	18	33

Drop Out 2016-17

Boys	Girls	Total
0	0	0



PHOTOGRAPHS



GIRLS HOSTEL BAKOR

Girls Enrolment
2016-17

Std.	Girls
9	19
10	14
11	14
12	1
Total	48



PHOTOGRAPHS



MODEL SCHOOL KADANA

Students Enrolment
2016-17

Std.	Boys	Girls	Total
6	20	25	45
7	23	23	46
8	24	20	44
9	23	26	49
10	16	16	32

Drop Out 2016-17

Boys	Girls	Total
0	0	0

PHOTOGRAPHS



GOV. SECONDARY SCHOOL PANCHMUVA (RMSA)

Students Enrolment
2016-17

Std.	Boys	Girls	Total
9	23	21	44
10	22	11	33

Drop Out 2016-17

Boys	Girls	Total
1	1	2

PHOTOGRAPHS



GOV. SECONDARY SCHOOL ZALDADA (RMSA)

Students Enrolment
2016-17

Std.	Boys	Girls	Total
9	18	28	46
10	26	32	58

Drop Out 2016-17

Boys	Girls	Total
1	0	1

PHOTOGRAPHS



GOV. SECONDARY SCHOOL MOLARA (RMSA)

Students Enrolment
2016-17

Std.	Boys	Girls	Total
9	23	25	48
10	15	18	33

Drop Out 2016-17

Boys	Girls	Total
3	4	7

PHOTOGRAPHS



HOW MANY MODEL SCHOOLS IN PATAN DISTRICT : -

Sr.No	District Name	Block Name	Model school Name
1	Patan	Sarswati	Model school, Vagdod
2	Patan	Harij	Model school, Harij
3	Patan	Sami	Model school, Sami
4	Patan	Radhanpur	Model school, Radhanpur
5	Patan	Santalpur	Model school, Santalpur

MODEL SCHOOLS PHOTOGRAPHS : -



Students Information In Model Schools: -

Sr. No	District Name	Block Name	Model school Name	Students information in Std -9			Students information in Std -10		
				Boys	Girls	Total	Boys	Girls	Total
1	Patan	Sarswati	Model school, Vagdod	29	26	55	15	33	48
2	Patan	Harij	Model school, Harij	26	32	58	21	32	53
3	Patan	Sami	Model school, Sami	8	51	59	13	35	48
4	Patan	Radhanpur	Model school, Radhanpur	5	37	42	9	30	39
5	Patan	Santalpur	Model school, Santalpur	20	21	42	29	17	46

How Many RMSA Schools In Patan District :-

Sr.No	District Name	Block Name	RMSA school Name
1	PATAN	SARASWATI	Government Sec School Motanayata
2	PATAN	SARASWATI	Government Sec School Bhatsan
3	PATAN	SICHCHAPUR	Government Sec School Gangalasan
4	PATAN	RACHANPUR	Government Sec School Alhabad
5	PATAN	RACHANPUR	Government Sec School Javantri
6	PATAN	SARASWATI	Government Sec School Charup
7	PATAN	HARIJ	Government Sec School Dunavada
8	PATAN	HARIJ	Government Sec School Sarel
9	PATAN	SAVI	Government Sec School Ved
10	PATAN	SAVI	Government Sec School Godhana
11	PATAN	RACHANPUR	Government Sec School Joravarganj
12	PATAN	RACHANPUR	Government Sec School Dhokawada
13	PATAN	SANTALPUR	Government Sec School Ganjisar
14	PATAN	SANTALPUR	Government Sec School Zazam
15	PATAN	SANTALPUR	Government Sec School Zekada

RMSA SCHOOL'S PHOTOGRAPH :-



Students Information In RMSA SCHOOLS :-

Sr. No	District Name	Block Name	RMSA school Name	Students information in Std -9			Students information in Std -10		
				Boys	Girls	Total	Boys	Girls	Total
1	PATAN	SARASWATI	Government Sec School Motanayata	49	37	86	26	28	54
2	PATAN	SARASWATI	Government Sec School Bhatsan	22	18	40	16	29	45
3	PATAN	SICHCHAPUR	Government Sec School Gangalasan	41	16	57	22	12	34
4	PATAN	RACHANPUR	Government Sec School Alhabad	32	13	45	23	15	38
5	PATAN	RACHANPUR	Government Sec School Javantri	27	18	45	11	12	23
6	PATAN	SARASWATI	Government Sec School Charup	27	22	49	0	0	0
7	PATAN	HARIJ	Government Sec School Dunavada	11	30	41	0	0	0
8	PATAN	HARIJ	Government Sec School Sarel	15	29	44	0	0	0
9	PATAN	SAVI	Government Sec School Ved	29	21	50	0	0	0
10	PATAN	SAVI	Government Sec School Godhana	9	15	24	0	0	0
11	PATAN	RACHANPUR	Government Sec School Joravarganj	8	14	22	0	0	0
12	PATAN	RACHANPUR	Government Sec School Dhokawada	35	21	56	0	0	0
13	PATAN	SANTALPUR	Government Sec School Ganjisar	11	11	22	0	0	0
14	PATAN	SANTALPUR	Government Sec School Zazam	17	18	35	0	0	0
15	PATAN	SANTALPUR	Government Sec School Zekada	17	14	31	0	0	0

How Many Model Day schools In Patan District :-

Sr.No	District Name	Block Name	Model Day school Name
1	PATAN	Santalpur	Model Day school, Lunichana

How Many Model Day schools In Patan District :-

Sr.No	District Name	Block Name	RMSA school Name	Students information in Std -9			Students information in Std -10		
				Boys	Girls	Total	Boys	Girls	Total
1	PATAN	Santalpur	Model Day school, Lunichana	37	16	53	20	13	33

HOW MANY GIRLS HOSTEL IN PATAN DISTRICT :-

Sr.No	District Name	Block Name	Girls Hostel Name
1	Patan	Sarswati	Girls Hostel, Vagdod
2	Patan	Harij	Girls Hostel, Harij
3	Patan	Sami	Girls Hostel, Sami
4	Patan	Radhanpur	Girls Hostel, Radhanpur
5	Patan	Santalpur	Girls Hostel, Santalpur

GIRLS HOSTELS PHOTOGRAPH :-



HOW MANY GIRLS LIVE IN GIRLS HOSTEL :-

Sr. No	District Name	Block Name	Girls Hostel Name	Girls Information who live in Girls hostel				
				Std-9	Std-10	Std-11	Std-12	Total
1	Patan	Sarswati	Girls Hostel, Vagdod	18	17	0	0	35
2	Patan	Harij	Girls Hostel, Harij	25	18	17	0	60
3	Patan	Sami	Girls Hostel, Sami	34	21	31	14	100
4	Patan	Radhanpur	Girls Hostel, Radhanpur	38	25	10	0	73
5	Patan	Santalpur	Girls Hostel, Santalpur	8	8	0	0	16
TOTAL				123	89	58	14	284

BLOCKWISE DROUPOUT RATIO IN PATAN DISTRICT :-

PATAN DISTRICT EDUCATIONAL INDICATORS - YEAR 2016-17																							
SR.NO	U.DISE CODE	DISTRICT	BLOCK	GER			NER			TRANSITION RATE			RETENTION RATE			DROPOUT RATE			PROMOTION RATE			GPI	GENDER GAP
				ALL community			ALL community			ALL community			ALL community			ALL community			ALL community				
				S	C	T	S	C	T	S	C	T	S	C	T	S	C	T	S	C	T		
1	2102	PATAN	-	80.34	87.08	70.80	38.33	39.30	47.40	80.39	87.90	78.33	80.03	83.83	83.08	18.88	17.03	16.97	80.9	83.18	80.49	0.788	33.33
2	210201	PATAN	CHANDIGRAM	78.82	80.31	70.87	31.88	37.83	33.31	80.38	81.08	88.81	80.31	73.83	83.7	18.88	18.88	17.8	80.38	73.31	81.78	0.788	33.33
3	210202	PATAN	HARIJ	73.87	82.78	88.81	31.88	30.88	33.33	78.8	88.7	73.88	73.83	83.38	77.78	18.88	18.88	23.33	73.83	81.1	73.88	0.888	18.88
4	210203	PATAN	PATAN	71.88	81.08	88.88	38.88	30.88	33.33	78.88	83.37	88.88	80.38	88.88	88.88	17.7	18.88	18.88	80.38	88.88	88.88	0.788	33.33
5	210204	PATAN	RADHANPUR	80.38	88.81	78.78	38.88	37.87	38	80.38	81.08	78.88	80.38	83.38	88.81	18.88	17.78	18.88	80.38	83.38	88.88	0.888	33.33
6	210205	PATAN	SAMI	82.88	88.81	88	38.88	38.78	30.88	78.88	88	80.38	77.78	88.88	78.88	18.88	18.88	18.88	77.78	88.88	78.88	0.888	33.33
7	210206	PATAN	SANTALPUR	78.87	88.88	88.88	38.88	33.33	38.88	73.88	88.87	78.88	80.38	83.38	88.88	18.88	18.88	18.88	80.38	83.38	88.88	0.888	33.33
8	210207	PATAN	SARSWATI	80.38	88.88	78.88	38.88	38.88	38.88	80.38	88.88	78.88	80.38	83.38	88.88	18.88	18.88	18.88	80.38	83.38	88.88	0.888	33.33
9	210208	PATAN	SHANTINAGAR	80.38	88.88	88.88	38.88	38.88	38.88	80.38	88.88	78.88	80.38	83.38	88.88	18.88	18.88	18.88	80.38	83.38	88.88	0.888	33.33
10	210209	PATAN	SOPUR	78.88	88.88	88.88	38.88	38.88	38.88	80.38	88.88	78.88	80.38	83.38	88.88	18.88	18.88	18.88	80.38	83.38	88.88	0.888	33.33



सत्यमेव जयते
Government of Gujarat



वर्ष २०१६ के स्कूल की माहिती

क्रम नं.	तालुका	आर.एम.एस.ए शाला	सरकारी शाला	मॉडल शाला	कुल शाला संख्या
१	धोलका	०३	०३	००	०६
२	बावला	०३	०३	०१	०७
३	साणंद	०६	०३	०१	१०
४	विरमगाम	०२	००	०१	०३
५	मांडल	००	०१	००	०१
६	देजेज	०१	०१	००	०२
७	जुहापुरा सिटी	००	०१	००	०१
८	धंधुका	००	०१	००	०१
९	धोलेरा	०१	०३	००	०४
	कुल स्कूल	१६	१६	०३	३५

जिल्ला शिक्षणाधिकारी की कचेरी
अहमदाबाद ग्राम्य

-देवल बारोट
जेन्डर को-ऑर्डिनेटर, अहमदाबाद ग्राम्य

जून-२०११ से कार्यरत आर.एम.एस.ए. शाला की सुचि

क्रम	शाला का नाम	गाउँ का नाम	तालुका का नाम
१	आर.एम.एस.ए. माध्यमिक शाला	जेतापुर	विरमगाम
२	आर.एम.एस.ए. माध्यमिक शाला	जुवाल	साणंद
३	आर.एम.एस.ए. माध्यमिक शाला	सनाथल	साणंद
४	आर.एम.एस.ए. माध्यमिक शाला	जाम्प	साणंद
५	आर.एम.एस.ए. माध्यमिक शाला	झाखड़ा	धोलका
६	आर.एम.एस.ए. माध्यमिक शाला	देव धोलेरा	बावला
७	आर.एम.एस.ए. माध्यमिक शाला	केशरडी	बावला
८	आर.एम.एस.ए. माध्यमिक शाला	साथल	धोलका
९	आर.एम.एस.ए. माध्यमिक शाला	खीचा	साणंद
१०	आर.एम.एस.ए. माध्यमिक शाला	चरल	साणंद
११	आर.एम.एस.ए. माध्यमिक शाला	हैबतपुर	साणंद

अहमदाबाद जिल्ले के छात्रों की संख्या

क्रम	शालाका नाम	कक्षा ९		कक्षा १०		इँपआउट
		लड़का	लड़किया	लड़का	लड़किया	लड़किया
१	आर.एम.एस.ए. माध्यमिक शाला, जेतापुर	२८	२०	३०	१६	०९
२	आर.एम.एस.ए. माध्यमिक शाला, जुवाल	४३	१९	४७	७	०६
३	आर.एम.एस.ए. माध्यमिक शाला, सनाथल	२७	७	२४	७	०३
४	आर.एम.एस.ए. माध्यमिक शाला, जाम्प	२२	२३	२९	९	०९
५	आर.एम.एस.ए. माध्यमिक शाला, झाखड़ा	१५	१७	५	११	०९
६	आर.एम.एस.ए. माध्यमिक शाला, देव धोलेरा	२१	२०	३३	१३	१८
७	आर.एम.एस.ए. माध्यमिक शाला, केशरडी	३७	०८	२६	०६	०५
८	आर.एम.एस.ए. माध्यमिक शाला, साथल	२१	१५	२३	०६	०१
९	आर.एम.एस.ए. माध्यमिक शाला, खीचा	२६	२१	२०	१६	००
१०	आर.एम.एस.ए. माध्यमिक शाला, चरल	२०	१२	३३	२०	०२
११	आर.एम.एस.ए. माध्यमिक शाला, हैबतपुर	१९	३१	१०	१७	०९

मॉडल शाला के छात्रों के संख्या की माहिती

क्रम	शालाके नाम	छात्रोंकी संख्या										इँपआउट	इँपआउट			
		कक्षा ६		कक्षा ७		कक्षा ८		कक्षा ९		कक्षा १०				कक्षा ११		
		लड़के	लड़किया	लड़के	लड़किया	लड़के	लड़किया	लड़के	लड़किया	लड़के	लड़किया					
१	साणंद, ता. साणंद	०१	०६	०२	११	०९	११	३४	१४	३७	२७	०६	०६	आर्ट्स	१२	१४
२	रजोड़ा, ता. बावला	००	०५	०८	१०	०३	२३	२६	१५	०५	३५	१२	१३	आर्ट्स	००	००
३	भोजवा, ता. वीरमगाम	०८	२४	०७	१९	११	१९	१६	२२	१६	२२	०४	०८	आर्ट्स	००	०५
	कुल छात्रों	०९	३५	१७	४०	२३	४६	५१	५८	८४	२२	२७			१२	१९

सरकारी शालाके २०१६की छात्रोंकी संख्या

क्रम नं.	सरकारी शाला के नाम	गाँव	कक्षा ९		कक्षा १०		इँपआउट
			लड़का	लड़किया	लड़का	लड़किया	लड़किया
१	सरकारी माध्यमिक शाला	गोरज	३५	२०	२१	२१	०६
२	सरकारी माध्यमिक शाला	खोरज	१४	२०	१२	०६	०१
३	सरकारी माध्यमिक शाला	पिसावाडा	३६	२०	२९	१९	०६
४	सरकारी माध्यमिक शाला	सिंधरेज	१२	०९	१५	१०	०१
५	सरकारी माध्यमिक शाला	वीरपुर	२३	२१	१०	१०	०३
६	सरकारी माध्यमिक शाला	नानोदरा	१७	००	१८	००	०१
७	सरकारी माध्यमिक शाला	पिपली	११	१८	०८	०३	०१
८	सरकारी माध्यमिक शाला	सोड़ी	२१	२२	१५	२१	०३
९	सरकारी माध्यमिक शाला	जुहापुरा	१०१	४७	६४	४२	१२
	कुल शाला						

नई जून-२०१६ से आर.एम.एस.ए. माध्यमिक शाला की सुचि

क्रम	शाला का नाम	कक्षा ९
१	सांकोड ता. बावला	२०
२	लीलापुर, ता. साणंद	१९
३	कोकता, ता. वीरमगाम	४१
४	पनार, ता. देत्रोज	३३
५	सरंडी, ता. ढोलका	२८

जून-२०१६ की नई सरकारी माध्यमिक शाला

क्रम	शाला का नाम	छात्रोंकी संख्या		
		कक्षा ९		
		लड़के	लड़किया	कुल
१	हसननगर, ता. बावला	०४	०७	१२
२	वागड़, ता. धंधुका	०२	०७	०९
	कुल	०६	१४	२१

सरकारी उच्चतर माध्यमिक शालाके छात्रोंकी संख्या -२०१६

क्रम	शाला का नाम	छात्रोंकी संख्या						ड्रॉपआउट
		कक्षा ११			कक्षा १२			
		लड़के	लड़किया	कुल	लड़के	लड़किया	कुल	
१	बावलियारी, ता.धंधुका (सा.प्र.)	१०	०३	१३	०८	००	०८	००
२	मांडल, ता.मांडल (वि.प्र.)	०५	०१	०६	०४	००	०४	००
३	देवोज, ता. देवोज (वि.प्र.)	००	००	००	०३	००	०३	००
४	उपरदल, ता. साणंद (सा.प्र.)	२२	०२	२४	२०	०७	२७	०१
५	जुहापुरा, सिटी (सा.प्र.)	१८	१९	३७	१७	१३	३०	००
६	शियाल, ता. बावला (सा.प्र.)	१८	०३	२१	१९	०४	२३	०१

गर्ल्स हॉस्टल छात्रों के संख्या की माहिती

क्रम	गर्ल्स हॉस्टल का नाम	छात्रोंकी संख्या			ड्रॉपआउट	कुल
		कक्षा ९	कक्षा १०	कक्षा ११		
		लड़किया	लड़किया	लड़किया		
१	साणंद, ता. साणंद	२८	२१	०३	००	५२
२	रजोड़ा, ता.बावला	२६	०५	०९	००	४०
३	भोजवा, ता.वीरमगाम	०६	०५	०१	००	१२

अतिरिक्त पाठ्यक्रम गतिविधियों

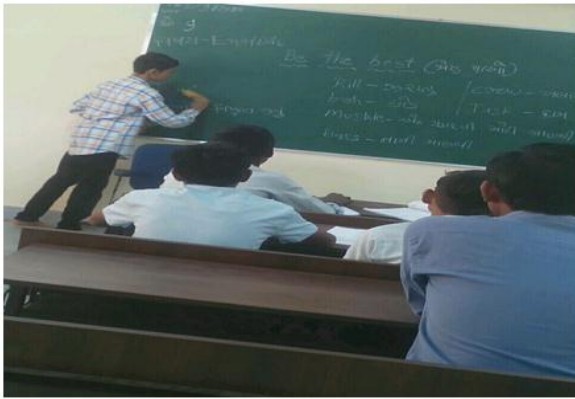




१५



१६



१७



१८



१९

२६ जनवरी उत्सव



२०



२१



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RMSA GUJARAT

VALSAD

Urvashi Thakor
Dist. Gender Co-Ordinator

RIGHT TO EDUCATION



Mission of RMSA



- To reduce the ratio of illiteracy of Girls in India.
- To make the girls confident enough to live an independent life.
- To enhance the thinking ability of girls to increase the decision power.
- To strengthen women power in our country.
- To provide education and other basic facilities of life to the backward class girls and empower their life with better education

GIRLS HOSTEL ENROLLMENT



- (1) **GIRLS HOSTEL-DHARAMPUR**
CATEGORY-ST
-STANDARD-9-40
-STANDARD-10-32
-STANDARD-11-23
TOTAL-95
- (2) **GIRLS HOSTEL-KAPRADA**
CATEGORY-ST
- STANDARD-9-36
- STANDARD-10-18
- STANDARD-11-05
TOTAL-59

GIRLS HOSTEL-TOTAL-2



- (1)DHARPUR-95 GIRLS
(2)KAPRADA-56

HEALTH CHECK UPS



SELF DEFENCE TRAINING



Self Defence Training



CELEBRATIONS OF OCCASION



Girls Hotel Visits



Hostel Facilities & Infra



Girls Hostel Activities



Girls Hostel Activities



Parent Meeting



जिल्हा शिक्षणाधिकारी कचेरी,
महेसाणा

राष्ट्रीय माध्यमिक शिक्षा अभियान
गर्ल्स होस्टेल / मोडेल स्कुल
सतलासणा
ता. सतलासणा जिल्हा. महेसाणा

I wish our small efforts could create a significant changes in their life

गर्ल्स होस्टेल / मोडेल स्कुल



मोडेल स्कुलका एनरोलमेंट

Sr. No.	U-Dise Code	School Name	Caste	Class-6		Class-7		Class-8		Class-9		Class-10		Class-11	
				Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	24040506011	MODEL SCHOOL (RMSA) SATLASANA	General	0	0	2	0	0	0	0	2	1	0	0	0
			SC	0	0	0	0	0	0	0	2	0	0	0	0
			ST	1	0	0	1	0	1	0	18	0	17	0	24
			OBC	22	11	7	4	10	14	4	17	4	15	8	4
			Total	23	11	9	5	10	15	4	39	5	32	8	28

गर्ल्स होस्टेलका एनरोलमेंट

Sr.No.	School Name	Village	Caste	Class-9	Class-10	Class-11	Class-12	Total
				Girls	Girls	Girls	Girls	Girls
1	GIRLS HOSTEL SATLASANA	SATLASANA	General	3	0	0	0	3
			SC	1	0	0	0	1
			ST	25	16	26	3	70
			OBC	9	8	3	0	20
			Total	38	24	29	3	94

भौतिक सुविधाए (गर्ल्स होस्टेल)

- ➔ होस्टेल में लड़कियों के लिए 25 रुम, एक वॉर्डन रुम, एक वोचमेन रुम और लायब्रेरी रुम की सुविधाए है।
- ➔ हर एक लड़कियों के लिए पर्सनल खुरशी, टेबल, कपबोर्ड, पलंग, मेट्रेस, तकीया, ब्लैकेट और जीवन जरूरत की चीजे दी जाती है।
- ➔ होस्टेल में लड़कियों के लिए सेनिटेशन, इलेक्ट्रीक गीजर, ठंडे पानी के लिए कलर और हैंडीकेप लड़कियो के लिए अलग से सेनिटेशन की सुविधाए है।
- ➔ भोजन के लिए डाइनिंग होल और डाइनिंग होल में टेलीविजन की सुविधा है। रसोइ के लिए अलग से रसोइघर की व्यवस्था है।

लड़कियों के रुम भोजनखंड



पुस्तकालय रुम वॉर्डन रुम



स्टोर रुम रसोइघर



इलेक्ट्रीक गीजर एकटीवीटी रुम और कम्प्युटर रुम



भौतिक सुविधाएँ (मॉडेल स्कूल)

- ➔ मॉडेल स्कूल में क्लास रूम, स्टाफ रूम, सभा खंड और कम्प्यूटर लेब की सुविधाएँ हैं।
- ➔ स्कूल में लड़का और लड़कीयों के लिए अलग अलग सेनिटेशन और ठंडे पानी के लिए कुलर की सुविधाएँ हैं।
- ➔ स्कूल के चारों तरफ कम्पाउन्ड वॉल है।

सेनिटेशन और वोशबेसिन



स्टाफ रूम



वर्ग खंड



सभाखंड



ठंडे पानी का कुलर



न्युज पेपर स्टैंड



एक्टिविटी फोटो



एक्टिविटी फोटो



**Training Programme on Gender Concerns in Education for RMSA
Key Resource Persons for the State of Gujarat**

(23rd – 27th March, 2017)

Programme Schedule

23rd March, Thursday, 2017

Time	Themes	Resource Persons
9:30 a.m. – 10:00 a.m.	Registration	
10:00 a.m. – 11:00 a.m.	Inaugural Session -Welcome Note & Inaugural Address -About the Programme	Prof. Poonam Agrawal, Head, DGS Prof. Mona Yadav, DGS
11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:00 p.m.	Journey Towards Gender Equality in Education: Policies, Programmes and Schemes	Prof. Anita Nuna, DCS
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	Concerns on Equity and Quality under RMSA	Prof. Sharad Sinha, RMSA
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Being Self Reliant : Vocational Education for Economic Empowerment of Girls	Prof. Poonam Agrawal, DGS

24th March, Friday, 2017

Time	Themes	Resource Persons
9:30 a.m. – 11:00 a.m.	Adolescence Education and Growing up Concerns	Prof. Saroj Yadav, Dean Academic, NCERT
11:00 a.m. – 11:30 a.m.	Tea	

11:30 a.m. – 1: 00 p.m.	Action Research as a Strategy to Achieve Gender Equality	Prof. Poonam Agrawal, Head, DGS
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	Curriculum, Pedagogy and Textbooks from a Gender Perspective	Prof. Gouri Srivastava, DGS
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Gender Inclusive ICT Pedagogy at Secondary Stage	Dr. Angel Ratnabai Dr. Mamur Ali

25th March, Saturday, 2017

Time	Themes	Resource Persons
9:30 a.m. – 11:00 a.m.	Addressing Gender Issues in Education at Secondary Stage	Prof. Mona Yadav, DGS
11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:00 p.m.	Gender Violence and Laws for Safety and Security of Girls and Women	Ms. Punita Gupta, Delhi University
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	From Failure to Success: An Approach with Focus on Practices of Stress Management	Dr. Surkshit Goswami, Yoga Expert, Times of India, ND Mob: 9811600440
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Self Defense for Empowerment of Girls	Self Defense Academy, Delhi Police

26th March, Sunday, 2017 Field Visit

Time	Themes	Resource Persons
9:30 a.m.– 11:00 a.m.	Portrayal of Gender in Media: A Critique	Dr. Sarita Anand, Lady Irwin College
11:00 a.m.–11:30 a.m.	Tea	
11:30 a.m. onwards	Field Visit	

27th March, Monday, 2017

Time	Themes	Resource Persons
9:30 A.M. – 11:00 A.M.	Making Classrooms more Inclusive at Secondary Stage with Focus on Children with Disabilities	Prof. Vinay Singh, DEGSN
11:00 A.M. – 11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Interactive Session on Gender Concerns in the State of Gujarat	DGS Faculty
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Video Viewing	Prof. Mona Yadav, DGS
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Valedictory	DGS Faculty

Name of Resource Persons

S.No.	NCERT Faculty	Other Experts
1.	Prof. Saroj Yadav, Dean, Academic, NCERT	Dr. Surakshit Goswami Yoga Expert, Times of India
2.	Prof. Poonam Agrawal, Head, DGS	Dr. Sarita Anand Lady Irwin College Delhi University,
3.	Prof. Gouri Srivastava, DGS	Ms. Punita Gupta Aditi Mahavidyalaya, Delhi University
4.	Prof. Sharad Sinha, Head, RMSA	Shri Rakesh Pal and his team Self Defense Academy, Delhi Police, New Delhi
5.	Prof. Mona Yadav, DGS	
6.	Prof. Anita Nuna, DCS	
7.	Prof. Vinay Singh, DEGSN	
8.	Dr. Mamur Ali, CIET	
9.	Dr. Angel Ratnabai, CIET	

List of Participants

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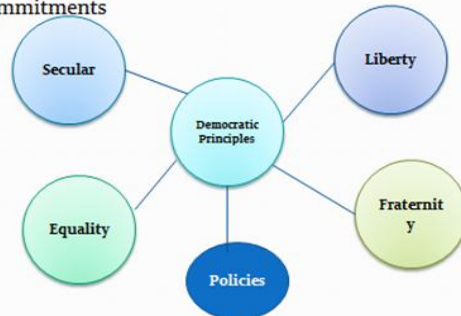
Power Point Presentation by Resource Persons

Curriculum Pedagogy and Textbook from a Gender Perspective

Prof. Gouri Srivastava
Dept. Of Gender Studies
NCERT, New Delhi

Curriculum

- Reflects Philosophy of the Constitution and Policy Commitments



NCERT Initiatives in Curriculum Development

- **The Curriculum for the Ten Year School: A Framework, 1975**
- **National Curriculum for Elementary and Secondary Education: A Framework, 1988**
- **National Curriculum Framework for School Education, 2000**
- **National Curriculum Framework, 2005**

Pedagogy

- **Focus on:**
 - > **Learner Centric**
 - > **Autonomy**
 - > **Participation**
 - > **Contextual**
 - > **Activity based**
 - > **Linkage with Environment**
 - > **Strategies Promoting Problem Solving and Challenges**

Textual Materials and Disciplinary Knowledge

- **SCIENCE AND SOCIAL SCIENCE**
- **HUMAN ACTIVITIES AND NATURAL ENVIRONMENT**
- **HUMAN ACTIVITIES AND INTERACTIONS**
- **APPLICATION BASED**
- **MULTI-DISCIPLINARY**
- **SOCIETAL CONCERNS**
- **INTEGRATION OF TECHNOLOGY**
- **SUSTAINABLE DEVELOPMENT**

Teaching Children with Diverse Needs in Inclusive Classroom"

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- All children have unique needs and different abilities.
- Each child has capabilities, interests, motivation and experiences that are unique and personal.
- Many children experience learning and participation difficulties in school because such differences are not taken into consideration in the teaching learning process.

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Inclusive education

Inclusive education means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities (RPD Act, 2016)

Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalization.

IE is based on the principle that all children have the right to learn and that they need support. It respects and builds on the fact that all children are different and have different learning needs.

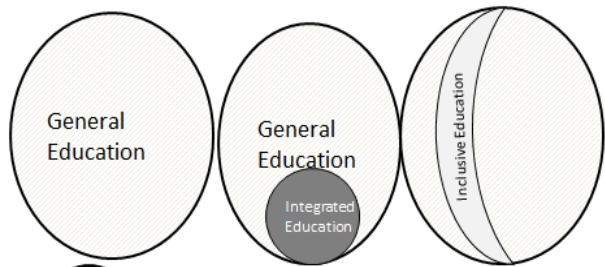
Inclusive education sees the children at the centre of the teaching and learning process and recognizes that barriers to learning can arise at any level of the system.

Inclusion is not only about disability.

Children who need more attention....

- Girls
- Scheduled Castes,
- Scheduled Tribes,
- Minorities,
- Economically weaker sections and underprivileged groups,
- Disability,
- Children affected by migration,
- Urban deprived,
- Children in areas affected by civil strife
- Working as domestic help,
- Children in conflict with law,
- Children in protective institutions,
- Children affected by HIV/AIDS and other chronic and severe ailments,
- Children affected by natural disasters
- Any other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factors.

- **SECLUSION / SEGREGATION /EXCLUSION: (Sorry ! No Admission. You'd better stay home)**
- **SEPARATION: (Sorry! No Admission. But, you could go to special school)**
- **INTEGRATION: (Welcome But, you'll have to put extra efforts to adjust / match other kids at school)**
- **INCLUSION: (Welcome ! We'll adjust ourselves to suit the needs and requirements of your kids)**



Depart from the General System

Apart from the General System

Integral Part of the General System



Disability

Person with disability means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others;

Person with benchmark disability" means a person with not less than forty percent of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority;

Person with disability having high support needs means a person with benchmark disability who needs high support. High support means an intensive support, physical, psychological and otherwise, which may be required by a person with benchmark disability for daily activities, to take independent and informed decision to access facilities and participating in all areas of life including education, employment, family and community life and treatment and therapy;

Disabilities specified in RPD Act, 2016

1. Physical Disability

A. Locomotor Disability including

- a) Leprosy cured person
- b) Cerebral Palsy
- c) Dwarfism
- d) Muscular Dystrophy
- e) Acid attack victims

B. Visual Impairment

- a) Blindness
- b) Low-vision

C. Hearing Impairment

- a) Deaf
- b) Hard of hearing

D. Speech and language Disability

2. Intellectual disability including

- a) Specific Learning Disabilities
- b) Autism Spectrum Disorders

3. Mental behaviour

- a) Mental illness

4. Disability caused due to

- a) chronic neurological conditions
 - i) Multiple Sclerosis
 - ii) Parkinson's disease
- b) Blood disorder
 - i) Hemophilia
 - ii) Thalassemia
 - iii) Sickle Cell Disease

5. Multiple Disability including

- a) Deaf blindness

6. Any other category notified by Central Government.

Locomotor Disability



Locomotor Disability

- Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both)



Leprosy cured person

"leprosy cured person" means a person who has been cured of leprosy but is suffering from—

- loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;*
- manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;*
- extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly*

A child with **Cerebral Palsy** using mobile stander



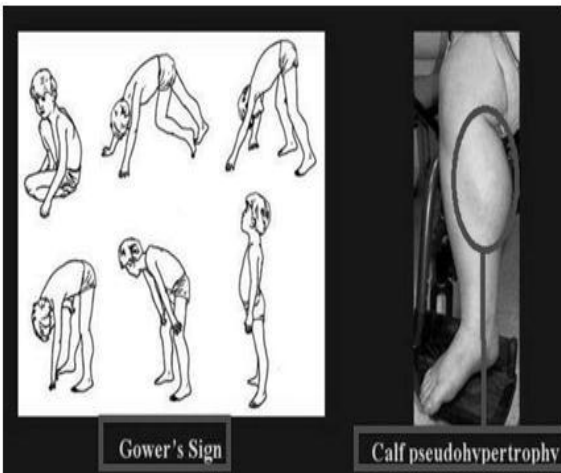
Cerebral palsy

Cerebral palsy means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth

Dwarfism

- Dwarfism means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less

Muscular Dystrophy



Muscular Dystrophy

Muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue

Acid Attack Victims

Acid attack victims means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

Blindness



Visual impairment— Blindness and Low Vision

Blindness means a condition where a person has any of the following conditions, after best correction—

- (i) total absence of sight; or*
- (ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or*
- (iii) limitation of the field of vision subtending an angle of less than 10 degree.*

Low-vision



Low-vision

Low-vision means a condition where a person has any of the following conditions, namely:—

- (i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or*
- (ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.*



6/6 - normal vision



6/24 - moderate vision impairment



5/60 - legal blindness



Hearing Impairment



Hearing Impairment- Deaf and Hard of hearing

Deaf means persons having 70 DB hearing loss in speech frequencies in both ears

Hard of hearing means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears

Speech and language disability

Speech and language disability means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes

Intellectual disability



Specific Learning Disabilities

SLD means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

Intellectual disability

Intellectual disability, a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills,

A child with autism



Autism spectrum disorder

Autism spectrum disorder means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours

Mental illness

Mental behaviour,—

Mental illness means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by subnormality of intelligence

Disability caused due to—

(a) *chronic neurological conditions*

(b) *Blood disorder*

(a) *chronic neurological conditions, such as—
Multiple sclerosis and Parkinson's disease*

Multiple sclerosis means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;

Parkinson's disease

Parkinson's disease means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

Blood disorder— Haemophilia , Thalassemia and Sickle cell disease

Haemophilia" means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor would may result in fatal bleeding;

Thalassemia

Thalassemia means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

Sickle cell disease

Sickle cell disease means a hemolytic disorder characterised by chronic anemia, painful events, and various complications due to associated tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

A student with deafblindness using Braille



Multiple Disabilities and deafblindness

Multiple Disabilities (more than one of the above specified disabilities) including

Deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

Strategies used in inclusive classrooms

- **Differentiated teaching–learning** : plan individual goals into classroom content and instructional strategies
- **Activity based and experiential learning:** Students engaged in discovery, movement, interaction with the environment and manipulation of materials.
- **Peer tutoring:** student partnerships
- **Cooperative Learning** : students work together
- **Individualized Education:** Individual's needs and learning

Writing Devices : Braille Frame



Plastic File Type



Stylus



Saddle

Flat



Knob

Eraser



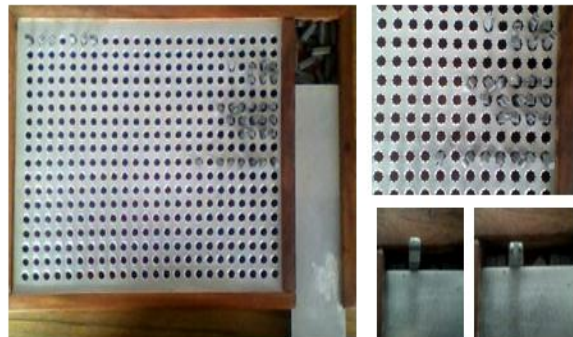
Brailier



Abacus



Taylor Frame



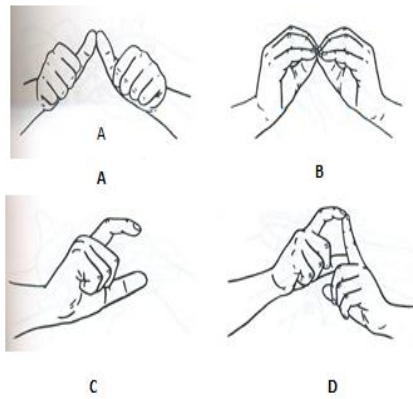
Low vision aids



Hearing aids



Finger Spellings



Communication aids No/low tech and high tech devices

Communication Book Elect. communication book Screen Braille Communication



Magnified text materials using CCTV



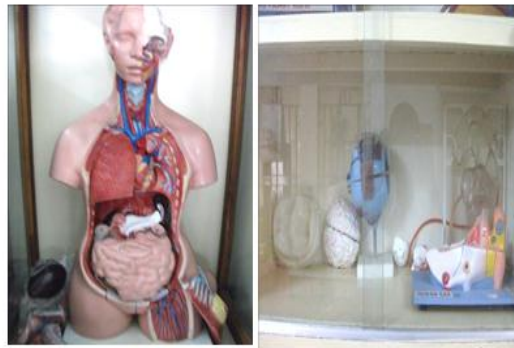
Science Braille Book/embossed teaching aids with Braille notation



3-D Raised Relief Plastic Charts on Human bodysystem



Science – Models of Organs



Adapted teaching aids



Indian National Anthem in Universal Design (Indian Sign Language)&rm;_WMV V9.wmv

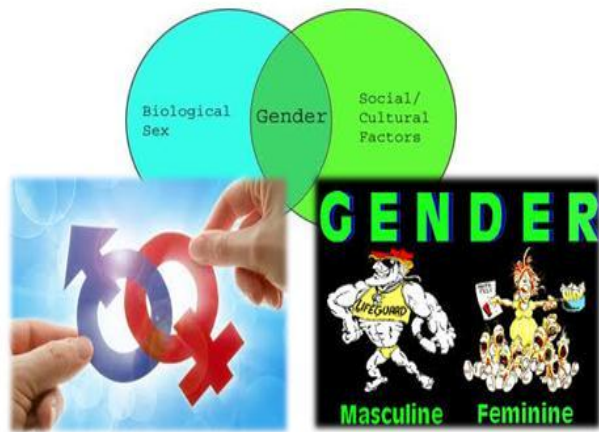
Thank You



The Gender - Media Connection

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What is Gender?



Social Construction of Gender

The construction never stops.....

Small girls associated with beauty & soft skills
Small boys are portrayed playing mechanics physical games

Women models to attract men to a brand and men mostly shown owning and

Gender Stereotypes...does media play a role?

Gender roles are defined, women portrayed as super-human- multi-tasking emotional, bound to relationships, economically and socially dependent, marginalized and deprived



The second extreme, beauty defined within narrow conventions, perfect size/physique & as sex objects

Portrayal of 'Idea of Men'- remains the same over the decades



Consequences of 'Negative Stereotypes' attached to women

- Relative Powerlessness
- Limited Range of Occupations
- Loss of Academic Potential
- Lack of Respect for Women's Abilities and
- Low Self-esteem among Women
- ALL women expected to follow and those who do not are perceived to be clever and manipulative
- Low productivity of women outside home and therefore to the nation- India is 135th on the human Development index in the world because of their poor health, education and participation in development

Gender portrayal in various forms of Media

- Advertisements
- Films
- Television
- Print

In Advertisements...common features

Popular celebrities are oftenseen as role models...
creating reinforcements



Reinforcing 'the unsaid norms'

Pain...do only women suffer
from pain?



Revital...Kyunki Thakna manaa hai!



Because only men work through
out the day and get tired? No
such ads for women ??

Are all men doctors?

Some attempts - to Change Stereotypes

Women as 'Decision makers'



Men becoming conscious of their
Looks and portrayal of physical
attributes

Some men like to take care of children..

Gender in TV....some still hold traditions..

Men: dominating, bread
earners & powerful, hold
businesses and corporates
highest offices



Women: close to culture,
submissive, patient, homely

Some have attempted to Change the narrative



Gender in Films: Image of 'The HERO' absolute power to cheap thrills



Change is not far...women with mind of their own!



Gender in Print...outward modernity but core conservative



Revolutionizing Print....much needed



New Media



Women & New Media



New Media are more gender sensitive

- Women Participation**
 - Women's views and voices are marginalized
 - Men's voices dominate in hard news
 - Men dominate as spokespersons and experts
 - Women are more likely to be portrayed as victims
- Reporters and Presenters**
 - News is mainly reported by men
 - Female reporters are more likely to cover 'soft' news
- News Content**
 - Women are not the central focus of a story
 - THIRD GENDER IS MISSING or is made extra often ridiculed
 - Need to be sensitive and create an enabling environment to have their contribution in our society.... A short video

Addressing Gender Issues in Education at Secondary Stage

Presented by:

Prof. Mona Yadav

DGS, NCERT

GENDER

- Difference between Gender and Sex?
- Are women born women and men born men?
- Is it related to women?
- What do we understand by Gender?
- What is gender discrimination?
- Gender Issues in Education?

Definition

- Sex: Physiological or biological characteristics of a person, which indicate whether the person is a woman or a man.
- Gender: Gender is a social construct. Gender refers to the socio-cultural definition of men and women, the way societies distinguish them and assign them social roles.

GENDER & SEX

SEX	GENDER
Man/Women/Transgender (Male/Female/Hijra)	Feminine/Masculine
Natural	Socio-cultural/Human Made
Biological (Visible differences in genitalia and related differences in procreative function)	Refers to masculine and feminine qualities, behaviour patterns, roles and responsibilities, etc.
Born with	Not born with, Learned through socialization
Constant, Same everywhere	Variable, changes from time to time, culture to culture and even family to family.
Can not be changed	Changeable, Time and Place

Socially constructed through:

- Dress: What to wear, How to wear?
- Attributes: How women are expected to behave and what qualities women are supposed to have and how men are expected to behave the qualities that they are supposed to have?
- Roles and responsibilities: what roles are women meant to take and what roles men are meant to take?
- Verbal appellations.
- Activity exposures.

Factors that are responsible?

- Media
- Films
- Market
- Language
- Family
- School
- Textbooks
- Society
- Employment opportunities

Gender Issues in Education : Concerns

Right to Life : Sex Ratio Unfavorable to Girls

The sex ratio in India has been unfavourable to girls and has been deteriorating from decade to decade since independence. From 976 in 1961, it has come down to 940 in 2011. The sex ratio of Gujarat is 919 which was 920 in 2001.

There are villages in states where there is no access to good transport system and lack of basic amenities like drinking water and electricity but there is availability of mobile sex clinics, offering ultrasound detection and immediate abortion of the foetus if it is female.

“There’s no tradition of having A girl child...”

Ranu, mother of one son, killed her first two children by throttling them within a day of their birth. Both the babies were girls.

Ranu hardly went to school. Married at the age of 18, she gave birth to her first child at the age of 20. She became pregnant 7 times. Two sons died due to illness, two pregnancies were terminated as the foetuses were female, and two infants were killed. One child, a boy, is alive.

Ranu wants another son. She says clearly and firmly that she will kill her other children if they are girls, because she hardly has any money to give them at the time of their wedding.

Infant Mortality – Denial of Rights to Survival

The major causes of female child mortality are premature birth, diarrheal diseases, acute respiratory infections, vaccine preventable diseases and inadequate material and newborn care. A Girl Child runs the risk of female infanticide or the denial of life by deliberate killing or neglect at the time of birth and during the vulnerable period of infancy.

Ranu’s husband, Mukhtar, is a serviceman earning between Rs. 2000-3000 per month. He seems to be indifferent towards the killing of their daughters.

Neither Ranu nor her family members express sorrow on the death of the baby girls as they consider a girl child a ‘trouble maker’.

Ranu explains, “ The practice of elimination of females continues in some districts of Rajasthan including our village. The girl child is killed by putting a sand bag on her face or by throttling her. It is not a rare phenomenon. It happens without any hindrance...”

Source: UNFPA supported study on “Adverse Sex Ratio in Rajasthan”

At what cost...

Mr. and Mrs. Ravi have 3 children. Their eldest daughter is 23 years old, a second daughter is 21, and a son is 10. Before delivering their son, Mrs. Ravi undertook 9 sex determination tests and had 8 pregnancies medically terminated.

She died two days after giving birth to their son. Her doctor had advised her not to get pregnant, as it could pose a threat to her life. Mr. Ravi is a senior executive in a multi-national company and the late Mrs. Ravi was a teacher in a public school.

Source: UNFPA supported study on
“Infanticide in Rajasthan – Censes and Practices”

Heterogeneous Gendered Realities: Challenging Education

Rural girls' educational accessibility

- Rural residence has emerged as acute handicap in terms of school and educational facilities in comparison to the urban areas. The schools are either not available or practically and /or socially in accessible.

SC/ST girls' schooling

Poor SC/ST, parents are unable to send their children to free schools because of costs other than the tuition fee and they have to forego the income from children's work. The most vulnerable among these are girls.

Muslims girls' education: financial constraints and Communal factors

Contrary to prevalent stereotypes about forces of conservatism being the cases for low levels of education, financial constraints seem to outweigh parental oppositions as women's chief obstacle to continuing studies

Implications of violence, conflict and displacement for education :

Violence and violent conflict, both in the public and domestic realms, affect the mental health of individuals, have serious impact on education in general and girls in particular; the 2002 communal carnage in Gujarat has seriously impacted the access to educational opportunities of Muslim girls, both in the immediate and long term context.

- And in areas like North-East and Kashmir the education system has been severely affected by the impact of violence, conflict and displacement but the problem has still not been addressed. These violent conflicts as witnessed in Gujarat, Kashmir and Manipur have resulted in militant notions of masculinity for boys and sexual violence for girls.

- The impact of domestic violence on children too is considerable and affects their self-confidence and performance in school. Education has not focused on equipping the young to reflect upon issues of violence and violent conflicts, nor to deal with the resultant trauma.

Communalization of Education

- Studies have shown that some State textbooks have communal perspectives. Religion has been an important source of value generation in education wherein it defines ideals and norms for women and girls.

Schools of religious denomination and limitations to girls' education

- Currently the debate on religious schools is polarized. However, the religious schools reinforces the subordination of girls and fixes their identity solely in terms of a religious identity, thus leading to subordination.

Challenges to Globalization

Proliferation of Private Schools and Decline in Standards of Government Schools.

With globalization, privatization has been taking place at a rapid pace, we have an unregulated private sector in education, where a majority of schools focus on market values and success rates, and do not have a commitment to the constitutional values of equality, citizenship and collective well-being. On the other hand, government schools are becoming centers of poor quality education for the poor and marginalized, and are being attended by girls from poor families.

- There has been a growth of the non-formal sector and a downsizing of the formal sector in the government education system, without the problem of declining standards in the latter being redressed. It is primarily dalit, tribal and minority communities that access non-formal education schemes and girls within these sections are particularly disadvantaged.

Language as a new marker of Discrimination against Girls

Globalisation is marginalizing girls further in education in relation to access to English medium education. With globalization, the demands for fluency in English have increased in the job market. More boys are being sent to private English schools where possible, whereas girls continue to attend cheaper or free vernacular schools.

Girls with disabilities – doubly discriminated :

Girls with disabilities are generally not on the radar screen of education. Being a daughter marked with a disability is considered a fate worse than death. Girls with disabilities are commonly stereotyped as sick, helpless, childlike, dependent, incompetent, thus greatly limiting their options and opportunities.

The issue of retention

- While the overall enrolment of girls has increased the dropout rate of girls from marginalized and rural sections, especially from the upper primary level upwards is extremely high. Reasons cited are -
- Lack of interest in studies,
- Hostile environments,
- Poor teaching,
- Non comprehension and difficulties of coping.
- Unfriendly atmosphere in schools
- Doubt about the usefulness of schooling

- Increase of curricular burden makes parents resort to private tuition especially in case of first generation learners and because of financial burden parents try to retain boys in school as girls are perceived as future home makers with domestic responsibilities, and are withdrawn from school. Thus girls are pushed out of school system.

Education as Means of Socialization ?

- Increased access to does not guarantees that it would improve women's status
- Education doest not teach them to question
- It is important for us to assess the ways in which we have been addressing issues of gender in these areas of education and in the very construction of knowledge itself.

Curriculum and Pedagogy

Curriculum is not designed in a manner that it can question the hierarchy of tasks where domestic chores occupy the lowest place. Women perform inferior tasks and this sexual division of labour puts them in low valuation.

Teacher and students engagement is critical in the classroom because it has the power to define whose knowledge will become a part of school-related knowledge and whose voices will shape it.

- Textbook writers made visible the achievements of women without any thought to how the very concept of writing accounts of great men's lives needed rethinking. Therefore, women fought great battles like men. Children read equally masculine, militaristic accounts of women's lives. Rani Durgavati, Razia Sultan found their place not just in history but in language textbooks. Exceptional women like Rani Jhansi and Madame Curie were defined by their domestic roles – textbook writers were careful to point out that that despite everything they continued to perform their domestic roles.

What is the hidden curriculum of gender in schools?

Organizational arrangements (including the division of physical spaces within the classroom and the school along lines of gender). Differential task assignment and sexual division of labour in school (boys allowed to go out of school, girls sweep and clean). Routines, rituals and practices in everyday school life (like segregated seating separate lines for girls and boys, or having them form separate teams). Systems of rewards and punishments, disciplining of boys and girls through different strategies, teacher's labeling patterns, teacher-student and student-student interactions.

Gendered play in School

- In outdoor play, girls are usually found playing "langdi" (hopping) and versions of hopscotch; whereas boys play cricket with equipment made from throw away material, such as crumpled paper for a ball, or a stick for a bat, or a tree stump for wickets. They also play catching and abadubi (versions of bal and running games).

- The play space boundaries used by girls are usually clearly demarcated before play– either naturally or by the girls themselves – and do not involve the girls moving more than 10 feet away from the central location of play. The boys, however, use whatever space is available and even playgrounds in the vicinity of the school.

- Even in formal games/sports it is boys who typically participate. The games usually offered involve longer duration of stay in school, and play with equipment. Besides, the physical/ games/ sports instructor is usually male. (Source: Meera Oke, Director, SOHAM-Training Research Development, Pune)

Pedagogy

Learning from Conflict: If children's social experience are to be brought into classrooms, it is inevitable that issues of conflict must be addressed. Curriculum has to accommodate pedagogic strategies that deal with the idea of conflict, between what is observed and valued in contemporary society, in the social worlds that children inhabit, and what *can* be in a gender-just and less violent world.

Participation - Learning and teaching involves experiences of both students and teachers. Real participation is to work with the principle of recognizing difference. It is important that this difference is not to be marked by status but by diversity. Pedagogies that provide space for individual children to express themselves freely in the classroom, without fear of judgment and stereotyping are essential.

Reading against the Grain : it is necessary, to equip students to 'read against the grain', to critically question received knowledge, whether it is the 'biased' textbook, or other literary sources in their own environments. There is a need to build in approaches that encourage learners to comment, compare and think about elements that exist in their own environment.

Acknowledging Power : A gender-sensitive pedagogy is one that does not merely affirm different individual and collective experience but it locates these within larger structures of power. It will help evolving differing strategies for different learner. For example encouraging a child to speak in class may be important for some children and learning to lesson to other may be of priority for others.

The Teacher as facilitator :

A teacher should provide space where they can practice democratic ways of interacting with each other and build skills to negotiate with conflicts outside the school. For girls in particular, schools and classrooms should be spaces to discuss processes of decision making, to interrogate the basis of their decisions and to make informed choices.

The importance of sexuality education:

- Sexuality is a central aspect of being human and is an inevitable part of the experience of growing up, and a critical form of self expression. It should be extended beyond physical bodily sensations and as *critical to the constitution of self and identity* of both boys and girls, in terms of beliefs, attitudes, values and self-esteem
- Equip them to negotiate danger and deal with the possibility or experience of sexual violence, both in the domestic as well as in the public sphere.
- Schools should also create the space for frank and health discussions that enable all young people to come to terms with the role of sexuality in their lives, encourage them to experience freedom from shame, and help them to develop the confidence to express what they see as right or wrong.

Strategies

- Laws have been framed to curb foeticide, the laws help in resolving social issues but cannot stop the social evils. Such social problems will disappear only when society understands its responsibilities.
- There is need for a holistic and integrated approach to solve this problem and civil society can play an important role in addressing this problem.

- The duty of all religious institutions of our country is to give a proper and correct interpretation of various religious laws and regulations so that people belonging to any and all faiths understand that the menace of forced abortions is against the religion and humanity. In our social structure the religious leaders have a special place, their words are respected and people take them seriously. Hence, the responsibility of all religious leaders is to educate people about the effects of female foeticide and declining sex ratio.

- Pursuing the common school system as the key strategy that can prevent commercialism and exploitation of education as making good quality education available to all students in all schools at affordable fees should be the primary commitment of the Common School System.

- Nationwide consultations must be set up regarding the status and proliferation of schools of religious denomination, of both the majority and minority community, as the education imparted in these schools bears critically on issues of communalism and gender equality.

- Gender should not be a “mere add on”, it is a cross-cutting issue that requires both specific attention as well as integration into all areas of reconceptualisation. Gender must not be introduced as yet another subject, that will only serve to marginalize gender issues and further increase the heavy curricular burden on learners; rather, it must inform every area of education in all its stages and aspects.

- In-Service and pre-service teacher training programme should adopt inclusive approach of linking content areas with life skills and infuse it with a national concerns related to peace, gender and environment sensitivity.
- Teaching of Self defense techniques to the girls in all the schools, colleges and universities, so that women can become self dependent.
- Media to play positive interventionist role for portrayal of women. There is need to have check on advertisements and shows which portray women in negative roles.

Making Domains Of Knowledge Gender Inclusive

- In the Social Sciences give importance to the reproduction of the household, the labor-force, and cultural resources, only then will women feature adequately in the social sciences in a way that does justice to their work, their lives and the totality of their experiences.
- Issues of diversity, violence and conflict in which gender is implicated should be incorporated in all areas of the school curriculum.

- In languages curricula and syllabi planners, textbook writers need to :
 - understand the ways in which language naturalises power differences .
 - Understand that inadequacies of language and the issue of silence in women's speech and writing are not markers of biological or "natural" inability in girls and women but are signs of inadequacies and silencing in culture and education which socialise women to be passive and deferential.

Action Research : A Gender Perspective

By

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It is searching for solutions to real problems experienced at workplace (schools), looking for ways to improve.

It is versatile tool for school/classroom reforms.

It is NOT acquisition of general knowledge in the field of education

It is NOT Action Research if researcher (teacher) cannot take action!

It needs to be something over which the teacher has influence.

Kurt Lewin is credited with coining the term 'action research' around 1940s,

to describe research in a "natural" setting

to change the way the researcher interacts with that setting

A type of research that did not separate the investigation from the action needed to solve the problem

Action Research is a reflective process which allows 'inquiry and action' as a component 'research'

Certain Assumptions

Problems can best be solved by those directly involved e.g. teachers in school settings

Teachers become more effective when prepared to examine their working, assess outcomes, diagnose problems and try changes to reach desired outcomes

the process : cyclical

involving a "non-linear pattern of planning, acting, observing, and reflecting on the changes"

It was believed that the scientific method of examining problems in education would bring about change because educators would be involved in both **the research and the application**

Action research has been used in many areas where an understanding of complex social situations has been sought in order to improve the quality of life.

Action research approaches to educational research were adopted in the late 60s and early 70s by the 'teacher- researcher' movement in the secondary education sector.

This helped to bring the practicing classroom teacher into the research process as the most effective person to identify problems and to find solutions.

Teacher has to be a "reflective practitioner"


an action research approach to teaching can be used to

- improve teaching and learning practice
- remove discrimination, stereotyping
- improve performance
- improve participation
- design appropriate learning environments
- others....??

Face a Challenge

Focus on

- * Question (s) (Dianosis)
- * Define Problem / terms
- * Identify Parameters
- * Collect Data

<p>Analyze with Validity and Reliability</p> <p>↓</p> <p>Interpret</p> <p>↓</p> <p>Devise action plan</p> <p>Observe for Effects</p> <p>↓</p> <p>Implement</p>	<p>In simple terms we can say the cycle is</p>  <ul style="list-style-type: none"> • The cycle can begin at any step • Can begin with a very small effort • Prompted by a desire to improve the situation
<ul style="list-style-type: none"> • Problem could be global solution local • Problem could be local, solution local • Problem could be local, solution global • Problem could be global, solution global 	<p>Action Research by Teachers/ Teachers Educators is a unique tool to address problems/ issues related to gender.</p> <p>Because of</p> <ul style="list-style-type: none"> • Their complexity • Their magnitude
<p>What is unique with gender issues –</p> <p>They are deep rooted in</p> <ul style="list-style-type: none"> • Up bringing • Thinking • Behaviour • Way of life • Sub-Conscience <p>We often don't realise when and where are we being unfair</p>	<p>From Scotland</p> <p>the relationship between gender and education is complex and changing</p> <p>In the past</p> <p>Differences were formalized into different Provisions</p> <p>To prepare boys and girls for different roles as adults</p> <p>Today educational policy no longer recommends separate provision,</p>

But

more hidden processes can still result in inequality ex. Forms of play, learning styles, etc.

research into the early years of education reveals

that children are encouraged to form single sex groups, and this becomes the norm as they grow older.

Subject choice limits the educational and career choices that adults can make, and gender differences are very evident in the further and higher education courses that men and women take.

Research into the teaching profession has found that women teachers have always had less status and influence, even when they became more numerous than men.

And while women are no longer employed on different terms, women are still seriously under-represented in promoted posts, and unevenly distributed through the different subject areas and sectors of education

There is action-based research that has explored how stereotyping can be tackled

- Analysis of existing statistics would help identify trends
- work on gender differences and stereotypes in play, physical education and learning styles;
- on the 'hidden curriculum' right from primary education;

how far schools make organisational and administrative arrangements on the basis of gender, and the implications of these for boys and girls.

role of career guidance in reinforcing and challenging ideas about 'men's' and 'women's' jobs;

effectiveness of equal opportunities, policies in schools.

relative positions of male and female staff - of teachers, support staff and decision makers.

Do you think you have a role of Play?

Do you think Teachers have a role of Play?

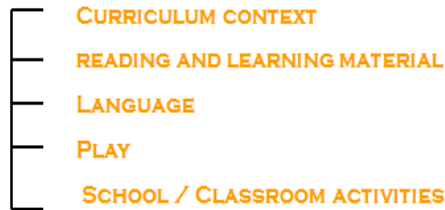
What role you can play

What role teachers can play

and how?

Issues will be

- Enrolment
- Retention
- Stereotyping



- Mother – daughter
- Mother – son
- Father – daughter
- Father – son
- Father – mother

- Relationships :
- Developing or Challenging gender roles

- by a single teacher
- Collectively by a group
- Can Start anywhere in the cycle
- Can have as many cycles as needed : re-plan, re-act, re-observe
- Can adopt any methodology :
Observation, Intervention, Discussion,

- Performance / Achievement

- Behaviour

- Girl – Girls
- Boy – Girl
- Boy – Boy
- Teacher* – girl student
- Teacher – boy student

* And other staff in school

Action Research Approaches?

Obsn. girls are making a conscious choice not to study physics even though they have the ability to succeed (Hollins et al., 2006)

A case Study Girls into Physics:

Action Research Angie Daly et.al, 2009

The project, run in partnership with the National Network of Science Learning Centres, involved supporting teachers from 100 schools in carrying out action research. @@@

How to approach a gender issue with action research

Issue : Performance in Mathematics

Approaches

- Be gender blind
- be conscious of gender but not intervene
- Pay more attention to girls and improve performance, push girls harder
- Accept that they are not interested in Maths. Do not pressurize them and let them do better in subjects that interest them more.

There cannot be a tailor-made answer to any of the issues for all situations,

But when it comes to developing or challenging gender roles what do you think should be chosen...???

Chose and

BEING SELF-RELIANT VOCATIONAL EDUCATION FOR EMPOWERMENT OF GIRLS

By

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- ▣ It has been increasingly realized that women have to be empowered for creation and growth of sustainable world economies as well as for making world a better place to live in.

- ▣ In the Indian scenario, the focus of policy planning has shifted from women welfare just after independence, to development, to now the empowerment.
- ▣ seen no more just as a moral issue but as an investment.

EDUCATION AND SKILL DEVELOPMENT ARE TWO IMPORTANT DETERMINANTS OF EMPOWERMENT

'Appropriately' educated and skilled Human Resource (HR)



instrumental in accruing other assets
such as

- a sound, sustained economy;
- social development and cohesion;
- international leadership

- NPE, 1986 reiterates “This will be an act of faith and social engineering .Education will be used as an agent of basic change in the status of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers and administrators...”

India's achievements in gender equity are mixed

- On the one hand, India is commendably high in political empowerment of women, the legislation and social engineering also received official encouragement, yet the pace is slow in health, education and poverty reduction.
- As regards women's employment, the crucial factors are employment readiness and employment opportunities.

New Scheme

Revised scheme of Vocationalisation of Higher Secondary Education, (MHRD):

has greater provisions for partnerships and involvement of industry

Reforms in New Scheme of VE

Objectives

- Enhance employability of youth through competency based modular vocational courses
- Maintain competitiveness of youth through provisions of multi-entry multi-exit learning opportunities
- Provide vertical mobility/ interchangeability in qualifications

The National Skill Qualification Framework (NSQF)

Proposes various qualifications, right from secondary level to Ph.D. level, interweaving academic education, vocational education and skill training, to be linked for vertical mobility.

NSQF Design

Level	General Education Qualifications	TVET qualifications
10	Doctorates	NCC 8
9	Masters	NCC 7
8	Post Graduate Certificates, Post Graduate Diplomas and Bachelor Degrees (Honours)	NCC 6
7	Bachelor Degrees and Graduate Diplomas	NCC 5
6	Graduate Certificates/Advanced Diplomas	NCC 4
5	Diplomas	NCC 3
4	Class XII (General Academic/ Vocational Education)	NCC 2
3	Class XI (General Academic/ Vocational Education)	National Competence Certificate 1 (NCC 1)
2	Class X	NCWP-2
1	Class IX	National Certificate for <small>Work Preparation 1</small>

<p style="text-align: center;">Main Provisions under Framework</p> <ul style="list-style-type: none"> ❑ Framework would be market driven. ❑ Courses would be modular. ❑ Each module will lead to certificate of attainment. ❑ Provision of recognition of prior learning. ❑ Flexibility in delivery mode and training design. ❑ Diversity in range of courses and training options. 	<p style="text-align: center;">Creation of New Management Structure</p> <p>XI FYP proposed a comprehensive National Skill Development Mission: led to creation of a three tier institutional structure in 2008</p> <ul style="list-style-type: none"> ❑ National Council on Skill Development (NCSD) chaired by the Prime Minister ❑ National Skill Development Coordination Board (NSDCB) chaired by the Deputy Chairperson, Planning Commission ❑ National Skill Development Corporation (NSDC)
<p style="text-align: center;">Determination of standards</p> <p>National Policy on Skill Development envisaged creation of Sector Skill Councils (SSCs), through the NSDC, for performing a wide range of functions, the most important of which are determination of competency standards and qualifications, and accreditation</p>	<p style="text-align: center;">Sector Skill Councils</p> <ul style="list-style-type: none"> ❑ Till 2015, there were 31 Sector Skill Councils ❑ Agriculture, Apparels, Automotive, Aviation & AeroSpace, Beauty & Wellness, BFSI, Capital Goods, Construction, Electronics & Hardware, Food Processing, Gems & Jewellery, Handicrafts, Healthcare, Infrastructure Equipment, Iron & Steel, IT-ITeS, Leather, Life Sciences, Logistics, Media, Mining, Oil & Gas, Plumbing, Power, Retail, Rubber, Security, Sports, Telecom, Textiles & Handlooms, Tourism & Hospitality
<p style="text-align: center;">List of ITI courses available after 8th</p> <p>Engineering</p> <ul style="list-style-type: none"> ❑ Mechanic Refrigeration and Air Conditioner ❑ Wireman, Pattern Maker, Mechanic Agriculture, Welder (Gas & Electric), Carpenter, Plumber <p>Non Engineering</p> <ul style="list-style-type: none"> ❑ Cutting & Sewing, Embroidery & Needle Worker, Weaving of Fancy Fabric 	<p style="text-align: center;">What is latest...</p> <p>Ministry of Skill Development and Entrepreneurship -</p> <ul style="list-style-type: none"> ❑ Launching - Skill India Mission ❑ Unveiling new National Policy for Skill Development and Entrepreneurship ❑ Rolling out Pradhan Mantri Kaushal Vikas Yojana

<p style="text-align: center;">What is latest...</p> <ul style="list-style-type: none"> ☐ In order to provide job-oriented courses and make the students' independent after their 8th and 10th class, the present Govt has decided that those students who would pursue their ITI diploma after these classes must be considered on par with 10th and 12th class students. ☐ 	<p style="text-align: center;">India : A Young Nation</p> <p>Approximately a quarter of the world's population (24%) resides in South Asia, a large percentage of which is in the productive age and youth and resides in India.</p> <p>Projections by the United Nations reveal that South Asia will contribute to the majority of growth in the world's working age population over the next several decades. India being the major contributor.</p> <p>At the same time an estimate reveals a global shortage in skilled HR to the tune of 56 million by 2020.</p> <p>Thus we can be the hub for potentially employable and skilled, competitive HR, giving equal opportunities to girls also.</p>
<p>There is a need for developing skills for both local employment and for those who seek to migrate</p> <ul style="list-style-type: none"> ☐ For Girls' Empowerment, policy is to adopt non discrimination in Skill development ☐ Develop skill sets needed by the economy rather than guided by gender, don't promote gender stereotyping. 	<p style="text-align: center;">Projected Employment - 2025</p> <p style="text-align: center;">Source: India Soars High - KPMG Report, February 2016</p> <p>Following selected sectors are expected to create about 67 % of additional jobs during the next decade</p> <ul style="list-style-type: none"> ☐ • Auto and auto components ☐ • Food processing ☐ • Retail ☐ • Handlooms and handicrafts ☐ • Tourism, hospitality and travel ☐ • Building, construction and real estate ☐ • Textile and clothing
<p>Some schemes for girls to benefit from :</p> <ul style="list-style-type: none"> • Sabla or Rajiv Gandhi Scheme for Empowerment of Adolescent Girls - aims at Vocational training for girls > 16 years for economic empowerment • SHG <p>Website of Ministry of Women and Child Development explains after training</p> <ul style="list-style-type: none"> how to set up enterprise how to form SHGs <p>Linkage with local industry/entrepreneurs/ training or skill development organisations/ NGOs etc.</p> <ul style="list-style-type: none"> • 	<p>We must equip our girls with</p> <ul style="list-style-type: none"> ☐ knowledge and expertise (skills), ☐ technology, ☐ entrepreneurial character and ☐ management skills <p>create space, environment and support systems in which they can utilize such investment in them.</p>

GENDER VIOLENCE AND LAWS FOR SAFETY AND SECURITY OF GIRLS AND WOMEN

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- GENDER-BASED VIOLENCE IS VIOLENCE AGAINST WOMEN BASED ON WOMEN'S **SUBORDINATE STATUS** IN SOCIETY. IT INCLUDES ANY **ACT OR THREAT BY MEN OR MALE DOMINATED INSTITUTIONS** THAT INFLICT **PHYSICAL, SEXUAL, OR PSYCHOLOGICAL HARM ON A WOMAN OR GIRL** BECAUSE OF THEIR GENDER. IN MOST CULTURES, TRADITIONAL BELIEFS, NORMS AND SOCIAL INSTITUTIONS LEGITIMIZE AND THEREFORE PERPETUATE VIOLENCE AGAINST WOMEN.

- GENDER-BASED VIOLENCE INCLUDES PHYSICAL, SEXUAL AND PSYCHOLOGICAL VIOLENCE SUCH AS DOMESTIC VIOLENCE, **SEXUAL ABUSE**, INCLUDING RAPE AND SEXUAL ABUSE OF CHILDREN BY FAMILY MEMBERS; FORCED PREGNANCY, SEXUAL SLAVERY, TRADITIONAL PRACTICES HARMFUL TO WOMEN, SUCH AS **HONOR KILLINGS, BURNING OR ACID THROWING, FEMALE GENITAL MUTILATION, DOWRY-RELATED VIOLENCE**, VIOLENCE IN ARMED CONFLICT, SUCH AS MURDER AND RAPE, AND **EMOTIONAL ABUSE**, SUCH AS COERCION AND ABUSIVE LANGUAGE. **TRAFFICKING** OF WOMEN AND GIRLS FOR PROSTITUTION, **FORCED MARRIAGE**, SEXUAL HARASSMENT AND INTIMIDATION AT WORK ARE ADDITIONAL EXAMPLES OF VIOLENCE AGAINST WOMEN.

- GENDER VIOLENCE OCCURS IN BOTH THE **'PUBLIC' AND 'PRIVATE' SPHERES**. SUCH VIOLENCE NOT ONLY OCCURS IN THE FAMILY AND IN THE GENERAL COMMUNITY, BUT IS SOMETIMES ALSO PERPETUATED BY THE STATE THROUGH POLICIES OR THE ACTIONS OF AGENTS OF THE STATE SUCH AS THE POLICE, MILITARY OR IMMIGRATION AUTHORITIES. GENDER-BASED VIOLENCE HAPPENS IN ALL SOCIETIES, ACROSS ALL SOCIAL CLASSES, WITH WOMEN PARTICULARLY AT RISK FROM MEN THEY KNOW.

- WHICH MAJOR TYPES OF VIOLENCE OCCUR IN THE FAMILY, COMMUNITY/SOCIETY, AND THE ONES PERPETRATED OR CONDONED BY THE STATE?

• TYPES OF GENDER-BASED VIOLENCE

- **EXPLICIT PHYSICAL ABUSE** (INCLUDES BATTERING, SEXUAL ASSAULT, AT HOME OR IN THE WORKPLACE)
- **PSYCHOLOGICAL ABUSE** (INCLUDES DEPRIVATION OF LIBERTY, FORCED MARRIAGE, SEXUAL HARASSMENT, AT HOME OR IN THE WORKPLACE)
- **DEPRIVATION OF RESOURCES** NEEDED FOR PHYSICAL AND PSYCHOLOGICAL WELL-BEING (INCLUDING HEALTH CARE, NUTRITION, EDUCATION, MEANS OF LIVELIHOOD)
- **TREATMENT OF WOMEN AS COMMODITIES** (INCLUDES TRAFFICKING IN WOMEN AND GIRLS FOR SEXUAL EXPLOITATION)

SITES OF GENDER-BASED VIOLENCE

- **FAMILY** IS ONE OF THE PRIMARY SITES OF GENDER VIOLENCE.
- PREPARES ITS MEMBERS FOR SOCIAL LIFE, FORMS GENDER STEREOTYPES AND PERCEPTIONS OF DIVISION OF LABOUR BETWEEN THE SEXES.
- IS THE ARENA WHERE PHYSICAL ABUSES (SPOUSAL BATTERING, SEXUAL ASSAULT, SEXUAL ABUSE) AND/OR PSYCHOLOGICAL ABUSES OCCUR. (DOMESTIC VIOLENCE CAN ALSO TAKE SUCH FORMS AS CONFINEMENT, FORCED MARRIAGE OF WOMAN ARRANGED BY HER FAMILY WITHOUT HER CONSENT, THREATS, INSULTS AND NEGLECT; OVERT CONTROL OF A WOMAN'S SEXUALITY THROUGH EITHER FORCED PREGNANCY OR FORCED ABORTION.)
- **BECAUSE VIOLENCE WITHIN THE FAMILY AND HOUSEHOLD TAKES PLACE IN THE HOME, IT IS OFTEN SEEN AS A 'PRIVATE' ISSUE AND INFORMATION ABOUT IT IS LACKING.**

COMMUNITY/SOCIETY

- * AS A GROUP SHARING COMMON SOCIAL, CULTURAL, RELIGIOUS OR ETHNIC BELONGING, IT PERPETUATES EXISTING FAMILY STRUCTURE AND POWER INEQUALITIES IN FAMILY AND SOCIETY.
- * JUSTIFIES THE BEHAVIOUR OF MALE ABUSERS AIMED AT ESTABLISHING CONTROL OVER WOMEN IN THE FAMILY, AND SUPPORTS HARMFUL TRADITIONAL PRACTICES SUCH AS BATTERING AND CORPORAL PUNISHMENT
- * **WORKPLACE CAN ALSO BE A SITE OF VIOLENCE.** EITHER IN GOVERNMENTAL SERVICE OR IN A BUSINESS COMPANY, WOMEN ARE VULNERABLE TO SEXUAL AGGRESSION (HARASSMENT, INTIMIDATION) AND COMMERCIALIZED VIOLENCE (TRAFFICKING FOR SEXUAL EXPLOITATION)

STATE

- * LEGITIMIZES POWER INEQUALITIES IN FAMILY AND SOCIETY AND PERPETUATES GENDER-BASED VIOLENCE THROUGH ENACTMENT OF **DISCRIMINATORY LAWS** AND POLITIES OR THROUGH THE **DISCRIMINATORY APPLICATION OF THE LAW.**
- * IS RESPONSIBLE FOR TOLERANCE OF GENDER VIOLENCE ON AN UNOFFICIAL LEVEL (I.E. IN THE FAMILY AND IN THE COMMUNITY).
- * TO THE EXTENT THAT IT IS THE STATE'S RECOGNIZED ROLE TO SANCTION CERTAIN NORMS THAT PROTECT INDIVIDUAL LIFE AND DIGNITY AND MAINTAIN COLLECTIVE PEACE, IT IS THE STATE'S OBLIGATION TO DEVELOP AND IMPLEMENT MEASURES THAT REDRESS GENDER VIOLENCE.

SOURCE: PREVENTION OF DOMESTIC VIOLENCE AND TRAFFICKING IN HUMAN BEINGS TRAINING MANUAL, WINNOCOD INTERNATIONAL, CHICAGO, U.S.A., 2001, AVAILABLE AT http://www.winnocod.org/General_Publications/DOV_Manual.pdf

SUMMING UP

- **THE PRIMARY INEQUALITY** THAT GIVES RISE TO GENDER-BASED VIOLENCE IS **THE POWER** INEQUALITY BETWEEN WOMEN AND MEN.
- THE **MAJORITY OF PERPETRATORS** OF GENDER-BASED VIOLENCE **ARE MEN.** HOWEVER, DESPITE THE FACT THAT NO SOCIETY IS FREE FROM IT, MALE VIOLENCE AGAINST WOMEN VARIES IN DEGREE AND INTENSITY ACCORDING TO THE SPECIFIC CIRCUMSTANCES. MANY MEN CHOOSE TO REJECT DOMINANT STEREOTYPES OF VIOLENT, CONTROLLING MASCULINITY.
- **SOME TYPES OF VIOLENCE AGAINST WOMEN ARE PERPETRATED BY WOMEN.** SOME AUTHORS (E.G. FRANCINE PICKUP, IN ENDING VIOLENCE AGAINST WOMEN: A CHALLENGE FOR DEVELOPMENT AND HUMANITARIAN WORK, OXFAM GB 2001) POINT OUT THAT OFTEN TIMES, WOMEN COMMIT VIOLENCE AS A WAY TO ENSURE THEIR OWN SURVIVAL AND SECURITY WITHIN A SOCIAL, ECONOMIC, AND POLITICAL CONTEXT THAT IS SHAPED AND DOMINATED BY MEN. FOR EXAMPLE IN SOME SOCIETIES, **OLDER WOMEN MAY DISPLAY VIOLENT BEHAVIOR TOWARDS THEIR DAUGHTERS-IN-LAW.** RACE AND CLASS MAY ALSO INTERACT TO CAUSE VIOLENCE AGAINST WOMEN, WHEN THESE ARE THE FACTORS INCREASING WOMEN'S VULNERABILITY. UPPER-CLASS WOMEN WHO ARE SOCIALLY AND MATERIALLY DEPENDENT ON THEIR HUSBANDS MAY USE VIOLENCE AGAINST THEIR DOMESTIC WORKERS TO PROTECT AND ASSERT THEIR POSITION AS WIVES.

- **GENDER-BASED VIOLENCE IS NOT EXCLUSIVELY A WOMAN'S CONCERN.** IT IS BOTH A CAUSE AND CONSEQUENCE OF GENDER PERCEPTIONS. THE USE OF THE TERM 'GENDER-BASED VIOLENCE' PROVIDES A NEW CONTEXT IN WHICH TO EXAMINE AND UNDERSTAND THE PHENOMENON OF VIOLENCE AGAINST WOMEN. IT SHIFTS THE FOCUS FROM WOMEN AS VICTIMS TO GENDER AND THE UNEQUAL POWER RELATIONSHIPS BETWEEN WOMEN AND MEN CREATED AND MAINTAINED BY GENDER STEREOTYPES AS THE BASIC UNDERLYING CAUSE OF VIOLENCE AGAINST WOMEN.

SOURCE: UNITED NATIONS GENDER EQUALITY SHEET NO. 1, AVAILABLE AT <http://www.unwomen.org/en/digital-library/2014/02/united-nations-gender-equality-sheet-no-1>

• WHAT A GENDER PERSPECTIVE ON VIOLENCE IS ?

• A GENDER PERSPECTIVE:

- DISTINGUISHES BETWEEN THE TERMS "SEX" (BIOLOGICAL DISTINCTIONS) AND "GENDER" –THE DIFFERENT ROLES, ATTRIBUTES AND CONDUCT THAT SOCIETY DEEMS SOCIALLY APPROPRIATE FOR MEN AND WOMEN;
- REFERS TO THE RELATIVE STATUS AND POSITION OF MEN AND WOMEN, AND **WOMEN'S GREATER DISADVANTAGE IN MOST SOCIETIES;**
- **RECOGNIZES THAT WOMEN'S LESS VALUED ROLES MARGINALIZE THEM** FROM OWNERSHIP AND CONTROL OVER MATERIAL (LAND, INCOME) AND NON-MATERIAL RESOURCES (POLITICAL PARTICIPATION, TIME);
- CONSIDERS THE INTERACTION BETWEEN GENDER AND THE OTHER SOCIAL CATEGORIES SUCH AS CLASS, RACE AND ETHNICITY; AND
- HOLDS THAT AS **GENDER INEQUITIES ARE SOCIALLY CONDITIONED, THEY CAN BE CHANGED AT AN INDIVIDUAL AND SOCIETAL LEVEL** IN THE DIRECTION OF JUSTICE, EQUITY, AND PARTNERSHIP BETWEEN MEN AND WOMEN

A GENDER PERSPECTIVE ON VIOLENCE AGAINST WOMEN ACHIEVES CHANGE BY:

- **ACKNOWLEDGING** GENDER-BASED VIOLENCE;
- **ADDRESSING** THE SIMILARITIES AND DIFFERENCES IN THE VIOLENCE EXPERIENCE BY WOMEN AND MEN IN RELATION TO VULNERABILITIES, VIOLATIONS AND CONSEQUENCES; AND
- **ADDRESSING** THE DIFFERENTIAL IMPACTS OF POLICIES ON MEN AND WOMEN.

SOURCE: TRAINING IN RESOURCES A Gender eGHS Resource, UN Women, 2017, OCTOBER 2018. AVAILABLE AT [HTTP://WWW.UNWOMEN.ORG/RESOURCES/TRAINING](http://www.unwomen.org/resources/training)

- **JUSTIFICATIONS FOR VIOLENCE FREQUENTLY EVOLVE FROM GENDER NORMS – THAT IS, SOCIAL NORMS ABOUT THE PROPER ROLES AND RESPONSIBILITIES OF MEN AND WOMEN. WHAT ARE EXAMPLES OF TRADITIONAL GENDER ROLES?**
- **WHAT QUALITIES ARE CONSIDERED “MALE” OR “FEMALE”?**
- MASCULINITY IS OFTEN ASSOCIATED WITH CHARACTERISTICS SUCH AS AGGRESSIVENESS, COMPETITIVENESS, DOMINANCE, STRENGTH, COURAGE AND CONTROL. FEMININITY IS, ON THE OTHER HAND, ASSOCIATED WITH WEAKNESS, GENTLENESS, TOLERANCE, PASSIVITY AND EMOTION. THESE CHARACTERISTICS RESULT FROM A COMBINATION OF BIOLOGICAL, CULTURAL AND SOCIAL INFLUENCES AND RELATE TO OUR UNDERSTANDING OF POWER IN SOCIETY AS A WHOLE.
- **HOW DOES THE INTERACTION BETWEEN GENDER AND SOCIAL VARIABLES SUCH AS RACE, ETHNICITY, SOCIOECONOMIC CLASS, ETC. AFFECT WOMEN'S EXPERIENCES OF VIOLENCE?**

GENDER-BASED VIOLENCE: A HUMAN RIGHTS VIOLATION

THE CONCEPTUALIZATION OF VIOLENCE AGAINST WOMEN AND GIRLS AS A VIOLATION OF HUMAN RIGHTS WAS ONE OF THE ACHIEVEMENTS OF THE WOMEN'S MOVEMENT DURING THE SECOND WORLD **CONFERENCE ON HUMAN RIGHTS IN VIENNA IN 1993**. IN MARCH OF THE FOLLOWING YEAR, THE UNITED NATIONS COMMISSION ON HUMAN RIGHTS SET FORTH A RESOLUTION THAT INTEGRATED WOMEN'S RIGHTS WITHIN THE MECHANISMS ASSURING PROTECTION OF HUMAN RIGHTS. IN ANSWER TO THE REQUEST OF WOMEN'S ORGANIZATIONS AT THE VIENNA CONFERENCE, THIS COMMISSION ALSO NAMED A SPECIAL RAPPORTEUR ON VIOLENCE AGAINST WOMEN. THE SPECIAL RAPPORTEUR'S MISSION IS TO RECEIVE AND INVESTIGATE INFORMATION ON SITUATIONS OF GENDER-BASED VIOLENCE THROUGHOUT THE WORLD.

ALSO IN 1993, THE **UN GENERAL ASSEMBLY ADOPTED THE DECLARATION ON THE ELIMINATION OF VIOLENCE AGAINST WOMEN (DEVAW)**, WHICH IS CURRENTLY THE MAIN INTERNATIONAL DOCUMENT ADDRESSING THE PROBLEM OF GENDER-BASED VIOLENCE. IN DEVAW, THE UN OFFERED **THE FIRST OFFICIAL DEFINITION OF GENDER-BASED VIOLENCE**

- WHAT **DEFINITION OF THE TERM** “VIOLENCE AGAINST WOMEN” IS GIVEN IN THE DECLARATION?
- WHAT IS THE **MAIN CAUSE** FOR VIOLENCE AGAINST WOMEN AS IDENTIFIED IN THE DECLARATION? **WHAT TYPES OF VIOLENCE ARE UNDERLINED AND WHAT SPECIFIC VIOLENCE ACTS ARE ENUMERATED IN THE DECLARATION?**
- WHAT **MAJOR SITES OF VIOLENCE** AGAINST WOMEN DOES THE DECLARATION DEFINE?
- THE HISTORIC **SIGNIFICANCE OF THE DECLARATION** LIES IN THE IDENTIFICATION OF PRACTICAL MEASURES NEEDED TO COMBAT GENDER VIOLENCE. PRECISELY WHAT ACTIONS DOES THE DECLARATION RECOMMEND TO THE STATES?

- THE DECLARATION WAS THE FIRST INTERNATIONAL DOCUMENT WHICH DEFINED VIOLENCE AGAINST WOMEN WITHIN A BROADER GENDER-BASED FRAMEWORK AND **IDENTIFIED THE FAMILY, THE COMMUNITY AND THE STATES AS MAJOR SITES OF GENDER-BASED VIOLENCE.**
- THE DECLARATION'S BASIC ASSERTION IS THAT VIOLENCE AGAINST WOMEN ARISES FROM HISTORIC **INEQUALITY BETWEEN MEN AND WOMEN** THAT RESULTS IN THE DOMINATION OF MEN OVER WOMEN AND CAUSES GENDER DISCRIMINATION. IT EMPHASIZES THAT VIOLENCE IS ONE OF THE CRUCIAL SOCIAL MECHANISMS **“... BY WHICH WOMEN ARE FORCED INTO A SUBORDINATE POSITION COMPARED WITH MEN.”** SINCE THE ADOPTION OF THE DECLARATION, INTERNATIONAL LAW CAN BE INTERPRETED TO DEFINE GENDER-BASED VIOLENCE AS A HUMAN RIGHTS VIOLATION.
- THE HISTORIC SIGNIFICANCE OF THE DECLARATION LIES IN THE IDENTIFICATION OF PRACTICAL MEASURES NEEDED TO COMBAT GENDER-BASED VIOLENCE. THE DECLARATION REFLECTS GROWING INTERNATIONAL CONCERN ABOUT THE PROBLEM AND CALLS ON STATES TO DEVELOP NATIONAL ACTION PLANS TO PROMOTE THE PROTECTION OF WOMEN AGAINST ANY FORM OF VIOLENCE, CREATE EFFECTIVE LEGISLATIVE REMEDIES TO ELIMINATE SUCH VIOLENCE, **REVIEW AND REFORM LEGISLATION AND LAW ENFORCEMENT POLICES TO ENSURE PROPER PROTECTION OF WOMEN'S RIGHTS.**
- FURTHERMORE, THE DECLARATION RECOMMENDS THAT STATES ADOPT MEASURES IN THE FIELD OF EDUCATION TO MODIFY **“...THE SOCIAL AND CULTURAL PATTERNS OF CONDUCT OF MEN AND WOMEN AND TO ELIMINATE PREJUDICES, CUSTOMARY PRACTICES AND ALL OTHER PRACTICES BASED ON THE IDEA OF THE INFERIORITY OR SUPERIORITY OF EITHER OF THE SEXES AND ON STEREOTYPED ROLES FOR MEN AND WOMEN.”**
- FINALLY, IT IS OF GREAT IMPORTANCE FOR BOTH LAW ENFORCEMENT AGENCIES AND NGOS THAT THE DECLARATION STATES CLEARLY THAT **VIOLENCE AGAINST WOMEN CONSTITUTES A VIOLATION OF WOMEN'S FUNDAMENTAL RIGHTS AND FREEDOMS. THIS GENDER-BASED VIOLENCE IS INCOMPATIBLE WITH THE VALUES OF A DEMOCRATIC STATE AND THE RULE OF LAW.**

FACTS ABOUT GENDER-BASED VIOLENCE WORLDWIDE

- AROUND THE WORLD, **AT LEAST ONE IN EVERY THREE WOMEN HAS BEEN BEATEN, COERCED INTO SEX, OR OTHERWISE ABUSED BY A MAN IN HER LIFETIME.** MORE THAN 20 % OF WOMEN ARE REPORTED TO HAVE BEEN ABUSED BY MEN WITH WHOM THEY LIVE.
- APPROXIMATELY **60 MILLION WOMEN, MOSTLY IN ASIA, ARE “MISSING”** – KILLED BY INFANTICIDE, SELECTIVE ABORTION, DELIBERATE UNDER-NUTRITION OR LACK OF ACCESS TO HEALTH CARE.
- AMONG **WOMEN AGED 15-44 YEARS, GENDER-BASED VIOLENCE ACCOUNTS FOR MORE DEATH AND DISABILITY THAN THE COMBINED EFFECTS OF CANCER, MALARIA, TRAFFIC-RELATED INJURIES AND WAR.**
- **TRAFFICKING** IN WOMEN AND GIRLS FOR SEXUAL EXPLOITATION BY MEN IS MOST COMMON AMONG POOR WOMEN AND GIRLS.
- EACH YEAR, **2 MILLION GIRLS BETWEEN AGES 5 AND 15 ARE INTRODUCED INTO THE COMMERCIAL SEX INDUSTRY.**
- WOMEN WHO ARE **VICTIMS OF DOMESTIC VIOLENCE ARE 12 TIMES MORE LIKELY TO ATTEMPT SUICIDE** THAN THOSE WHO DO NOT EXPERIENCE SUCH VIOLENCE.

• RIGHT TO PRIVACY

A WOMAN WHO HAS BEEN RAPED HAS A RIGHT TO RECORD HER STATEMENT IN PRIVATE, IN FRONT OF THE MAGISTRATE WITHOUT BEING OVERHEARD BY ANYONE ELSE. SHE ALSO HAS A FREEDOM TO RECORD HER STATEMENT WITH A LADY CONSTABLE OR A POLICE OFFICER IN PERSONAL. UNDER SECTION 164 OF THE CRIMINAL PROCEDURE CODE, THE COPS WILL HAVE TO GIVE THE PRIVACY TO THE VICTIM WITHOUT STRESSING HER IN FRONT OF MASSES.

• RIGHT TO UNTIMELY REGISTRATION

THERE ARE MANY REASONS AS TO WHY A WOMAN WOULD POSTPONE GOING TO THE POLICE TO LODGE A COMPLAINT. SHE CONSIDERS HER REPUTATION, DIGNITY OF THE FAMILY AND THREATS FROM THE CULPRIT TO TAKE HER LIFE AWAY. POLICE IN ANY WAY CANNOT SAY NO TO REGISTER HER COMPLAINT, NO MATTER IF IT'S TOO LATE TO REGISTER. THE SELF-RESPECT OF WOMEN COMES BEFORE ANYTHING ELSE. SHE CANNOT BE DENIED OF ANYTHING.

• RIGHT TO VIRTUAL COMPLAINTS

ACCORDING TO THE GUIDELINES ISSUED BY THE DELHI POLICE, A WOMAN HAS THE PRIVILEGE OF LODGING A COMPLAINT VIA EMAIL OR REGISTERED POST. IF, FOR SOME REASON, A WOMAN CAN'T GO TO THE POLICE STATION, SHE CAN SEND A WRITTEN COMPLAINT THROUGH AN EMAIL OR REGISTERED POST ADDRESSED TO A SENIOR POLICE OFFICER OF THE LEVEL OF DEPUTY COMMISSIONER OR COMMISSIONER OF POLICE. THE OFFICER THEN DIRECTS THE SHO OF THE POLICE STATION, OF THE AREA WHERE THE INCIDENT OCCURRED, TO CONDUCT PROPER VERIFICATION OF THE COMPLAINANT AND LODGE AN FIR. THE POLICE CAN THEN COME OVER TO THE RESIDENCE OF THE VICTIM TO TAKE HER STATEMENT.

CHECK WITH YOUR NEAREST THANA OR DCP OFFICE DO THEY HAVE THIS SYSTEM IF NOT ALWAYS REQUEST TO INTRODUCE.

RIGHT TO ZERO FIR

A RAPE VICTIM CAN REGISTER HER POLICE COMPLAINT FROM ANY POLICE STATION UNDER THE ZERO FIR RULING BY SUPREME COURT. "SOMETIMES, THE POLICE STATION UNDER WHICH THE INCIDENT OCCURS REFUSES TO REGISTER THE VICTIM'S COMPLAINT IN ORDER TO KEEP CLEAR OF RESPONSIBILITY, AND TRIES SENDING THE VICTIM TO ANOTHER POLICE STATION. IN SUCH CASES, SHE HAS THE RIGHT TO LODGE AN FIR AT ANY POLICE STATION IN THE CITY UNDER THE ZERO FIR RULING. THE SENIOR OFFICER WILL THEN DIRECT THE SHO OF THE CONCERNED POLICE STATION TO LODGE THE FIR," SAYS ABED. THIS IS A SUPREME COURT RULING THAT NOT MANY WOMEN ARE AWARE OF, SO DON'T LET THE SHO OF A POLICE STATION SEND YOU AWAY SAYING IT "DOESN'T COME UNDER HIS AREA".

• RIGHT TO NO ARREST

ACCORDING TO A SUPREME COURT RULING, A WOMAN CANNOT BE ARRESTED AFTER SUNSET AND BEFORE SUNRISE. THERE ARE MANY CASES OF WOMEN BEING HARASSED BY THE POLICE AT WEE HOURS, BUT ALL THIS CAN BE AVOIDED IF YOU EXERCISE THE RIGHT OF BEING PRESENT IN THE POLICE STATION ONLY DURING DAYTIME. "EVEN IF THERE IS A WOMAN CONSTABLE ACCOMPANYING THE OFFICERS, THE POLICE CAN'T ARREST A WOMAN AT NIGHT. IN CASE THE WOMAN HAS COMMITTED A SERIOUS CRIME, THE POLICE REQUIRES TO GET IT IN WRITING FROM THE MAGISTRATE EXPLAINING WHY THE ARREST IS NECESSARY DURING THE NIGHT,"

• RIGHT TO NOT BEING CALLED TO THE POLICE STATION

WOMEN CANNOT BE CALLED TO THE POLICE STATION FOR INTERROGATION UNDER SECTION 160 OF THE CRIMINAL PROCEDURE CODE. THIS LAW PROVIDES INDIAN WOMEN THE RIGHT OF NOT BEING PHYSICALLY PRESENT AT THE POLICE STATION FOR INTERROGATION. "THE POLICE CAN INTERROGATE A WOMAN AT HER RESIDENCE IN THE PRESENCE OF A WOMAN CONSTABLE AND FAMILY MEMBERS OR FRIENDS,"



enough secrets.
enough shame.
enough hurt.
enough confusion.
enough denial.

enough child sexual abuse.

Participants of the Training Programme from 23-27 March, 2017

