

Status of Women Through Curriculum

SECONDARY AND SENIOR SECONDARY STAGES



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
National Council of Educational Research and Training

Teacher's Handbook

Status of Women Through Curriculum

SECONDARY AND SENIOR SECONDARY STAGES

Editors

DR. INDIRA KULSHRESHTHA DR. SURJA KUMARI

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

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Foreword

IN THE wake of "Towards Equality"—Report of the Committee on Status of Women in India—NCERT held a national seminar, during April 1975, to "identify values commensurate with the status of women in India". These identified values, later on, became a public document. The 'Ten Year School Curriculum' had already emphasized the need of an undifferentiated, common curricula for all the boys and girls. In 1979, NCERT set up a Unit concerned with the problems of Women's Education in India. Taking note of the fact that a desired change in the prevalent values of the society is not an easy thing to bring about, this Unit decided to make a beginning. An attempt was made to suggest strategy for reflecting these values, commensurate with the status of women in India, through the curriculum. Teaching of languages; social sciences, sciences and Mathematics, besides textbooks and teaching materials, gets support from audio-visual component. While suggesting reflection of these values in the curriculum, all these areas have been covered. It is expected that the classroom activity and the school environment should get catalyzed 'TOWARDS EQUALITY' by this fresh input into the curriculum.

I appreciate the services of the resource persons from the Department of Education in Science and Mathematics and Department of Education in Social Sciences and Humanities in helping the Women's Education Unit to bring this work up to the level of its present status. We are also obliged to subject experts and teachers who participated in various group meetings and contributed to the development of this material. I particularly appreciate the contributions of Dr. Sarojini Bisaria and other members of the project team.

Our efforts will be rewarded, if teachers and others react to this material, work for it and make constructive suggestions for further improvement.

New Delhi
28 June 1983

P. L. MALHOTRA
Director
National Council of
Educational Research and Training

Introduction

THE TEN-YEAR School caters for general education. This general education is 'environmental studies' at the primary stage, and then, it grows into a system for developing a wholistic approach to knowledge, relevant to the understanding of society and cultivation of scientific attitude. For 'Education and Development' the Education Commission Report provides for 'no differentiation of the Curricula', and the entire content is spelt out in relevance to both boys and girls undergoing the process, till Class 10. For classes XI and XII, it has to provide for social science, sciences, languages, mathematics and vocational courses.

In this context, even at the formative stage of the curricula for the school, it was thought cogent to identify values commensurate with the status of women, and reflect the same through the textbooks and supplementary readers. This was taken care of by the National Seminar held in the year 1975. The outcome of the same became a public document and our textbook writers in all disciplines took note of the same.

Considering the limitations of textbooks and supplementary reading material, and the importance of human intervention of the teacher, it was thought necessary to develop a teacher's handbook. This handbook is to take note of the identified values on the one hand and the disciplinary objectives on the other. In each area, the projection of the values for cultivating cogent attitudes in both the sexes has to be level-based for pupils and explicable through various teaching methods. It was also to cultivate an understanding of women studies at the +2 level.

The entire gamut of social sciences, natural, physical and biological sciences and mathematics, above all, languages has been put to such an exercise. A series of workshops and discussion groups were organised, wherein curriculum-framers, subject experts, teacher educators, teachers, educational administrators and textbook writers were involved at different stages for the preparation of this Teacher's Handbook, along with another Handbook for elementary readers.

The Handbook includes projection designs in Languages (English, Hindi, Sanskrit, Urdu), Social Sciences (Geography, Civics, History, Political Science, Sociology, Economics and Psychology), Mathematics and Sciences for teacher at the elementary stage. The Handbook is meant for teachers to exercise their ingenuity in helping children interpret social facts from the point of view of *cultivating scientific temper* which alone is conducive to the status of women in the society. The Handbook may also provide guidelines to the teachers in developing *sensitized materials* on their own so that the students get involved in participating in the social change that has to be the focus of all such exercises. Women, Development, Integration and Peace find a well-knit pattern in the Handbook.

The material thus produced is being circulated for try-out and feed-back. Suggestions for improvement of the same, received well in time, shall be most welcome so that they are incorporated in the subsequent version of the Handbook.

New Delhi
21 June 1983

DR. SAROJINI BISARIA
Head
Women's Education Unit

Editorial Note

THE ROLE of women right from the beginning, has been full of contradictions—so far as the customs and traditions are concerned. On one hand people are never tired of praising the vedic age, and they feel pride in referring to the names of women who have been intellectuals like Gargi and Maitrayee, where as, on the other, they are treated as weaker sex, are burnt alive and are made to serve men with their heart and soul, and thus always given a second position in social life.

The sad affair of state in this regard was perhaps responsible for drawing attention of people like Raja Rammohan Roy who raised his voice against *Sati-Pratha* and started a revolution to uplift the status of women in the country. People gradually became conscious of the dire need to help women and to see that they too get equal rights. The constitutional provision was also made, but still things are not happening the way, they should. There is still a long way to go. Women's Education Unit of the National Council of Educational Research and Training has accepted this challenge of incorporating the status of women in the school-curriculum, and thus, trying to providing them with equal opportunities in all walks of life.

As a first step the values/objectives were framed for all the disciplines which were based on the recommendations of the national seminar held in 1975. It is felt that the ever-growing importance of the status of women in the contemporary society makes it relevant to the present day needs. Mere constitutional provisions for the rights of women and simply the theoretical propoganda from the social or political pulpit will not help women in any way. It certainly needs more serious thinking and then translating those ideas into practical solutions of the problems, if women are to be put on the same plane as men in all spheres—social, political, religious, cultural or educational.

It is indeed heartening to note that the educationists from all disciplines rendered their helping hand to us and we were in a position to bring out this Teacher's Handbook for Secondary and Higher Secondary stages, which, we hope will be useful for implementing the ideas projected therein. This will prove helpful for the curriculum framers, textbook writers and teacher educators in portraying the image of women in its right perspective.

We would like to extend our gratitude to Dr. Sarojini Bisaria, Head of this Unit for providing us with the opportunity to work in this virgin area as also to edit this manuscript. This has helped us in learning more specifically the view- points of other disciplines as well. Our grateful thanks are due to our colleagues Smt. Janak Duggal and Km. Prabha Puri for their co-operation and valuable suggestions.

Thanks are due to all those who have contributed in the development of this Handbook and who have been responsible for the success of this project.

In the end we would like to take this opportunity to offer our thanks to the office staff who have painstakingly typed the manuscript over and over again.

Your comments, if any, are welcome.

New Delhi
23 June 1983

INDIRA KULSHRESHTHA
SURAJA KUMARI

Contents

FOREWORD	...	...	...	...	...	iii
INTRODUCTION	...	...	...	...	...	v
EDITORIAL NOTE	...	...	...	...	...	vi
OUR SONG	...	...	...	...	...	ix
<i>I. Languages</i>	...	...	...	...	...	1
English	...	...	...	...	...	3
Hindi	...	...	...	...	...	6
Sanskrit	...	...	...	...	...	10
Urdu	...	...	...	...	...	19
<i>II. Social Sciences</i>	...	...	...	...	...	35
Geography	...	...	...	...	...	37
History	...	...	...	...	...	39
Civics and Political Science	...	...	...	...	...	43
Sociology	...	...	...	...	...	47
Economics	...	...	...	...	...	54
Psychology	...	...	...	...	...	59
<i>III. Mathematics</i>	...	...	...	...	...	67
<i>IV. Sciences</i>	...	...	...	...	...	75
Physical Sciences	...	...	...	...	...	77
Biological Sciences	...	...	...	...	...	81
APPENDICES	...	...	...	...	...	93
I. Recommendations of the National Seminar on Status of Women 1975-1976	95
II. List of Contributors	97

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OUR SONG

(Composed by a collective of 40 women during IACE Paris conference)

We want you to understand
It's because you are men
We're bringing this message to you
Some of our sisters are not here
But if they were they'd care
And the message is long overdue

Mary from England
Kamla from India
Lilian from Sweden
Hiyam from Palestine
Helene from France
Magda from Canada
From Africa, the Philippines
From around the world we come

We heard of a world at war
People being massacred
Hunger, illiteracy and pain
But all this was lost
In your refrain

You said 'man' and 'he'
But where were we
Women who hold up half the sky
You said 'man' and 'he'
But where were we

We were invisible
We were unheard
And we know why

You talked of authentic development
They were words, words, empty words
Your authenticity was 'he' not 'she'
It was all so tragic and absurd

You said 'man' and 'he'
But where were we
Women who hold up half the sky
You said 'man' and 'he'
But where were we

We were invisible
We were unheard
And we know why

In the countries where we are working
We work with women with their feet on the ground
Your words are coming from ivory towers
In their world you don't make a sound
.....

Let's make it 'her' and 'she'
and 'you' and 'me'
Together we'll hold up half the sky
Let's make it 'her' and 'she'
And 'you' and 'me'

We'll all be visible
We'll all be heard
So let's all try*

*Anne Bernard and Magaret Gayfer : "Women Hold up More than Half the sky." Report of 'A Third World Perspective on Women and Nonformal Education for Development' ; Canada ; The International Council for Adult Education ; Appendix 'E' : p. 3.



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I. Languages

ENGLISH

INTRODUCTION

CURRICULAR development, planning, reform and change have become the major topics of discussion among the educationists not only in our country but all over the world. Some of the important issues that have to be tackled by the nation builders, educationists, reformers and teachers throughout the world in general and in our country in particular, are:

- (a) How to emphasise the need for a common curriculum for boys and girls to ensure that women have an equal opportunity to lead productive and self-fulfilling lives in their societies.
- (b) How to introduce a change in existing value systems in the society to improve the status of women.
- (c) How to ensure the spirit of co-operation and not confrontation between boys and girls, through the school curriculum.
- (d) How to ensure teachers' active participation in the development, planning, reform and change of curriculum at every level of education.

In this particular section we shall talk about the part a language teacher can play in building the children's personalities and thereby help build the whole nation.

The language teachers can play active and useful roles in realising the major ideas/objectives like equal commitment of men and women for work, management of home and earning a living. One of the first duties of a language teacher is to make sure that no wrong messages are carried to children through the existing reading materials. A special care will, therefore, have to be taken by them to play down any derogatory remarks made about women. They should also see that they give an appropriate and healthy interpretation of the facts given in the textbooks.

A language class can become a real training ground for the development of right attitudes towards the domestic work, professional commitment and leisure-time activities. All these can be woven into an acceptable and enjoyable pattern of activities by able and competent teachers. A language teacher can provide ample opportunities for discussions and debates among children on topics like 'A Happy Home' or 'Making a Happy Home' or 'My Mummy, Daddy and I', whereby the children can discuss the advantages of a home where both the parents work with love and care and provide maximum happiness to the members of the family.

Appropriate work attitudes can be developed by giving children the opportunities of reading good books and stories of great people who took pride in working with common people to the extent of serving them. The examples of life in Gandhi Ashram at Sevagram and other such places, where men and women worked together and lived for each other's happiness, will be illustrative.

A language class can encourage children to write about their experiences in the form of :

- (a) How I can help my mother
- (b) How I can help my friends
- (c) How I can help my neighbour
- (d) My favourite game, hobby, etc.

The children can be encouraged to read biographies and autobiographies of great people whose footprints remind of the subject. An able and conscious language teacher will create an atmosphere for the children so that they are always ready to take part in any of the following activities :

- (a) Looking after the old and sick people in the area.

- (b) Cleaning the school and the neighbourhood on week-ends and holidays.
- (c) Planting the trees and laying out of the school garden.

The children should be encouraged to talk about reports and record their experiences and activities. All these co-curricular activities can find their rightful place in a language class and can become a source of great pleasure for children and teachers alike.

At higher secondary level it is much more important and possible to create an atmosphere among boys and girls for participation in different educational activities. Here again a language class can be used as a basic training ground. Language learning can become an enjoyable experience if it is organised effectively. Let us take a concrete example. Right from the high school stage letter-writing is an essential part of any language syllabus. All language teachers try to teach their students how to write letters, but only a few are satisfied with what they do to get good results. Letter writing can become a real pleasure for children if they are asked to write letters to their uncles, aunts, sisters, brothers, friends, etc., on a real subject with a real purpose. The students should be encouraged to write letters (a) to their friends in different sections of the same class in the same school (b) to pen friends in different countries. A language class can provide opportunities for debates and discussions among different groups of students on topics like evils of dowry system, bride price, unequal treatment given to girls by the society. Similarly the students can be helped in writing one act plays, short stories, picture stories and essays. The famous essays like Lamb's 'Modern Gallantry' could provide rich material for purposeful and enjoyable reading and writing. The language teachers may find their efforts more fruitful and productive if they encourage language learning through dramatisation of the lives of great women such as scientists, mathematicians, politicians, social workers and poets.

OBJECTIVES

1. Textbooks and Supplementary Readers at the school stage should not contain any references to women that denigrate their status. The existing books should be evaluated and scrutinized from this point of view so as to delete all such references. However, as long as teachers have to use the existing books they should take care to play down all such references, and endeavour to put things in the correct perspective.
2. Biographies of women such as freedom fighters, social workers, explorers, scientists, doctors, engineers, teachers, sportsmen should be included in these readings. In addition to this, a few accounts of other women like office workers, farm workers, factory workers and housewives should also find place. Proper emphasis on the role of such women should be laid in the teaching programme.
3. The contributions of women writers, poets and novelists should be given their due place.
4. The legal rights of women should be emphasised.
5. Women should be viewed not in isolation, but as an integral part of the total human situation.

with what they do to get good results. Letter writing can become a real pleasure for children if they are asked to write letters to their uncles, aunts, sisters, brothers, friends, etc., on a real subject with a real purpose. The students should be encouraged to write letters (a) to their friends in different sections of the same class in the same school (b) to pen friends in different countries. A language class can provide opportunities for debates and discussions among different groups of students on topics like evils of dowry system, bride price, unequal treatment given to girls by the society. Similarly the students can be helped in writing one act plays, short stories, picture stories and essays. The famous essays like Lamb's 'Modern Gallantry' could provide rich material for purposeful and enjoyable reading and writing. The language teachers may find their efforts more fruitful and productive if they encourage language learning through dramatisation of the lives of great women such as scientists, mathematicians, politicians, social workers and poets.

6. The conventional myths about the subordination of Indian womanhood, which are drawn largely from the images of the middle class, should be exploded. The realities about the attitudes of various classes of the rural population towards women, some of which (attitudes) may be at variance with those of the urban middle class, should be brought to light.
7. In projecting the desired status of women in society care should be taken to generate a spirit of co-operation, and not of confrontation with the other sex, even though competition and confrontation are the facts of life which exist in the society at the moment. Such confrontation is known to lead to hasty divorces resulting in broken homes. While an awareness of these facts is desirable, it should be seen that no stigma is allowed to be attached to separation and divorce, if they have to take place. Likewise, let no stigma be attached to spinsterhood, widowhood and remarriage. The corporate efforts made for elevating the status of women highlighting equality like suffrage movements, the work of AIWC, University Graduate Women's Association, and Y.W.C.A. could be highlighted.

Classes IX—XII

<i>Major Idea</i>	<i>Attitudes to be Developed</i>	<i>Through Reading</i>	<i>Through Co-curricular and Extra-curricular activities</i>
Dependence of girls and women as traditional value has always stood in the way of their self-realisation. This value be rejected. Equal commitment for work, for management of home and earning a living.	Both men and women should take pride in and derive pleasure from : a) domestic work, b) one's profession and means of earning a living, c) leisure-time activities e.g. games and hobbies, d) social welfare work and community service.	Descriptive pieces, Narrative pieces, Dialogues/ plays, Biographies/Autobiographies.	1. Joint participation of girls and boys in games and sports. Cultural shows and their organisation, and the prefectorial system. 2. Community service
Equality of opportunity for equal participation in the development of the nation.	The education of girls is as essential as that of boys. There should be no discrimination in giving them a professional training and their taking up a job for which they are qualified.	1. All the forms of presentation mentioned above. 2. Abridged/simplified novels. 3. Letters.	Joint participation in different areas of socially useful productive work such as community service, adult literacy, organisation to supervise, study and help the weaker students.
Rejection of social evils.	The following practices should be recognised as social evils : dowry system, bride-price, prostitution, vulgar display of women's pictures in magazines, posters, calendars, pamphlets, etc. Prejudicial treatment by in-laws, unequal treatment of daughters and sons in their upbringing.	1. All the forms of presentation mentioned above and 2. Travelogues.	1. Social service mainly in the form of educating the community about social evils. 2. Organisation of cultural programmes
Dignity of person, irrespective of sex.	Women are as dignified as men. No stigma should be attached to their chosen way of life in general and in particular to spinsterhood, widowhood, divorce and re-marriage.	All the forms of presentation mentioned above.	1. As against major idea 1. 2. Sharing position of responsibilities in the area of school management.
Women as an integral part of the total situation.	Women should not be treated in isolation but as (a) members of the community, (b) equal partners with men in contributing towards human happiness.	All the forms of presentation mentioned above	As against major Idea 2.

हिन्दी

उद्देश्य

1. भाषा में पाठ्यपुस्तक और पूरक पाठ मालाओं का परीक्षण महिलाओं को दृष्टि में रखकर इस प्रकार किया जाना चाहिए ताकि उनकी स्थिति को हीन दर्शाने वाले सभी संदर्भ निकाल दिए जाएँ।
2. इन पाठ मालाओं में जीवन के विभिन्न क्षेत्रों की महिलाओं जैसे—स्वतन्त्रता सेनानियों, खिलाड़ियों, अन्वेषकों, राजनीतिज्ञों और वैज्ञानिकों के साथ-साथ सद्जीवन व्यतीत करने वाली सरल महिलाओं के जीवन चरित्र भी सम्मिलित किए जाने चाहिए।
3. मध्यवर्गीय चरित्रों से प्रतिध्वनित होने वाली भारतीय महिला की अधीनता के बारे में विभिन्न विचारों का निष्कासन करना चाहिए। भारतीय ग्रामों में रहने वाली अधिकांश महिलाओं से संबंधित सत्य को प्रकाश में लाना चाहिए।
4. विभिन्न क्षेत्रों में महिलाओं के कानूनी अधिकारों पर बल दिया जाना चाहिए।
5. महिला रचनाकारों, कवियत्रियों और उपन्यास लेखिकाओं के योगदान को प्रमुख रूप से प्रकाश में लाना चाहिए।
6. महिलाओं की स्थिति को उन्नत करने तथा महिला-मताधिकार आन्दोलनों के लिए किए गए सामूहिक प्रयत्नों को और यदि सम्भव हो तो, अखिल भारतीय महिला परिषद् के कार्यों को प्रमुख रूप से दर्शाया जाना चाहिए।
7. इस बात को अवश्य ध्यान में रखना चाहिए कि महिलाओं की नई स्थिति का मुख्य उद्देश्य अन्य वर्ग (पुरुष वर्ग) के साथ सहयोग का भाव पैदा करना है—अभिविन्यास का नहीं। यद्यपि सभी समाजों में सहयोग, प्रतिस्पर्धा और संघर्ष होते हैं तथापि महिला और पुरुष वर्गों अथवा पीढ़ियों के मध्य संघर्षों को प्रमुख रूप से प्रस्तुत किया जाना चाहिए। उन पुस्तकों में उपचारी विवरण के रूप में शीघ्रता में किए गए तलाक के फलस्वरूप विघटित परिवारों के वर्णन होने चाहिए। इसी के साथ-साथ तलाक को, यदि यह हो ही जाये, अविवाहित रहने और विधवा पुनर्विवाह को भी कलंक नहीं मानना चाहिए।
8. महिलाओं को अलग स्थिति में नहीं देखना चाहिए अपितु उसे सम्पूर्ण स्थिति का अविभाज्य अंग ही समझना चाहिए।

कक्षा-स्तर : 9—12

केन्द्रीय भाव	दृष्टिकोण का विकास	विषय विद्या	प्रक्रिया
1	2	3	4
1. (अ) समाज में पुरुष के समान ही नारी की प्रतिष्ठा की स्थापना, समाज के अभ्युदय में नारी का दायित्व और उसकी सांस्कृतिक भूमिका।	छात्र/छात्राओं की शिक्षा में नारी के विभिन्न महत्वपूर्ण रूपों का प्रतिपादन किया जाए।	कहानी, जीवनी, निबंध एकांकी और कविता आदि के माध्यम से नारी की प्रतिष्ठा के भाव को प्रोत्साहित किया जाए।	जीवन के विभिन्न क्षेत्रों—शिक्षा, साहित्य, चिकित्सा, कला, समाज सेवा, राजनीति, संस्कृति आदि में नारी के योगदान तथा इन क्षेत्रों की इतिहास प्रसिद्ध महिलाओं के जीवन-चरित्रों और कार्यक्रमों से छात्र/छात्राओं को परिचित कराया जाए। सामाजिक एवं राष्ट्रीय विकास में नारी के सहयोग का महत्व प्रतिपादित किया जाए। नर-नारी संबंधी विषयों को प्रेरित किया जाए। परिवार एवं समाज के अभ्युदय में नारी के महत्व को प्रतिष्ठापित किया जाए। सामाजिक विषयों एवं कुरीतियों का कितना घातक प्रभाव पड़ता है इसे अध्यापक स्पष्ट करें। वे स्वस्थ नैतिक मान्यताओं के विकास पर बल दें और भेद-भाव रहित समाज की रचना का निर्देशन करें।
(ब) बहन, पत्नी, मां एवं सहयोगिनी के रूप में नारी के दायित्व एवं उसके प्रति सम्मान की भावना।	प्रगतिशील पारिवारिक जीवन के चित्रण, सामाजिक एवं सांस्कृतिक कार्यों में नारी की विभिन्न भूमिकाओं पर बल दिया जाए और उनके प्रति सम्मान की भावना को प्रोत्साहित किया जाए।	ऐसी पाठ्य-सामग्री जिसमें विभिन्न व्यावसायिक क्षेत्रों से महिलाओं का चित्रण हो। यदि ऐसी पाठ्य-सामग्री उपलब्ध न हो तो इस दृष्टि से नव साहित्य का निर्माण कराया जाए।	राष्ट्रीय एवं सामाजिक अभ्युत्थान के लिए नारी की स्वावलंबन की भावना पर बल देना और उसकी आवश्यकता को प्रमाणित करना। विभिन्न व्यावसायिक क्षेत्रों में नारी को क्यों समान अवसर देना चाहिए, इसकी सार्थकता को सिद्ध किया जाए।
2. आर्थिक दृष्टि से नारी में स्वावलंबन की भावना।	नारी को स्वावलंबी बनने के लिए समान अवसर प्रदान करने की आवश्यकता।	नारी के स्वतंत्र, एवं आत्मनिर्भर व्यक्तित्व से संबंधित समस्या प्रधान साहित्य-निबंध, उपन्यास, कहानी, नाटक, रेखाचित्र, संस्मरण, जीवनी आदि के शिक्षण का प्रबंध।	पाठ्य-सामग्री में नारी के उदात्त चरित्र एवं सामाजिक संदर्भों में उसकी भूमिका पर बल देना। महान महिलाओं के जीवन चरित्र द्वारा छात्र/छात्राओं को प्रेरणा प्रदान करना और नारी के प्रति समादर की भावना विकसित करना। सहायक संदर्भ के लिए अतिरिक्त अध्ययन को प्रोत्साहन दिया जाए। शिक्षक ऐसी पुस्तकों के नाम बताएं और विद्यार्थियों को उनके पढ़ने के लिए उचित निर्देशन दें। उदाहरण के लिए प्रेमचन्द और प्रसाद की कहानियां तथा महादेवी के रेखाचित्र और संस्मरण।
3. नारी में स्वतंत्र एवं आत्मनिर्भर व्यक्तित्व के निर्माण की भावना	आत्मविश्वास एवं निर्णयात्मक शक्ति, सामाजिक, सांस्कृतिक एवं राजनीतिक आदि क्षेत्रों में स्वतंत्र रूप से कार्य करने की क्षमता का विकास नारी के स्वावलंबी, आत्मनिर्भर एवं स्वतंत्र व्यक्तित्व के प्रति उनकी देन को स्वीकार करना।		

1	2	3	4
<p>4. राष्ट्र के नागरिक के रूप में नारी अपने अधिकारों तथा कर्तव्यों के प्रति सचेत और प्रबुद्ध हो तथा नवीन वांछित मूल्यों के प्रति जागरूक हो।</p>	<p>वर्तमान समाज में नर-नारी की स्थिति में विद्यमान विषमता तथा तत्संबंधी रूढ़ियों, कुरीतियों और परंपरागत दकियानूसी मान्यताओं का निराकरण करना। नारी में स्वयं अपने प्रति यदि कहीं हीनता की भावना है तो उसे दूर कर उसमें आत्म सम्मान की भावना को विकसित करना।</p>	<p>सामाजिक जीवन में नर-नारी की स्थिति में विषमता, रूढ़ियों कुरीतियों एवं प्रतिक्रियावादी मान्यताओं के विरोध में लिखित पाठ्य-सामग्री जैसे-पर्दा-प्रथा, विवाह आदि के अवसर पर कन्या पक्ष की हीन स्थिति, दहेज प्रथा, कन्या के जन्म पर परिवार की उदासीनता और पुत्र के जन्म पर हर्ष आदि की भावना को दूर करने के लिए अपेक्षित पाठ्य-सामग्री उपलब्ध कराई जाए।</p>	<p>शिक्षा द्वारा नर-नारी की विषमता का समाजशास्त्रीय विश्लेषण— उदाहरणतः शिक्षक बता सकता है कि वैदिक कालीन भारत में नर-नारी में बहुत कुछ समानता थी। गार्गी, मैत्रेयी आदि के उदाहरण दिए जा सकते हैं। इसी तरह शिक्षक बता सकता है कि यज्ञ आदि के विधान में पत्नी की उपस्थिति के बिना यज्ञ अपूर्ण रहता था। यज्ञ में पत्नी की उपस्थिति और उसका योगदान अनिवार्य होता था। मध्यकाल में सामंतकालीन सामाजिक व्यवस्था में नारी की स्थिति यद्यपि दयनीय होती गई किन्तु इसी काल में मीरा जैसी तेजस्विनी नारियां अस्तित्व में आई जिन्होंने समाज में व्याप्त कुरीतियों का विरोध किया। शिक्षक यह भी स्पष्ट करें कि आधुनिक जनतांत्रिक समाजवादी व्यवस्था में नारी अपना सम्मानपूर्ण स्थान बनाने के विषय में अधिकाधिक सचेत होती गई और वह अपना सही स्थान पुनः प्राप्त कर रही है। शिक्षक आधुनिक युग की आवश्यकताओं एवं परिस्थितियों के अनुरूप नवीन पारिवारिक एवं सामाजिक रचना का परिचय दें। सम्मिलित परिवार व्यवस्था में क्या-क्या अन्तर्-रोध उत्पन्न हो रहे हैं और इस स्थिति में किस प्रकार की पारिवारिक व्यवस्था जन्म ले रही है और आज की परिस्थितियों में क्या उपयोगी और वांछित है, इस पर भी विचार-विमर्श किया जाये। ऐसे समाज की परिकल्पना की जाये जिसमें स्त्री-पुरुष की समानता को प्रमुखता दी गई हो। कक्षा शिक्षण के अतिरिक्त सहशैक्षिक एवं पाठ्य-क्रमेत्तर कार्यक्रमों के द्वारा भी (सूची संलग्न) स्त्री-पुरुष की समानता लक्षित होनी चाहिए।</p>
<p>5. नर-नारी समानता पर आधारित भेद-भाव रहित स्वस्थ समाज की स्थापना।</p>	<p>नर-नारी समानता पर आधारित स्वस्थ वैज्ञानिक दृष्टिकोणों का विकास घर-गृहस्थी में लगी हुई महिलाओं के लिए आर्थिक सुरक्षा वैधानिक रूप से उपलब्ध हो, यह दृष्टिकोण अपेक्षित।</p>	<p>नवीन विकासशील मानव संबंधी एवं सामाजिक रचना पर आधारित पाठ्य-सामग्री, नाटक, उपन्यास, कहानी, कविता, एकांकी, संस्मरण रेखाचित्र आदि।</p>	

सहस्रांशिक एवं पाठ्यक्रमेत्तर कार्यक्रमों की रूपरेखा

1. प्रातःकालीन सभा

1. महिलाओं के उल्लेखनीय जीवन चरित्र और उनके प्रमुख कार्यों का वर्णन ।
2. प्रबुद्ध महिला अतिथियों तथा प्रमुख समाजसेवी व्यक्तियों से परिचय कराया जाए और समय-समय पर उनके भाषण कराये जाएँ ।

2. सदन विभाजन और उनका नामकरण

1. सदन विभाजन छात्र/छात्राओं दोनों के लिए हो ।
2. प्रसिद्ध महिलाओं के नाम पर बनाए गए सदन में छात्रों को सम्मिलित किया जाए और प्रसिद्ध पुरुषों के नाम पर बने हुए सदनों में छात्राओं को सम्मिलित किया जाए ।

3. सभा कक्ष एवं अन्य कक्षों की सज्जा

1. विभिन्न क्षेत्रों की प्रसिद्ध महिलाओं और पुरुषों के चित्र सभा कक्ष एवं अन्य उपयुक्त कक्षों में लगाए जाएँ ।
2. सुभाषित वचनों का उल्लेख और प्रदर्शन चार्टों के द्वारा किया जाए ।
3. नर-नारी की समान क्षमता एवं योगदान संबंधी प्रसंग चार्टों पर दिग्दर्शित किए जाएँ ।

4. प्रतियोगिताएँ

- (क) नर-नारी हैं एक समान—जैसे विषयों पर प्रसिद्ध वाक्यों, मुल्लेखों और लघु कथाओं के चयन की प्रतियोगिताओं का आयोजन किया जाए ।
- (ख) सभाषित प्रतियोगिताओं का आयोजन हो ।
- (ग) समस्यामूलक सर्वनात्मक अभिव्यक्तियों की प्रतियोगिताएँ आयोजित हों ।
- (घ) पाठ प्रस्तुति प्रतियोगिताएँ सम्पन्न कराई जाएँ ।

अन्य कार्यक्रम

1. कवि सभा : कवि और कवियत्रियों की रचनाओं का पाठ और उनका अभिनय ।
समस्या नाटकों का मंचन ।
पत्रिका संपादन-इसके अंतर्गत हस्तलिखित पत्रिका निकाली जा सकती है । विशेषांक जैसे-नारी समाज विशेषांक, नारी-आंदोलन विशेषांक निकाले जा सकते हैं । शिक्षक-अभिभावक गोष्ठियों का आयोजन किया जाए, जिसमें नारी संबंधी ज्वलंत समस्याओं पर विचार विनिमय हो ।

शिक्षक तथा प्रशासक, विद्यालय के सहस्रांशिक कार्यक्रमलाप के लिए सुझाए गए विषयों के अनुकूल विशेष सामग्री का चयन करें तथा प्रस्तुति के लिए पर्याप्त अवसर प्रदान करके समाज में नारी-प्रतिष्ठा के प्रति जागरूक मानसिकता के निर्माण में सहायक सिद्ध हों ।

SANSKRIT

INTRODUCTION

गुणाः पूजा स्थानं गुणीषु न चलिङ्ग न चवयः ।

As we all understand the teachers are the real craftsmen of the destiny of a nation. The medium of language and its literature may mould minds of our children in the manner they like. The notion of providing equal opportunity to boys and girls is not alien to the teachers of Sanskrit.

From the vedic period, the woman enjoyed a very high status to that of a man, both in family as well as in the society. She was not only the partner of man but also responsible for the development of the family, that is why it is said (न गृहं गृहमित्यादः गृहिणी गृहमुच्यते ।) She had every right to choose her partner and in turn it became her joint responsibility to see not only to the progress of the family, but also to expand the cultural and spiritual layouts in the minds of all the dependents of the family. The Samanasye Sukta of the Atharveda is its true example.

The teacher of today has a major role to play in the development of the attitudes of children to mould their lives in such a way that they may treat each other with equal respect. The teachers of Sanskrit fortunately have an easy access to the glorious as well as rich, cultural heritage right from the vedic times till today. Foreign scholars who have worked on Sanskrit literature here referred to these great sources of inspiration. Therefore, the teachers of Sanskrit may find out and quote to the students the references to the vedic female Rishis from the vast sanskrit literature even though they are not contained in the textbook with students.

The teachers of sanskrit may find a big contrast in the vedic times and the later ages which have also looked down upon women. There might be such

references in the textbooks which denigrates the status of women. This is the most delicate part of the teacher's role to nurture carefully in the minds of children a teaching of hatred towards the injustice and cruelty meted out to women and inscribe in young minds the true and healthy spirit of equality.

The objective of the education is the development of the child's personality as a whole and textbooks are just one of the means to achieve this goal. As other means the co-curricular activities may be organised to provide the children required learning experience. An attempt has been made to enumerate such activities in the following pages and therefore they may use them only as guide lines, but they are free to arrange such activities which may be helpful to the children and to enable them to understand the aims of education. They should cultivate such impression in the minds of children that women are equal to men in all walks of life. Further, as a result of this, whereas in one hand, the girls are to be inspired to enter the less trodden or untrodden fields of vocation like airforce, army, navigation, politics, journalism etc., the boys are to be made mentally prepared to learn the art of home-management and thus becoming equally competent to run the family well. Men and women are the two wheels of a chariot. Examples of Surya from the vedic suktas driving her own chariot and pleading to marry only a man who would be the best charioteer, Kaikeyi helping Dasrath in the battle field by putting her finger in the place of the axle seal of the wheel and Pandavas playing different roles such as of a cook, and of a hair dresser can be quoted from sanskrit literature to inspire them. The teachers shoulder the big responsibility of creating such an atmosphere in the school from the elementary level so that the boys and girls of

today turn into noble and dignified citizens of future India where the sun accompanied by ashas shine more radiantly where the breeze is fragrant with the sweet scent of equality and allows the girls breathe deep and freshening sign of relief from the clutches of subordination and developing them into a perfect human beings.

This is the advice of the upnishads, hence the teachers are to perform this penance in the field of

education where a new culture of civilization of equality and equal opportunity is cultivated.

Teachers would be engineering the desired social change through moulding the minds of children for an open thinking based on questioning attitudes. No culture in the world has grown without a potential of inherent logic of orthogenic change and here through sanskrit literature it is the specific responsibility of teachers.

OBJECTIVES

The following broad objectives are to be kept in view while teaching humanities with special reference to highlighting the status of women through curriculum and textbooks in Sanskrit.

1. Development of the child as a co-sharer of all responsibilities in the home and home management.
2. Development of child having respect for dignity of labour in the performance of roles—inside and outside the house.
3. Equal commitment for work at home and outside by both the sexes. Dependence of girls and women as a traditional value to be rejected.
4. Equal participation in the development of the nation through equal opportunities in all walks of life.
5. Conscientiousness of rights and abilities.
6. Sharing of decision-making process at all levels from family to society.
7. Disapproval of sharing feelings against all acti-

vities which could be considered as anti-social in matrimony e.g. dowry and bride-price etc.

8. Emphasis on need based consumption so that concept of women becoming prosperity symbol must be rejected
9. Promotion of dignity of person so that women become self-reliant, self-propelled and self-directed instead of accepting themselves as sex-symbols.
10. Women should be viewed not in isolation but as part of the total situation.
11. Some references have been given under thematic content, but they have to be used carefully in the selection of the content taking into account the development of the various attitudes for imbibing the value and achieving the national goals. Sometimes negative background is given to highlight the importance of desired objectives. Therefore, the way of presentation of the content is very important, which should highlight the status of women and in no case and under no circumstances denigrate it.

Suggestions for the Textbook Writers and Evaluators in Sanskrit Highlighting the Status of Women

1. The textbooks and workbooks and other supplementary materials in Sanskrit should not contain any references that denigrate the status of women.
2. Biographies of distinguished women in different walks of life with special reference to the high status enjoyed by women in Vedic period to be included in the curriculum.
3. The various ideas about the subordination of womenhood favoured in the later post-Vedic Sanskrit Literature should be exploded. Contribution in the form of dedication, devotion to the family to be highlighted.
4. The legal rights of women in different spheres should be emphasised with special reference to the legal rights as enjoyed by women in Vedic

and post-vedic period as well as in the present age.

5. The contribution of women writers, poets, rishis of vedic *suktas* to be highlighted.
6. All corporate efforts made for raising women's status-suffrage movements, the work done by social reformers like Swami Dayanand, Swami Vivekanand, Shri Aurobindo, Mata Sharda Devi to be highlighted.
7. Care must be taken to see that the main objective of the new status of women is to generate a spirit of co-operation with other sex and not of confrontation. Vedic culture as depicted in Samanasya Sukta of Atharaveda.

All the members sharing the responsibilities of homes and co-operating with each other in all walks of life to be highlighted. But at the same time no stigma should be attached to divorce if it has to take place under compelling circumstances.

8. The exercises should contain questions so as to focus the attention of the learner on the desired values.
9. The textbooks should also contain specific instructions for the project work and other activities that may be undertaken for projecting the high status of women enjoyed during vedic times.

Stage and Class	Value	Attitudes to be developed	Thematic Content	Learning Experience
1	2	3	4	5
Secondary IX & X	Sharing the responsibilities in home and home-management.	Same as for middle classes, with the addition of the following : The Child is motivated to improve upon his own performance in all walks of life.	In addition to references quoted for middle classes, the following references may be included : 1. Reference about Sanghmitra the daughter of Ashoka who went with her brother Mahendra for the Propagation of Buddhism. 2. Indrasena, wife of Mudgal destroyed enemies of India by her weapons and well-controlled chariot, and got the cows released (Rigveda 10/102/2-11). 3. Role of Bhikshunis and Shikshus in spiritual pursuits : references from Budhistic literature.	Organisation of children's fares and other cultural programmes.
Higher Secondary	-do-	Same as for middle/secondary with the addition of the following : The Child : 1. is indignant at the indecent behaviour and indifferent attitude towards women; 2. is prepared to face hardships and difficulties for the family; 3. learns to give and take at the same time in the social relationship.	In addition to the references given above the following may be added : 1. Samanasya Sukta of Atharva Veda highlighting the duties of all the members of the family to work together. 2. Namudri had a full regiment of women warriors. 3. Ladies acted as messengers e.g. Sarama went to Asur Pani on behalf of Indra (Sarama-Pani Samved). 4. Vedic Rishis like Romasha Vishwara, Indrani, Shachi, Apala Chosha. 5. Quotations like मातृमान्, पितृमान्, आचार्यवान् पुरुषो वेद, मात्रा भवतु सम्मना : (अथर्व 3/30/2) mother as a	Debates, tableaux. Recitation of Vedic Suktas composed by female rishis of vedic period.

1	2	3	4	5
			most respectable person- 1/24/1 and 7/101/3 Reg- veda can be referred to.	
			6. Ref. to Gargi, Maitreyi and Lopamudra taking part in discussions. (Upanishads).	
Secondary IX & X	Respect for dignity of labour in the performance of roles inside and outside the house.	Same as far elementary stage and in addition to them the child : 1. is able to express creativity through work. 2. is efficient in playing the assigned role, of whatever nature it may be.	Reference to descriptions of Tapovanas from Shankunta- lam and other plays where girls/boys worked together in unison without regarding any work as inferior.	School competitions and group activities.
Higher Secondary XI & XII	-do-	In addition to the above the child : 1. is able to utilise all sources for the effi- cient working and solving the problems; 2. respects people doing manual labour and derives pleasure out of helping them.	Dilip and Sudakshina serv- ing Nandani cow in Raghu- vansha. Sita was able to lift the bow of Shiv; women acted as guards, carrying weapons in Lanka. Sita knew many sciences and had Pauranic knowledge. Kaikeyi and Tara were also well-versed in all the Shastras.	Well-magazines, arti- cles, collections of quotations, and verses from Ramayana.
Secondary IX & X	Equal commit- ment for work at home and outside. Dependence of girls and women as a traditional value to be rejected.	In addition to the ones cited for middle stage, the child is able to ac- quired certain skills so as to perform one's role properly in the family and society.	Reference from <i>Vyas Smriti</i> 1. न गृहं गृहमित्याहुः, गृहिणी गृहमुच्यते 2. पत्रभार्या गृहं तत्र, भार्याहीनं गृहं वनम् Bribat Samhita of Varahmihir refers to equality of men and women.	
Higher Secondary XI & XII		In addition to the above the child : 1. Understands the vari- ous categories of pro- fessions in society.	Reference from Nirnayam- ritc Bhvishyatpuran, VII ch. Vishnupuran Part I.	

1	2	3	4	5
		<ol style="list-style-type: none"> 2. becomes more productive by using the acquired skills; 3. is conscious of the importance of looking after house-hold jobs and has due regard for it; 4. dose not discriminate between the status of a house-hold caretaker and intellectual worker outside the house; 5. reciprocates for what he owes to parents and society. 		
Secondary IX & X	Equal participation in the development of the nation through equal opportunites in all walks of life.	<p>In addition to the above the child :</p> <ol style="list-style-type: none"> 1. becomes conscious of his rights and performs his duties faithfully; 2. enjoys equal opportunities and serves the nation through them. 	<ol style="list-style-type: none"> 1. Role of Bhasa's Vasavaddutta in Udayanka's regaining of his lost kingdom. 2. Rani Lakshmi Bai, Razia Sultana, Ahilya Bai; 	Procurement of audio-tapes on such themes from AIR and deptt. of Teaching-Aids.
Higher Secondary XI & XII	-do-	<p>In addition to the above the child is able to participate in all such activities that lead to the development of nation.</p>	<ol style="list-style-type: none"> 1. Passages to be selected from the modern sanskrit literature emphasising the role of women in building the nation. 2. Biographies of women freedom fighters may be included such as Kamala Nehru, Kasturba Gandhi, Sarojini Naidu, Durga Bai Deshmukh etc. 3. Sita's sacrifice for the image of Ram Rajya respect for the public sentiments. 4. Ida in the role of Queen of Saraswat (Shatpath Brahman). 5. Katyayani managed the affairs of Ashram of Yogyavalkya. 	Films on freedom movements.

1	2	3	4	5
Secondary IX & X	Consciousness of rights and abilities.	In addition to the ones referred to the middle stage, the child performs the duties to the best of his/her abilities and in the higher interest of the nation.	Condemnation of ideas denigrating the status of women. 1. Such as of women Arth- shastra of Kautilya, Manusmriti of Manu and Yama. 2. Protection of women and confining them to four walls only—Manu-smriti 9-10/12.	Social service campus apprising women of country side of their rights and educating them.
Higher Secondary XI & XII	-do-	In addition to the above the child. 1. becomes willing to fight out anti-social elements; 2. does not become victim of injustice; 3. promotes international understanding of rights and duties.	Condemnation of ideas such as; 1. treating her as goddess and Durga but depriving her of her rights. 2. giving her away in dona- tions, putting her at stake in gambling; 3. exploitation of women by high-lighting her absurd sacrifices, serving hus- band, Gandhari blinding her own eyes; 4. equal emphasis on hus- band's looking after their wives. द्रौपद्याः युधिष्ठिर स्याद्विधेयः	Adult Education pro- grammes through campus social service. Service, leagues ma- gazines. All such situations which do not result in creating superiority complex in boys and inferiority complex in girls.
Secondary IX & X	Sharing of decision mak- ing process at all levels from family to society.	The Child : 1. is able to participate and acts as a worthy member of different welfare societies for the welfare of society; 2. develops a perspective on the problem to be solved.	1. Draupadi scolding Yudhisthira Kiratar Juri- yam. 2. <i>Swayamvar Varanana</i> from Ramayana. 3. The girls had the freedom to marry a person to their choice, Shakuntala married Dushyanta.	Community centres social service campus initiating Sanskrit scholars to give lec- tures on the various connected topics.
Higher Secondary XI & XII	-do-	The Child has no com- plexes regarding any pro- fession.	Reference from Rigveda 1. can be included 10/85/44, 10/39/40, 10/34/11, Gri- hini was Jaya, Jani; wife had all rights in manag- ing the house; she arrang- ed for all the requirements of the family.	Learns to exercise his right to vote, is able to participate in institutional planning inviting poetesses and lady-scholars in school to gain inspiration; inviting

1	2	3	4	5
		2. Observes, assume hypotheses and identifies the specific goals before him/her. 3. devises its own procedures and instruments consonant with the plans: 4. discusses the experiences and tries to gain from past experience.	2. <i>Swayamvar Varnan</i> from <i>Raghuvansha</i> 1. Such passages from Sanskrit dramas where ladies shared decision-making in family/society.	eminent people from different fields to give their experiences.
Secondary IX & X	Disapproval of all activities considered to be antisocial in matrimony, dowry, bride price etc.	In addition to the ones for middle stage the child : 1. has the courage to take a decision of fighting out social injustice; 2. hates being valued in terms of money; 3. understands and appreciates the higher and finer aspects of human personality.	Strong feelings of condemnation by describing the way kings had a number of queens and they even donated them to whomsoever they wanted. Rama donated female slaves to one rishi, Bharat gave sixteen girls to Hanuman. (VR 2/32/25-16, 2/73/3, 4/24/38, 6/125/44-45).	Tables showing slavery of women a picture of disgrace to society.
Higher Secondary XI & XII	-do-	In addition to the above the child : 1. recognises the intrinsic values of academic scholarship and handicraft and works against display of money; 2. understands that these social malpractices are detrimental to the interest of the society. 3. Participates actively in all such campaigns against routing out such evils; 4. Does not look down upon widow marriage and divorces under compelling circumstances.	Passages from Kumar Sambhava where Shiva was purchased by Parvati with her penance. ऋतस्तपोभिः वास्मि दासः Reference to <i>Rig-Veda</i> No. <i>Pardha Pratha</i> . Ladies participated freely in all public functions. Inter-cast marriages were prevalent in Ramayana age. Brahmin Rishya Shring married Kshatriya Shanta, Brahmin Devayani married Kshatriya Yayati : both anuloma and pratiloma marriages should be brought out.	Campaigns in community against evils, arrangements of film-show for community, non-participation in marriages where dowry is taken or given.
Secondary IX & X	Need based consumption : Rejection of	In addition to the one mentioned for middle stage the child :	Mahabharat-(1/74/41-53, 12/145/6 (Patni Mahima) Exposition of references where	Letters to editors social bycotts.

1	2	3	4	5
	concept of consumerism leading to women becoming prosperity symbol.	<ol style="list-style-type: none"> 1. Condemns exploitation of women by commercial agents; 2. reacts sharply to advertisements showing women on luxury items. 	women had been treated as prosperity symbols. Bhatt Urvidhar has condemned persons marrying many women and marrying even in old age.	
Higher Secondary	-do-	<p>In addition to the above the child :</p> <ol style="list-style-type: none"> 1. is able to express his/her ideas freely. 	Prabandh-Chintamani P. 24 (a happy family and contribution of women to do) Passages from <i>Raghuvansha</i> Ajvilap where he addresses her as Story of Rani Hada, Sati burning herself after being insulted by her father.	Articles in Magazines.
Secondary IX & X	Promotion of dignity of person; women becoming self-propelled and directed.	<p>In addition to the ones stated in middle stage, the child :</p> <ol style="list-style-type: none"> 1. recognises the importance for honest and hard work in order to be successful; 2. is prepared to face hardships and difficulties; 3. has a sense of dedication any yet maintains self-respect. 	Urmila's role in <i>Ramayana</i> Shakuntala living in Kashyapa's ashram. Sita in Valmiki's Ashram. Vasavdutta's sacrifice in <i>Svapnavasavduttiam</i> . Passages from Mahabharat condeming maltreatment to ladies-13/127/6, 14/9/48-49, 4/21/39-42, 3/12/68-72, 13/126/26, 12/108/32, 17/3/6.	Songs and Poems (recitations) Staging plays
Higher Secondary XI & XII	-do-	<p>In addition to the above child :</p> <ol style="list-style-type: none"> 1. is well equipped to handle multifarious jobs and assignments. 2. develops an attitude of respect and love for everything that contributes to social good; 3. has the guts to condemn being treated as sex symbol, or being exploited; 4. contributes equally in all spheres of life towards human happiness. 	Venisamhar : Draupadi's vow of revenge stories of Nal-Damayanti Bhavbhuti's depiction of Sita—an idol of self-respect. Decent behaviour depicted in <i>Ramayana</i> 2/40, 13-14, 2/43/12, 2/52/76, 4/33/25-23, 6/114/8	Debates, interhouse activities

تعارف

ہمارا طرزِ تعلیم اگر ایک طرف سماجی نظام اور اس کے تصورات و روایات کا آئینہ دار ہوتا ہے تو دوسری طرف سماج میں تبدیلیاں لانے اور انسانی زندگی کو بہتر بنانے کا ایک ذریعہ بھی ہے۔ بھجودہ عہد میں جبکہ ماضی کے بہت سے اقدار و عفت اندر دم توڑ رہے ہیں اور انسان ہر شعبہ زندگی میں ان رنجیروں کو توڑنے کی کوشش کر رہا ہے جو اب تک اس کی شخصیت کی آزادانہ نشوونما میں آڑے آتی رہی ہیں۔ اس بات کی ضرورت کا سخت احساس ہوتا ہے کہ ہمارے طرزِ تعلیم میں اس سماجی حقیقت کی عکاسی ہو اور ساتھ ہی ساتھ عصر حاضر میں انسانی حقوق کی جدوجہد میں وہ معاون بھی ثابت ہو۔ اس لیے لازم ہے کہ ہم اپنے نصابِ تعلیم پر نظر ثانی کر کے ایسے نصاب کی تشکیل کریں جن کی مدد سے بچوں میں ایک نئے سماجی شعور کو فروغ دینے کے لیے سازگار ذہنی و نفسیاتی فضا پیدا ہو۔

ادب میں ہمارے جذبات و احساسات کو متاثر کرنے کی زبردست قوت ہوتی ہے اور ادب کی تعلیم ہنر و تخیل کی کئی سمتوں سے آشنا کرنے میں بہت اہم حصہ لے سکتی ہے۔ چنانچہ زبان و ادب کے نصاب کو ایک نیا رخ دینے کی خاص طور سے ضرورت ہے۔

ہمارے سماج میں انسانی حقوق کی جدوجہد کا ایک پہلو عورتوں کے لیے مردوں کے برابر تہ حاصل کرنا ہے۔ اب تک زندگی کے مختلف شعبوں میں فرائض کی تقسیم اور گھر کے اندر اور باہر تقسیم کار کچھ اس طرح رہی ہے کہ عورتوں کی حیثیت کم تر اور مرد کی نجی ملکیت کی سی ہو گئی ہے۔ یہ روایتی سماجی حیثیت اس کی شخصیت کی آزادانہ نشوونما میں حائل رہی ہے۔ مگر ان رکاوٹوں کے باوجود انسانی تاریخ کے ہر دور میں اور زندگی کے ہر میدان میں عورتوں نے شاندار کارنامے انجام دیے ہیں جس سے یہ ظاہر ہوتا ہے کہ وہ صنف و جنس کے لحاظ سے کسی طرح بھی مرد سے کم تر نہیں۔ آج سائنس اور ٹیکنالوجی نے ایسے ذرائع فراہم کر دیے ہیں کہ عورتیں مردوں کی طرح ہی مختلف صنعتوں اور پیشوں میں حصہ لے سکتی ہیں۔ مگر اس حقیقت کو عام زندگی میں عملی طور پر

قبول کرنا آسان نہیں۔ آج ہماری دنیا میں عورتوں کے حقوق کے لیے جدوجہد ہو رہی ہے۔ ہمارے ملک میں جہاں تہذیبی اور معاشی سطح پر عورتوں کو اپنی صلاحیتوں کو بروئے کار لانے کا خاطر خواہ موقع ابھی تک نہیں مل سکا، اس کی ضرورت ہے کہ ہم اپنے نصاب تعلیم میں عورت کی اس حیثیت پر زور دینے کی کوشش کریں جو اسے سماج میں ملنی چاہیے اور جس سے ابھی تک منظر میں چرائی گئی ہیں۔ سماج کا جو حصہ بھی انسانی حقوق سے محروم ہے اسے اس کے حقوق دلانے کی جدوجہد سب انسانوں کی مشترکہ جدوجہد ہے، عورتوں کے حقوق کا مسئلہ بھی عام انسانی حقوق کا مسئلہ ہے۔ چنانچہ زبان و ادب کے اساتذہ کا فرض ہے کہ وہ ان مقاصد کے تحت مرتب ہونے والے نصاب کو اپنے طالب علموں کے سامنے اس طرح پیش کریں کہ ان کے ذہن و کردار عورتوں سے متعلق فرسودہ اثرات اور ان تعصبات سے آزاد ہوں جو موجودہ ماحول کے اثر سے ان کے رگ و پیے میں سرایت کر گئے ہیں۔ وہ اپنی عام زندگی میں عورتوں اور مردوں کے مرتبے میں محض ان کی جنس کی بنا پر تفریق نہ کریں۔ یہ بات طالب علموں کے ذہن نشین کرانا لازم ہے کہ مرد اور عورت ایک دوسرے کے حریف اور مد مقابل نہیں بلکہ معاون اور انسانی زندگی کے مختلف شعبوں میں برابر کے حصہ دار ہیں اور سماج میں کم تری اور برتری کا مہیا جنس نہیں۔

رہنما اصول

1. نصابِ تعلیم میں امورِ خانہ داری کو صرف عورت کی ذمہ داری کے بجائے تمام افرادِ خاندان کی ذمہ داری کے طور پر پیش کیا جائے۔
2. کام کے دقت اور کج کیفیت جموعی احساس دلایا جائے تاکہ گھر کے اندر اور گھر کے باہر کے کاموں کی اہمیت کو مرد و عورت یکساں طور پر تسلیم کر سکیں۔
3. اس روایتی تصور کو رد کیا جائے کہ زندگی کے ہر شعبے میں اور ہر منزل پر عورت مرد کی دست نگر ہے۔ یعنی اس پر زور دیا جائے کہ گھر کے اندر اور گھر کے باہر دونوں قسم کے کاموں کی ذمہ داری مرد اور عورت دونوں پر عائد ہوتی ہے۔
4. زندگی کے ہر شعبے میں مساوی حقوق اور مواقع کی فراہمی کا مطلب یہ سمجھا جائے کہ قومی تعمیری کاموں میں حصہ لینا ہر فرد کی ذمہ داری ہے۔
5. عورت کو یہ احساس ہونا چاہیے کہ وہ اپنے حقوق کے شعور کے ذریعے اور اپنی صلاحیتوں کو بروئے کار لا کر ہی شخصی آسودگی حاصل کر سکتی ہے۔
6. اس بات پر زور دینا چاہیے کہ خاندانی مسائل سے لے کر سماجی معاملات تک تمام فیصلے عورت اور مرد کی مشترک رائے سے ہونے چاہئیں۔
7. شادی بیاہ کے ایسے تمام رواجوں کے خلاف باقاعدہ تعلیمی ہم چلائی جاہیے جن سے انسان کی توہین ہوتی ہے۔ مثلاً جہیز، منک اور دلہنوں کی خرید و فروخت وغیرہ کی رسمیں۔
8. عورت کو کسی حال میں دولت و خوشحالی کی نمائندگی کا ذریعہ نہیں بننا چاہیے۔ لہذا نمائشی اخراجات کی اہمیت کو رد کر کے ضروری اور مناسب اخراجات کی اہمیت کو واضح کیا جائے۔

9. عورت میں خودداری خود اعتمادی اور خود نگہداری کا احساس پیدا کرنے کے لیے ضروری ہے کہ اس کو جنس کی علامت کی حیثیت سے پیش کرنے کے بجائے اس کی انفرادی حیثیت کو تسلیم کیا جائے۔

استاد کو مندرجہ بالا افترا کو ذہن میں رکھ کر درس و تدریس کے منصب کو پورا کرنا چاہیے اور ہمارے طلبہ کے لیے جو نیا نصاب بنایا جائے وہ ان افترا کا آئینہ دار ہو۔

بشریات

1. اسکولوں میں پڑھائی جانے والی درسی اور ضمنی کتابوں کا اس نلفظہ نظر سے از سر نو جائزہ لیا جائے کہ جہاں عورت کے مرتبے کو کمتر دکھایا گیا ہے، ان اسباق و مضامین وغیرہ کو نصاب سے خارج کیا جائے۔
2. ان کتابوں میں ایسی عورتوں کی سوانح حیات اور کارناموں کو خاص طور پر شامل کیا جائے جنہیں زندگی کے مختلف شعبوں مثلاً سائنس، ٹیکنالوجی، تہذیبی اور سیاسی سرگرمیوں، تحریک آزادی، سماجی فلاح، کھیل کے میدان وغیرہ میں امتیازی حیثیت حاصل ہو۔
3. ایسے تمام تصورات و عقائد کو رد کیا جائے جن سے عورت محکوم اور کمتر ثابت ہوتی ہے اور دیہاتوں میں کام کرنے والی عورتوں کی زندگی کی حقیقتوں کی عکاسی کی جائے۔
4. زندگی کی مختلف سطحوں پر عورتوں کو جو قانونی حقوق حاصل ہیں ان کا شعور پیدا کیا جائے۔
5. عورتوں کی ادبی و شعری تخلیقات کو نمایاں طور پر پیش کیا جائے۔
6. ایسی تمام تحریکات اور انجمنوں کی کاوشوں کو نمایاں کیا جائے جنہوں نے عورتوں کو ان کا صحیح مرتبہ دلانے کی طرف توجہ دی ہے۔ مثلاً آل اٹلی اوپیننگ کانفرنس، فیڈریشن آف انڈین وکین، حق رائے دہندگی کی تحریک وغیرہ۔
7. اس بات کا خاص خیال رکھا جائے کہ آج کے دور میں عورت کا صحیح مرتبہ متعین کرنے کا مطلب عورت و مرد کا باہمی تصادم اور تقابل نہیں ہے، بلکہ مرد و عورت کا تعاون و احترام باہمی ہے۔
8. عورت کو ایک الگ اکائی کی حیثیت سے نہیں، بلکہ حیاتِ انسانی کے کلی سیاق و سباق میں دیکھا جائے۔

ابتدائی درجے

ضروری رویے

1. مرد و عورت کی برابری کا رویہ۔
2. عورت کی عزت کا احساس۔
3. عورت کی صلاحیتوں کا اعتراف۔
4. گھریلو کاموں کو گھر کے ہر فرد کی ذمہ داری سمجھنے کا رویہ۔
5. اپنا کام خود کرنے کا رویہ۔

عورتوں سے وابستہ وہ منفی رویے جن کی ترمیم نصاب اور طریقہ تعلیم سے کرنا ضروری ہے

1. عورت کو ذہنی اور جسمانی طور پر کمزور سمجھنے کا رویہ۔
2. عورت کو دست نگر سمجھنا۔
3. عورت کو حفاظت کی چیز سمجھنے کا رویہ۔

نصابی ذریعہ

ان رویوں کی ترتیب کے ذرائع

1. جو نصاب کی کتابیں تیار کی جائیں ان میں یہ خیال رکھنا چاہیے کہ ان رویوں کی ان میں پوری پوری نمائندگی ہو۔

2. ایسے موضوعات پر ضمنی کتابیں لکھوائی جائیں جن سے ان رویوں کی ترتیب ہو۔
3. تدریسی امدادی ذرائع کے ذریعے ان رویوں کو بتانا۔
4. معاون نصابی سرگرمیوں میں ان باتوں کا خیال رکھنا ضروری ہے۔
5. نصاب کا اس نقطہ نظر سے جائزہ لینا۔
6. طریقہ تعلیم میں اس بات کا خیال رکھنا ضروری ہے کہ بچوں میں دونوں جنسوں کی برابری کا احساس ہو۔
7. ہر سطح پر مخلوط طریقہ تعلیم پر زور دینا۔

طریقہ ہائے کار کی طرف رویے

1. جماعت کے کاموں، تفریحی مشغلوں اور تہذیبی سرگرمیوں میں لڑکوں کی شمولیت پر اصرار۔
2. لڑکوں اور لڑکیوں کی یکساں ہمت افزائی۔
3. ریڈیو، ٹیلی ویژن پر اس سمت میں بچوں کی رہنمائی سے متعلق پروگرام پیش کرنا۔

معاون نصابی سرگرمیاں

1. کھیل، کہانیاں، نظمیں، موسیقی، بچوں کے چھوٹے چھوٹے ڈرامے، ڈرائنگ وغیرہ، معاون نصابی سرگرمیوں میں شعوری طور پر لڑکوں اور لڑکیوں دونوں کو شامل کرنا۔ دونوں کی صلاحیتوں کا اندازہ لگا کر دونوں کی ہمت افزائی کرنا، ان کی نشوونما میں مدد دینا۔
- مندرجہ بالا تمام مشاغل کے ذریعے لڑکے، لڑکیوں دونوں کی صلاحیتوں کو بروئے کار لاکر ان کی انفرادیت کو قائم رکھتے ہوئے جنسوں کے درمیان حد فاصل کو ختم کرنا۔

بشریات

ابتدائی درجے - بنیادی اقرار و مقاصد

1. ان کتابوں میں ایسی عورتوں کی سوانح حیات اور کارناموں کو خاص طور سے شامل رکھا جائے جنہیں زندگی

سے مختلف شعبوں، مثلاً سائنس، ٹیکنالوجی، تہذیبی اور سیاسی سرگرمیوں، تحریکِ آزادی، سماجی نفاذ،
کھیل کود کے میدان وغیرہ میں امتیازی حیثیت حاصل ہو۔
2. دیہاتوں میں کام کرنے والی عورتوں کی حقیقتوں کی عکاسی کرنا۔

مڈل دیجے

ضروری رویے

1. عورت کے کارناموں کا اعتراف -
2. عورت کی صلاحیتوں کا اعتراف -
3. عورت کی طرف دوستانہ و مہذبانہ رویہ -
4. تعمیری کاموں میں عورت کی شمولیت کو قبول کرنا -
5. عورتوں بالخصوص دیہاتی عورتوں کی طرف رومانوی کے بجائے حقیقت پسندانہ رویہ -
6. مرد اور عورت کے درمیان باہمی مفاہمت کا رویہ -

عورتوں سے وابستہ وہ منفی رویے جن کی تردید نصاب اور طریقہ تعلیم سے کرنا ضروری ہے

1. عورت کی زندگی کو گھڑ تک محدود رکھنے کا رویہ -
2. عورت کو جھکڑے کی بنیاد سمجھنا -
3. عورت کی طرف تضحیک آمیز رویہ -
4. عورت کو دست نگر سمجھنا -
5. عورت کو محکوم سمجھنا -

ان رویوں کی ترتیب کے ذرائع

نصابی ذریعہ :-

1. اس نقطہ نظر سے موجودہ نصاب کا جائزہ لینا۔
 2. نصاب میں ایسے لٹریچر کی شمولیت جو ان رویوں کو تقویت پہنچائے۔
 3. اس نقطہ نظر سے ادبی اور معلوماتی مواد فراہم کرنا اور ضمنی کتابیں لکھوانا۔
- طریقہ ہائے کار کی طرف رویہ -
1. مخلوط طریقہ تعلیم پر اصرار۔
 2. جماعت اور جماعت سے باہر کے کاموں، تہذیبی سرگرمیوں، تفریحی مشغلوں اور تخلیقی کاموں میں لڑکوں اور لڑکیوں دونوں کو یکساں مواقع فراہم کرنا۔
 3. مندرجہ بالا مشاغل میں لڑکے اور لڑکیوں کے انٹرایکشن (Interaction) اور باہمی صحت مندرشتوں کے لیے سازگار ماحول پیدا کرنا۔
 4. لڑکوں اور لڑکیوں کو مشترکہ ذمہ داری قبول کرنے دینا تاکہ مل جل کر کام کرنے کی عادت پیدا ہو۔
 5. ایجوکیشنل ٹیکنالوجی بالخصوص ریڈیو، ٹیلی ویژن وغیرہ پر باقاعدہ پروگرام پیش کر کے ان مقاصد کے حصول کی کوشش کرنا۔

معاون نصابی سرگرمیاں

1. معاون نصابی سرگرمیوں مثلاً تقریری مقابلے، تحریری مقابلے، ڈرامے، کہانیاں، نظمیں، سیرویا، بیت بازی، ٹیلو میس لڑکوں اور لڑکیوں کی یکساں شمولیت کی حوصلہ افزائی اور اس کے مواقع فراہم کرنا۔
2. ان سرگرمیوں کے ذریعے لڑکوں اور لڑکیوں دونوں کی انفرادی صلاحیتوں کا اندازہ لگا کر ان کی تربیت کی شعوری کوشش کرنا اور دونوں کی شخصی نشوونما کو بھرپور مدد دینا۔
3. جسمانی صحت اور تربیت کے لیے کھیل کود میں مشترکہ شمولیت پر زور دینا۔

بشریات

مڈل درجہ - بنیادی اقرار و مقاصد

1. ان کتابوں میں ایسی عورتوں کی سوانح حیات اور کارناموں کو خاص طور سے شامل کیا جائے جنہیں زندگی کے مختلف شعبوں مثلاً سائنس، ٹیکنالوجی، تہذیبی اور سیاسی سرگرمیوں، تحریک آزادی، سماجی فلاح، کیبل کود کے میدان وغیرہ میں امتیازی حیثیت حاصل ہو۔
2. ایسے تمام تصورات و مقاصد کو روکا جائے جن سے عورت محکوم اور کمتر ثابت ہو۔
3. عورتوں کی ادبی اور شعری تخلیقات کو نمایاں طور پر پیش کیا جائے۔
4. اس بات کا خاص خیال رکھا جائے کہ آج کے دور میں عورت کا صحیح مرتبہ متعین کرنے کا مطلب عورت اور مرد کا باہمی تصادم اور تقابل نہیں ہے بلکہ مرد و عورت کا تعاون اور احترام باہمی ہے۔

مثالوی درجے

ضروری رویے

1. عورت کے کام کرنے کی آزادی کے حق کو تسلیم کرنا۔
2. عورت کی قوت فیصلہ پر اعتماد۔
3. عورت کے حقوق کی طرف ذمہ دارانہ رویہ۔
4. عورت کی بحیثیت انسان وقعت کرنے کا رویہ۔
5. عورت کی تخلیقی قوت کو تسلیم کرنا۔
6. مرد و عورت کے باہمی تعاون کا رویہ۔
7. بحیثیت فرد کے عورت کی حیثیت کو تسلیم کرنا۔
8. تعمیری کاموں میں عورت کی شمولیت کو قبول کرنا۔
9. عورتوں بالخصوص دیہاتی عورتوں کی طرف ردمانوی کے بجائے حقیقت پسندانہ رویہ۔

عورتوں سے وابستہ وہ منفی رویے جن کی تردید نصاب اور طریقہ تعلیم سے کرنا ضروری ہے۔

1. عورت کو جھگڑے کی بنیاد سمجھنا۔
2. عورت کے لیے تضحیک آمیز رویہ۔
3. عورت کو محض جنسی آسودگی کا ذریعہ سمجھنا۔

4. عورت کو محض ذریعہ نمائش سمجھنا۔
5. عورت کو محض شے سمجھنا۔
6. عورت کو معشوقی محض سمجھنا۔
7. عورت کو محض ذریعہ افزائش نسل سمجھنا۔
8. عورت کی طرف مہمانانہ اور حاکمانہ رویہ۔
9. افزائش نسل کو عورت کا تخلیقی منصب سمجھ کر اس کا احترام کرنا۔
10. عورت کو اپنی زندگی کے بارے میں فیصلہ کرنے کی آزادی۔

ان رویوں کی ترتیب کے ذرائع

نصابی ذریعے :

1. موجودہ نصاب کا جائزہ اس نقطہ نظر سے لینا۔
2. نصاب میں ایسے ادب پاروں کے تناسب کو بڑھانا جن سے مذکورہ مثبت رویوں کو خاص طور پر تقویت پہنچے۔
3. موجودہ نصابی کتب سے غور و فکر کے بعد ایسی تمام تحریروں کا اخراج جن سے عورت سے متعلق منفی رویے تعصبات اور تحفظات کے باقی رہنے یا بڑھاوا ملنے کا اندیشہ ہو۔
4. اس نقطہ نظر سے ادبی اور معلوماتی مواد فراہم کرنا، ضمنی کتب لکھوانا۔
5. کلاسیکی ادب کے ایسے نمونوں کے انتخابات جو بلا امتیاز جنس اعلیٰ انسانی قدروں کے آئینہ دار ہوں۔

طریقہ ہائے کار کی طرف رویے

1. مخلوط طریقہ تعلیم پر اصرار۔
2. جماعت اور جماعت سے باہر کے کاموں، تہذیبی سرگرمیوں، تفریحی مشغلوں، تخلیقی سماجی اور نفاذی کاموں میں لڑکوں اور لڑکیوں دونوں کو یکساں مواقع فراہم کرنا اور دونوں کو دعوت عمل دینا۔
3. مندرجہ بالا مشاغل کے ذریعے نوجوان لڑکوں اور لڑکیوں کے صحت مند باہمی رشتوں اور شخصی روابط کے لیے سازگار ماحول پیدا کرنا اور ان کے ذہنوں میں ہر دو جنس کے لیے احترام پیدا کرنا۔

4. مستقبل کے لیے راہ عمل اور انتخاب پیشہ کے تعین کے لیے بلا تفریق جنس اور بہ لحاظ صلاحیت ہنمانی کرنا
5. جنس کے متعلق سائنٹفک نظریہ پیدا کرنا اور اس کے لیے سازگار ماحول اور ضروری معلومات فراہم کرنا اور فرسودہ رویوں اور گمراہ کن نظریات کی تردید کرنا۔
6. ایجوکیشنل ٹیکنالوجی کے اس سمت میں مناسب استعمال پر زور دینا۔ بالخصوص ریڈیو، ٹیلی ویژن پراس نوع کے پروگرام پیش کرنا جن سے یہ مقاصد حاصل ہوں۔
7. لڑکوں اور لڑکیوں کو عملی کاموں میں مشترکہ ذمہ داری قبول کرنے کی دعوت دینا اور اس کے لیے ان کو ذہنی تربیت دینا۔

معاون نصابی سرگرمیاں

1. معاون نصابی سرگرمیوں، مثلاً تقریری و تحریری مقابلوں، کھیلوں، ڈراموں، کہانیوں، بیرونی سیاحت اور دوسرے مشغلوں میں لڑکوں اور لڑکیوں کی یکساں شمولیت کی حوصلہ افزائی کرنا اور اس کے لیے مواقع فراہم کرنا۔
2. ان سرگرمیوں کے ذریعہ نوجوان لڑکوں اور لڑکیوں دونوں کی انفرادی صلاحیتوں کی تربیت کی شعوری کوشش کرنا اور دونوں کے شخصی نشوونما میں بھرپور مدد دینا۔

بشریات

ثانوی درجہ - مبادی اقدار و مقاصد

1. درسی اور ضمنی کتبوں میں ایسی عورتوں کی سوانح حیات اور کارناموں کو خاص طور سے شامل کیا جائے جنہیں زندگی کے مختلف شعبوں مثلاً سائنس، ٹیکنالوجی، تہذیبی اور سیاسی سرگرمیوں، تحریک آزادی اور سماجی فلاح، کھیل کے میدان وغیرہ میں امتیازی حیثیت حاصل ہو۔
2. ایسے تمام تصورات و عقائد کو رد کیا جائے جن سے عورت محکوم اور کمتر ثابت ہوتی ہے۔
3. زندگی کی مختلف سطحوں پر عورتوں کو جو قانونی حقوق حاصل ہیں ان کا شعور پیدا کیا جائے۔

4. عورتوں کی ادبی اور شعری تخلیقات کو نمایاں طور پر پیش کیا جائے۔
5. ایسی تمام تحریکیات اور انجمنوں کی کاوشوں کو نمایاں کیا جائے جنہوں نے عورتوں کو ان کا صحیح مرتبہ دلانے کی طرف توجہ دی ہے۔ مثلاً آل انڈیا ویمینز کانفرنس، فیڈریشن آف انڈین ویمن، حق رائے دہندگی کی تحریک وغیرہ۔
6. اس بات کا خاص خیال رکھا جائے کہ آج کے دور میں عورت کا مرتبہ متعین کرنے کا مطلب، عورت اور مرد کا باہمی تصادم اور تقابل نہیں ہے۔ بلکہ مرد و عورت کا تعاون اور احترام باہمی ہے۔
7. عورت کو ایک الگ اکائی کی حیثیت سے نہیں بلکہ حیاتِ انسانی کے کل سیاق و سباق میں دیکھا جائے۔



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II. Social Sciences

GEOGRAPHY

OBJECTIVES

1. Understand the spatial distribution of social, economic and physical phenomena at the global level.
2. Develop a sympathetic understanding of the economic and social conditions all over the world and their problems in the light of their varying environments.
3. Understand the interdependence of various geographical regions and the role of planning for regional development, for optimum utilization of resources for the entire population.
4. Skill in using the method of geographical enquiry, through practical work so as to analyse physical, social and economic phenomena.

Values Commensurate with the Status of Women through Instructional Materials of Geography

1. Home management is the joint responsibility of all its members.
2. Dignity of labour is involved in every task undertaken for collective good.
3. Equality of opportunity in all productive work.
4. Decision making is equally shared by males and females.
5. Women must understand their rights and causes for the present status in society to be able to resist exploitation.
6. Systematic understanding of the practices in society which are derogatory to women.
7. Rejection of the conservative and obscurantist ideas about the capabilities of women.
8. Understanding of the positive contribution made to the economic system by women in different political systems.
9. Systematic understanding of impact of economic development on the status of women.
10. Rights of women and their participation, as essential for development of the economy.
11. Rejection of the values of dependence of women.
12. Rejection of the values of consumerism and emphasis on need based consumption.
13. Systematic understanding of the development of society and the effect on the status role of women.
14. Rejection of practices and traditions that are derogatory to the equality of women.
15. Appreciation of the need for both males/females to participate to their optimum nation building.
16. Dignity of labour in the performance of all tasks by both men and women.
17. Systematic understanding of the trends of sex ratio in demography and its effect on the participation of women in the labour force, education and wages etc.

Classes IX-X

<i>Values and attitudes to be developed</i>	<i>Content</i>	<i>Learning Experiences</i>	<i>Evaluation</i>
	<i>Physical Geography</i>		
Contribution of women in the economic systems of different countries.	UNIT I Natural resources of the earth and basic occupations.	1. The use of maps and explanations to develop the understandings is necessary.	Written tests, oral tests, debates and discussions can be evaluated to ascertain pupils awareness and interest in the role of women and men in the society and in different parts of the world.
Higher participation of women as agricultural labour and industrial workers as compared to literary occupations.	UNIT II Agriculture	2. Higher participation of women as agricultural labourers and industrial workers as compared to literacy occupations shows discrimination in society in terms of education of girls.	
	UNIT III Mineral and Power Resources		
	UNIT IV Industries		
Understanding of the roles of technology in offering greater participation of women in economic development.	UNIT V Patterns of Transport and communication	3. Through discussions and surveys, practical work, meaningful data and conclusion about the status of women can be derived.	
Impact of evaluation of society from primitive feudal to capitalist forms and the change in the status and role of women in terms of wages, participation, role diversification etc.	UNIT VI International Trade		
Effect of the problems of the agrarian system specially in plantation of the growing pauperization peasantry and its exploitation.	UNIT VII World Population		
Urbanization, rural urban migration and its effect on the imbalance of sex ratio in rural and urban areas leading to degrading of the status of women.	UNIT VIII Pattern of economic development		

HISTORY

INTRODUCTION

THROUGH THE various periods history has been largely overlooked by the writers of textbooks and also by the teachers at the secondary school level. Emphasis has been laid more on the progression of military conquests by dynasties and nations, rise and fall of the various political entities and systems and the political aspect of history generally. The result is that our secondary school students do not have a proper perspective of social and sociological development of mankind from the earliest times to the present and, particularly the role played by women in this development. True, certain female luminaries in different periods have found a place in our textbooks, but these are few and more often not even the mention of them has been made only in passing reference. But their contribution has been over shadowed by the male characters of the time. Moreover, even those female figures who have found a place in history have been mentioned usually for their progress in the military and political fields rather than the contributions, they made to the society of their times.

The discovery of agriculture brought about the concept of a society based on a family comprising man woman unit and this has continued in the same basic form right through the ages of course, undergoing

development and progress according to the changing needs of the times and as warranted by man's progress and advancement in various spheres. What has not been adequately realised and brought to light is the role played by women in this evolution and development of society as man's partner. It needs to be brought home to all students and teachers that male alone could not have brought about this social advancement if he did not have the active co-operation, and indeed in many instances, the guidance of his female partner. It is with a view to correct this inadequacy in the teaching of history that it is proposed to lay down certain guide lines for history to help promote an awareness of the conditions and status of women in different periods of history, particularly.

In a study through history books the teachers may find certain derogatory references also made to the role of women both in their social and in their political activities. In such cases the teacher has to put this material in its correct perspective, making allowances for the prejudices and taboos of the time or the personality of the particular historian. He will have to make due allowances for these factors and present the facts in unbiased manner, emphasising the productive role of women along with their reproductive role through the story of mankind.

OBJECTIVES

1. History is taught as a separate subject from class IX to XII. The different periods of Indian History are taught at the middle and the higher secondary stages and a general history of civilization including that in India, at the secondary stage.
2. The courses in history should help promote an awareness of the conditions and status of women in different periods of history particularly Indian history.
3. The sections dealing with social and economic conditions and culture in different periods should include the study of the specific conditions of women, their status, the disabilities and the disadvantages they suffered from, facilities of and the

extent of their education etc. The level of treatment and its details will vary according to the stage.

4. The role of outstanding women in different fields and in different periods should be highlighted.
5. Attempt made in different periods to ameliorate the conditions of women should be highlighted.
6. The study of the conditions of women in modern periods should receive special attention. Special problems such as sati, female infanticide, educational backwardness, child-marriage polygamy, conditions of widows, widow re-marriage and general problems of women's right to equality must be highlighted. The work of social and religious reform movement, the various social legislations and other programmes related to the problems of women should be highlighted.
7. The role of women in modern Indian cultural development and in the freedom movement including the specific role of outstanding women in various areas, should be emphasised, the importance of the emancipation of women in the general progress towards human equality should be highlighted.
8. The history courses should aim at promoting a critical attitude towards societies in which women were subjected to exploitations and inequalities and a sense of abhorrence and in human practices towards women may be included.
9. While dealing with the conditions of women in different periods of history care should be taken to avoid treating women as a homogeneous entity and the impression that all women suffered from the same disadvantages and prohibitions should be avoided. Women belonging to different social strata did not have the same status. The portrayal of women's status in literature is true perhaps of upper caste women and should not be considered true for women belonging to other castes.
10. The history courses should try to promote an understanding of the conditions and facts which led to the lowering down of the status of women and the emergence of various specific disabilities and disadvantages.
11. The portrayal of the status of women in ancient and medieval times should be realistic and free from any unhistorical idealization.
12. Certain misconceptions regarding the status of women and their historical contents need to be corrected in the light of modern historical research. Some popular misconceptions of this kind trace the lowering of women's status to the medieval periods for example the origin of 'Purda System'.
13. The inadequacy of the effect of reform movements and social legislations regarding the position of women should be mentioned.

Classes IX-XII

Major Idea	Content	Attitude	How
<p>If proper facilities are provided women can contribute as effectively as men in the social, cultural and economic progress of a nation.</p>	<p>Economic Conditions and Culture in different periods.</p>	<p>Exploitation of women and in human practices adopted towards them in any period of history need be abhorred.</p>	<p>An awareness of conditions and status of women in different periods of Indian history may be created. The disadvantages they suffered from and lack of educational facilities etc. provided to them may be brought to the notice of children.</p>
<p>In the past women could not contribute as much as they should have because they were socially and economically exploited by the society.</p>	<p>Attempts made to ameliorate the conditions of women in different periods.</p>	<p>Equal opportunity of progress should be provided by the society to men and women</p>	
<p>There is great importance of the social and economic emancipations of women for the general progress of a country and for human equality.</p>	<p>Reform movements and legislations to remove social evils like 'Sati Pratha' child marriage etc.</p>		<p>While dealing with the conditions of women in different periods of history care should be taken to avoid women as a homogeneous entity and the impressions that all women suffered from the same disadvantages should be avoided e.g. women belonging to different social strata did not have the same status.</p>
<p>There is inadequate effect of reform movements and social legislations regarding the position of women.</p>	<p>Role of women in modern India</p>		<p>The conditions and factors which led to the lowering down of the status of women may be explained to the children, so that they may develop a critical attitude towards the problem.</p>

Reference to Status of Women in the NCERT History Textbooks

The Story of Civilization Part I

P-27	Para III	P-129	Para II & III
P-58	Para IV	P-130	Para Last
P-90	Para I	P-131	Para I, II, III & Last
P-117	Para III	P-132-133	Para I
P-132	Para II	P-142-143	Zeenat Mahal (Photograph)
P-135	Para V	P-145	Laxmi Bai
P-143	Para I	P-146	Para I
P-184	Para IV	P-161	Para IV
P-116	Para II	P-221	Para II
P-118	Para II	P-242	Last
P-122	Para II	P-243	Para I
P-125	Para II	P-253	Para III
P-126	Para II & III		

Modern India : For Class XII By Bipan Chandra

P-39	Para II	P-137	Para I (Revolt of 1857 and social legislation)
P-40	Para III & IV	P-142	Para VI (Women leaders of 1957, revolt)
P-41	Para I & II	P-163	Para I (Women and Factory Act of 1891)
P-42	Para I	P-216	Para V (Brahmo Samaj and Women)
P-116	Para II (Status of Women)	P-220	Para III (Arya Samaj and Women)
P-118	Para II & III	P-221	Para I
P-122	Para III	P-223	Para II (Shri Syed and Women)
P-124	Para II (Rammohan on Principle of equality)	P-228-231	(Social reform concerning women)
P-126	Para III, V (Rammohan Roy on Sati, polygamy widows etc.)	P-242-243	(Women's role during swadeshi and movement)
P-129	Para IV (Women's rights)	P-246	Para III
P-130	Para I (Brahmo Samaj & Women)	P-258	Para IV
P-130	Para II & V (Vidya Sagar & Women)	P-289	Para IV
P-131	Para I, II, III, IV, & V	P-301	Para II (Women's participation in the civil disobedience movement)
P-132	Para I, II & III (Widow re-marriage etc.)		

CIVICS AND POLITICAL SCIENCE

GENERAL VALUES TO BE CULTIVATED COMMENSURATE WITH STATUS OF WOMEN

1. Emphasis should be made on the proper projection of the Status of Women in the Political development of the nation.
2. Any remarks denigrating the Status of Women should be deleted.
3. In no case contribution of women should be viewed in isolation but as an integral part of the total freedom-struggle, making of the constitution and the development of free and modern India.
4. Women's contribution towards self-sufficient India is to be high-lighted.
5. Role and contribution of some eminent ladies of India and other countries such as Ahilya Bai, Razia Sultana, Rani of Jhansi, Sarojini Naidu, Aruna Asafali, Indira Gandhi, Margaret Thatcher, Sirimavo Bandaranaike, Golda Mier etc., should be included.
6. While referring to eminent women care has to be taken for names of some of the less known women whose contribution in the freedom struggle or administration of the country are quite considerable, and that they are not neglected.
7. While discussing the rights, special mention of the rights of women should be included to develop awareness of the legal rights of women.
8. Through the teaching of Civics/Political Science special emphasis has to be made on the political and legal rights of women.
9. Women have to be made more politically conscious specially in rural areas.
10. Gap between theory and practice in the enjoyment of legal and political rights have to be bridged. It is to be seen that women enjoy these rights in reality.
11. Other rights of women provided by the charter of Human Rights have to be highlighted.
12. Women's role in eradicating social evils and customs have to be emphasised.

CLASSES IX-X

<i>Attitude</i>	<i>Content</i>	<i>Method (How ?)</i>	<i>Evaluation</i>
To understand and respect inter-dependence of men and women in the overall structure of the society.	We and our Government	The teacher may explain to students by showing charts giving various examples regarding actions taken by women along with men in every field of life.	
To understand various types of societies and the role of women in different societies i.e. industrial society, feudal society, democratic society, autocratic society.	-do-	Visit to different places and industrial areas etc.	
To understand fundamental rights enjoyed by men as well as women equally in view of the overall functioning of the democratic government.	-do-	Showing Charts on-The end of autocracy, functions of the governments, the fundamental rights.	
To activate women in taking part in the overall structure of the Indian Government.	-do-	The teacher will try to clear the idea on different forms of govt. i.e. parliamentary, presidential, unitary and federal etc.; division of powers between central and state Governments.; the women politician (M.P. & M.L.As.) An important role of women leaders in local self-govt. The examples of women Panchs, Sarpanch, World members, Chairman etc.	
To develop the sense of guarantee of the constitution in respect of equal opportunities and rights to men and women both.	-do-	The teacher may explain to students meaning, types and origin of modern democracies; public opinion etc., hindrances to democracy specially in respect of the women; rights to vote without external influence.	
(a) To develop in women a sense of casting vote efficiently. (b) To make women conscious of national problems and its relations with other countries.	-do-	The teacher may explain to students importance of franchise, its procedure, the campaign, the symbols for the candidates, filling up the nomination forms, party system, major parties, parties, parties in opposition, party manifestoes etc.	

CLASS-XI

Attitude	Content	Method (How?)	Evaluation
Awareness of human rights and women can play important role in removing many political and social evils in state government bodies.	Foundation of Political Science	Teacher must prepare supplementary questions according to the attitude framed.	
To realise that women can not be treated in isolation in any field of society.	Political Systems		
To realise the importance of women in political field for the development of society and nation.	-do-		
To be conscious of rights and their performance towards the nation.	-do-		
Develop attitude of love and respect for motherland.	-do-	Teacher may ask such type of question by which student will realise the importance of honest and hard work.	
To be prepared to sacrifice one's selfish interest for the sake of the country.	-do-		
To be able to participate in all such activities that lead to development of the nation.	-do-	The students should be prepared to face hardships or difficulties in their future life.	
Attitude to perform the duties to the best of his/her abilities and in higher interest of nation.	-do-		
To develop a sense of leadership.	Foundation of Political Science		
To be aware of the fact that women can become self-reliant and can do any job in the state or government bodies with competence.		The textbook should also contain specific instruction for the project work and other activities that may be undertaken for projecting the status of women enjoyed in the society.	
Consciously avoid doing such things which denigrates the status of women as an equally responsible and respectable member of the family/society.	Political System		
Develop a sense of patriotism and faith in socialism, secularism and democracy.	-do-	Teacher can explain through examples the importance of electing suitable candidate and the contribution of women writers, poets, thinkers.	
Care must be taken to see that the main objectives raising status of women is to generate spirit of co-operation with other sex.	-do-		

CLASS XII

<i>Attitude</i>	<i>Content</i>	<i>Method (How ?)</i>	<i>Evaluation</i>
1	2	3	
To motivate women to take part in the administration of the country at different levels.	Indian Democracy at work	The teacher may explain by quoting many women administrators' names and if be possible, visits to their offices.	
To develop awareness amongst women about political parties of the countries, their manifestoes, their problems and importance of franchise.	Indian Constitution and Government	By providing students with a booklets, pamphlets and other reading materials other than textbooks ; arranging their trip to a polling booth showing them related charts etc.	
To make women aware about Indian foreign policy, its basic principles and India's role in U.N.O.	—do—	The teacher may quote various examples of wars, and the various efforts taken to maintain peace. India's role in U.N.O. with special reference to participation of women.	
To develop understanding among women about our constitution with special regards to the fundamental rights and judicial protection to them and the directive principles to the state policy.	—do—	The teacher if equipped well enough may illustrate through various maps and charts. He may ask the students to prepare charts of their own.	
To develop a sense of pride and respect amongst women about the glorious role performed in life and activities with special references to the women's role in freedom movement.	—do—	The teacher may give important example of women's participation in the freedom movement in the political and administrative life of the country.	

SOCIOLOGY

INTRODUCTION

SOCIOLOGY as a discipline is introduced at +2 level. However, all disciplines in Social Sciences try to cover at the earlier stages information on Social structure in India. Syllabi of all these disciplines were analysed from sociological point of view and recommendations, for the earlier stages, references for their teaching in the subject, for example.

The question of the Status of Women has been plaguing us, the academics and the policy-makers alike for some time now. The recent International Year of Women (1975) brought the whole question to a significant focus. It is absolutely necessary that this problem, without being confined to the academics, and the policy makers, be put over to the general body of teachers and students alike. Here comes the role of the teachers of sociology to play a very significant part, in explaining the exact position to the students. First National Conference on women studies is a landmark and the year 1981 important.

The problem of Status of Women as it stands today is not just a contemporary one. It has got a developmental cycle. The present problem is very much associated with the social changes, particularly economic changes, that were brought about firstly in the western world, with industrialisation and urbanisation. With industrialisation, to quote Friedrich Schiller of Germany in the nineteenth century "... ..the whole now gave place to an ingenious piece of machinery, in which out of the botching together of a vast number of lifeless parts a collective mechanical life result enjoyment was separated from labour means from ends, effort from reward. Eternally chained to only one single little fragments of the whole, man himself grew to be only a fragment; with the monotonous noise of the wheel he drives everlastingly in his years, he never develops the harmony of his being, and instead of

imprinting humanity upon his nature he becomes merely the imprint of his occupation, of his science."

In such a situation, man was considered as a part of the production system and women a part of the reproduction system. Here ensued the whole problematic of the status of women, the dilemma, whether to be productive or reproductive.

If we look back into the History, we find that this kind of dilemma did not exist nor it is to be found in the pre-literate societies, there man and women had been the joint partners in production and shared the common status. When today the whole question of status of women is to be reassessed and rectified in the light of the goals of equality of opportunity in all walks of life to be able to participate in the development of the nation, then we sociologists have a very onerous task to perform to give the students a correct perspective of the status and role of women through the ages. This all the more necessary because without the knowledge of such a correct perspective it will be difficult either for the academics or for the policy makers to put forward a programme of significant social change which is the very demand of society today. It is equally necessary for the students to understand the social reality in order to be able to change it to the desired national goals.

The most affective method of improving the Status of Women through the Teaching of Sociology needs a thorough analysis of the society. It may be desirable or high sounding to talk in terms of universal and uniform status role pattern but it would be difficult to deny that the entire Indian society shall have to be viewed in regions, castes, economy, family and educational categories to understand properly the various types of women we have. The concept of status shall also differ from category to category.

All societies have norms: traditional, changing and modern. There will have to be some agreement on the norms of status we wish to acquire/provide for our women.

The major social institutions like family, marriage, caste, religion, political participation (democracy) have to be studied with a view to understand their existing form of socialisation of the coming generation which has to play role of future adults in a desired way. Of course, at this stage, several gaps would be noticed between the practices in the society and what should actually be practised.

The role of the teacher of sociology at all levels (IX, X, XI & XII) is to illustrate to (by treating actual practises in family and society) the students how such gaps towards desired goals and practices in social norms and behaviour make the society stagnant. The rationale of social conflict, once logically established, will make the student think of how to bridge these gaps. They would know the genesis of social problems and they would also be told by the teacher how with changed practices the evils will have to give way.

Human values of dignity of labour, detachment of social status with profession (respecting a person on the basis of his vocation) and out right dignity of sex have got to be inculcated for the social fabric that has to be woven. This has to be attained by providing liberty at institutional and behavioural levels which lead to desirable results.

Of course, at Governmental level efforts have been made by providing legislations, fundamental rights of equality before law in socio-economic and political spheres but the same would be of some consequence only when it is inculcated in spirit by working for the social fabric.

The entire controversy emerges from the fact that the roles played by women were :

- (i) either not taken socially of much significant or
- (ii) altogether neglected

The desired results can now be obtained by

- (i) minimising sex/role consciousness
- (ii) not overplaying sex difference and
- (iii) developing a wholesome attitude by taking women as equal partners.

It would be possible at the formal education level to :

- (i) strengthen co-education up to XII level;
- (ii) avoid references highlighting sex differences;

- (iii) encourage hetero-sexual mixing;
- (iv) have egalitarian democratic values, to be inculcated through textbook material
- (v) highlight references giving incompatibility of traditional institutions like caste/joint-family/arranged marriages;
- (vi) encourage matrimonial relationships without reference to caste/region/religions.

This System to be elaborated needs the following at all levels :

- (i) Human relations-husband/wife, parent/child/sibling be elaborately described so as to help students understand that both the sexes are complementary to each other.
- (ii) the controversial mother-in-law/daughter-in-law relationship should be rationally analysed rather than described as ever competing categories.
- (iii) the irrationality of social institutions such as joint family/patriarchal hegemony in an anto-cratc model/rejoicing at male child birth/dowry systems must be exposed.
- (iv) sufficient supplementary literature needs to be produced so as to emperically established, the evils remain at generalisation level.
- (v) religion has imposed taboos on women because of perpetuation of myths and superstitions. Only with liberal education religious bigotry and blind faith, as the twin boosters of denegration of women can go. Instructional material should deal with secularism.
- (vi) conscious efforts should be made to delate derogatory references to women folk both while issuing verbal instruction or through printed literature.
- (vii) awareness and preparedness for free inter group mixing should be developed through illustrations and literature.
- (viii) use of latest audio-visual techniques and aids such as the use of films, slides, tape recorders, stereos, short filmstrips, flannel cards, board posters, cartoons etc., according to the needs of the situation. The teacher should be geared to produce the same according to local situation. Sociologists and audio-visual specialists should collaborate in the production of the above mentioned material.
- (ix) production of handbooks and supplementary

readers and literature at all levels for both teachers and students.

- (x) literature at cheap and subsidised rates be made available to students so that they care to know about sex-roles scientifically.
- (xi) teacher orientation and refresher courses be conducted to introduce these new activities.
- (xii) the different boards of secondary education and both Government and non-government organisa-

tions are involved along with universities for gearing themselves upto this academic aspect of the status of women.

- (xiii) research programmes are developed and encouraged ; department of sociology of the various universities in collaboration with NCERT to get an over all picture of the true status of women so that it becomes a continuous process in receiving the feed back, evaluation and further development.

General Values to be Cultivated Commensurate with Identified Values Through the Teaching of Sociology.

1. Women should be viewed in totality and not in isolation.
2. Equality of sexes, opportunity for fullest personality development.
3. Dignity of labour.
4. Independence and self reliance.
5. Responsibility for equal participation in development work.
6. Commitment to rights and responsibilities ; and the development of self-confidence among women.
7. Joint decision making rights.
8. Positive outlook on social evils and problems.
9. Rejection of conspicuous consumption and acceptance of need based consumption.
10. Projective attitude towards women should be avoided.
11. Projecting women as sex symbol be avoided.
12. Awareness of legal rights and duties of women.
13. Work at home is a gainful employment.
14. Projection of the status of women in historical perspective.
15. Obscurantism, superstition and myths to be rejected.
16. Acceptability of full utilisation of trained women forced.
17. Variations in marriage and family from the point of view of individual to be emphasised.
18. Encouragement to small family norm as commensurate with the status of women.
19. Reality about bulk of women in Indian countryside to be brought to light.
20. Sociology of movement of women is taken note of.
21. Avoidance of conflict and promotion of co-operation and joint responsibility amongst the sexes to be emphasised.
22. Equal participation of men and women in folk and tribal culture to be brought out.

CLASSES IX-X

Values and Attitudes	Content	How ?	Evaluation
1	2	3	4
<p>1, 2, 3, 4, 6, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22,</p> <p>All the six attitudes from Chart I and seventh from Chart II.</p> <p><i>Additional</i> Equal significance of men and women in real life be realised. Marriage should be taken as an institution for mutual satisfaction of both the partners. Equal respect for the earnings of son and daughter be developed.</p> <p>Respect for women in the profession (just as for men in the same profession) be developed.</p> <p>Appreciation for compatibility in matters of mutual interest be developed.</p>	<p>Evolution of culture, science and technology in social change—changing patterns of relationship as affected by technological factors—social institutions and man—family—neighbourhood community—school—society women's place in social fabric—women as citizens.</p> <p>At various international levels—local state national—major social problems—crowded families illiteracy—child marriage incompatible marriage—dowry system—family disorganisation—prostitution.</p>	<p>The students should be made aware of actual state of affairs with regards to illiteracy, among women and also non-utilization of trained women force. The films and dramas be displayed highlighting the disabilities prevailing, between large and small families.</p> <p>Gains of small family units be projected. Benefits from working women's contribution to families be projected.</p> <p>Happy families without conflicts to be projected. The evils of illiteracy among women be displayed so that awareness for rejection of illiteracy is developed.</p>	<p>Apart from observations and method of testing like TAT, FAT, KAP and Blot tests, and projective techniques, Thurstons Bogardus scale may be put into use.</p> <p>Special and supplementary test based on tests may be prepared.</p>

CLASSES XI-XII

1	2	3	4
<p>One to twenty-two (1 to 22)</p> <p>(Chart I to III)</p> <p>Attitudes 13</p> <p><i>Additional</i> —Passion for nation building.</p>	<p><i>Problems of Indian Society Social Inequalities and Challenges</i></p> <ol style="list-style-type: none"> 1. Structure of social inequality : scheduled caste and scheduled tribes. 2. Structure of social inequality—backward classes. 3. Structure of social inequality—deprived communities. 4. Population pressure—its sociological correlates. 5. Problems of National Integration : Communalism, casteism, tribalism and linguism. <p><i>Status of Women</i></p> <ol style="list-style-type: none"> 1. (a) Historical perspective (b) Reform movements 2. Women's movement in India and voluntary work. 3. Legislation and state-action. 4. Status of women in India 5. Socio-Religious Reform Movement and their Impact on Society. The Western Impact and its social and cultural consequences. <p><i>Indian Social Institutions</i></p> <ol style="list-style-type: none"> 1. Economic Institutions 2. Marriage, family and Kinship 3. Caste and sect 4. Religion 5. Education, Science and technology. 	<p>Maximum utilisation of Audio-visual, films and mass-media. It should be emphasised in the classroom that only joint decisions evolve maximum response and participation. Illustrate and involve the students. Special literature should be produced highlighting the significant role played by women in the past. Literature on illustrious women should be produced and made easily available on cheaper rates.</p> <p>The students should be exposed to works produced by writers like Tagore, Bankim Chandra Chatterjee and other Regional writers—so that they grow capabilities and capacity not only to understand the contemporary society but also reflect on the nature of the same. Supplementary readings and books may be written. Both the materials can be made available at various stages. The students should be exposed to the real life situations to make their own observations about status of women by visiting different types of societies for short terms. Such field work should be organised in societies like tribal, rural and urban centres, where difference in status of people can be observed. With illustrations, anecdotes and stories it may be emphasised that whatever work the women do at home is also a gainful employment. Supplementary</p>	<p>Along with observations methods of ink-blot, programmes and thurston scale and other TAS. The most important is that of making students reflect on their own they are in a position to put themselves on a better footing.</p>

Change in Indian Social Structure

1. Reform movements
2. Reform by law : economic, social and cultural.
3. Freedom movement : emergence of the national objectives of the social change and development.
4. Economic development and planning.
5. Urbanization and industrialisation.
6. Technological development.
7. Trends of change and development in tribal and urban India.

Dimension of Nation-Building

1. Regional and rural-urban disparities.
2. Balanced regional development.
3. Community development and package programmes.
4. plural society and problems of nation building.
5. Goals of Indian Society— National Unity and integrity, socialism, secularism and democracy.

Project Work

Project based on Social problems to be developed highlighting the role of men and women in combating the Social evils.

Readers projecting these ideas may be produced.

Laws have been framed from time to time. Yet laws like, family laws of maintenance and against dowry have not been able to establish legal equality for women. The teacher has to highlight the constitutional rights for women which will do away with all that militates against the legal equality of sexes.

For the first time a Chapter on women has been included in the Sixth Five Year Plan. However, an integrated picture for women and Development is on the anvil still teachers are required to highlight the fact that wherever there are technological changes, technical training is to be imparted to workers. Women are not included in this new area skill development process and tend to drop out from the work force.

In the whole Unit emphasis has to be laid on illustrating how women here helped Nation Building. Recent participation of women's organizations to fight against communalism in Punjab, against rape and bride burning is to be highlighted.

Indian Society

Components of Indian Society

1. Locality, region, nation.
2. Tribe, caste, community.
3. Rural and urban social structures.
4. Occupational categories and classes.
5. Demographic composition.

Dynamics of Indian Society and Culture

1. Ethnic Elements in Indian population fusion and its cultural consequences.
2. Social stratification : inequality and differentiation.
3. Some major social process : co-operation competition, consensus, conflict and change.
4. Major institutions of society, marriage and family, kinship, religion, education and property.

Social Change and Sociological Method

Social Change

1. Concepts related to change, evolution, development progress.
2. Views of change : cyclical, linear, spiral.
3. Factors of changes : economy and relations of production technology and mode of production, ideology and movements, revolution and social transformation.
4. Planned changes : goals and means.

ECONOMICS

INTRODUCTION

THE ECONOMICS is a subject through which 'Status of Women' can be focussed very clearly. For that a thorough analysis of our economy should be done focussing on roles played by both men and women in strengthening of our economy.

The role of teacher in economics is to increase the awareness of equal contribution of men and women in building the economy of the country with the help

of comparative charts and tables.

While dealing with various branches of economics e.g. agriculture, industries, emphasis should be laid wherein women have contributed equally and also the exploitation of women in some jobs. This can be done with the help of comparative charts, tables, indicating the roles of women in building the economy of country.

General Values to be Cultivated Commensurate with Identified Values Through the Teaching of Economics

OBJECTIVES OF TEACHING ECONOMICS AT THE IX AND X STAGE

1. To acquaint students with the major contemporary economic problems and to help them appreciate the efforts being made to solve these problems at local and national levels.
2. To foster an urge among the students to actively participate in the task of national reconstruction.
3. To prepare the students for withstanding the necessary stresses and strains during the process of national reconstruction.
4. To develop an understanding of the country's physical and human resources and their potentialities for a better tomorrow.
5. To create among students an awareness of the need for conservation and judicious use of our resources.
6. To help students visualise various sections, of the Indian Economy as an integrated whole and the need for developing all the sectors simultaneously.
7. To develop among students a passion for social justice and an urge to struggle against exploitation in any form including exploitation of women.
8. To familiarise students with the basic terminology and elementary ideas of economic theory.
9. To help students acquire skills in interpreting simple statistical data.

OBJECTIVES OF TEACHING ECONOMICS AT THE XI AND XII STAGE

1. To help students understand the nature and characteristics of the Indian economy and the way it functions.
2. To help students acquaint themselves with laws principles and concepts of Economics.
3. To help students to collect and process economic data through various sources and interpret the same.
4. To help students to develop an attitude towards appreciating the national efforts for economic development.
5. To help students appreciate the need for providing equal opportunities to men and women for development and training and for their joint participation in the economic development of the country.
6. To develop among students a passion for social justice and an urge to resist exploitation of all kinds whether based on caste or colour or creed or religion or sex etc.
7. To create an awareness in the students of the economic consequences of conspicuous consumption in the context of a developing economy.
8. To prepare students for effective participation in the task of national reconstruction.

MAJOR IDEAS/VALUES

THE CONCEPT OF WORK TO BE REDEFINED SO THAT DOMESTIC WORK IS ALSO CONSIDERED AS ANY PRODUCTIVE ECONOMIC ACTIVITY THEREBY DISCOURAGING SEX DISPARITY IN GAINFUL EMPLOYMENT

CLASSES : IX-XII

<i>Attitude/Values to be Developed</i>	<i>Content</i>	<i>How</i>	<i>Evaluation</i>
1	2	3	4
The role of men and women in the economic development of the country is complementary.	An overview of India-Economic Occupations.	While conducting excursions, etc., the complementary aspects of male and female labour may be highlighted.	Cross-question method may be adopted.
Investment on the education of women is a part of human resources development activity.	Economic problems of India-Human Resources Development.	Suitable examples to highlight the role of women in economic growth may be given. It may be pointed out that expenditure on their education and health etc., is investment in human capital and ensures high dividends to the national economy. The importance of healthy and educated women in different facets of life may emphasized through illustrations.	Only the understanding of the ideas can be evaluated of this stage for this purpose. Students may be made to write essays and organise discussion etc., and the teachers can make their own assessment therefrom.
There is need for proper utilisation of the professional competence acquired by women even after marriage irrespective of the status of the families in which they are married.	-do-	Economic consequences of non-utilisation of the professional abilities acquired by women should be brought into focus. Calculation of waste in the context of potential and its impact of human resource development may be made and communicated to the students.	Evaluation can also be done by means of cross-questions and by observing the behaviour of the students.
Small savings are an important means of capital formation.	Savings as a source of investment, household consumption, private investment internal surplus etc.,	The importance of small savings may be emphasised by means of suitable examples. Information may also be conveyed about existing facilities for small saving such as Post Office Savings Bank, door-to-door collection by banks, collection by Unit Trust of India, Chit Funds etc.,	Evaluation can be done by discussing with students the various advantages and disadvantages of different schemes of savings.

1	2	3	4
Conspicuous consumption should be discouraged in the interest of healthy economic life.	The need for proper utilisation of saving for capital formation and avoidance of conspicuous consumption	Economic consequence of conspicuous consumption may be highlighted by citing the examples of medieval rulers who failed to intimate the process of industrialisation despite their fabulous wealth. Moreover, conflict with the national goal of a socialistic pattern of society.	
Men and women should jointly endeavour to solve economic problems.	Population, Explosion Rising Prices, and inequality.	The inevitability of population control for economic development should be brought home to the minds of students by throwing light on the limited resources of the country in-relation to the disproportionately increasing population. The successfully tackled unless all the members of the family supplement one another's efforts. The role of men and women in solving economic problems should be highlighted by giving suitable examples such as :	
		<ul style="list-style-type: none">—by handling the food problems, through changes in food habits, proper storage of food articles and balanced diet etc.,—by activity participating in agriculture and industry.—Comparative charts, graphs showing (birth rates, death rates) should be prepared. CASE studies should be made available to study the nature and composition of sex-composition and family size in relation to income. Films, filmstrips and puppet shows on the basis of some 'family' and their nature of living problems can be staged.	

1	2	3	4
<p>Equal participation of both sexes is necessary for a balanced economic development.</p>	<p>There are many economic activities in which male as well as female participation is involved such activities should be highlighted.</p>	<p><i>Rising prices—Poverty and Inequality</i></p>	
<p>Wages should be equal for equal work.</p>	<p>Potentialities for female participation where existing participation is inadequate may be focussed upon. Economics consequences of unequal wages for equal work should be drawn attention to.</p>	<p>When dealing with these teaching points charts showing balanced diet can be shown which can help in changing the food-habits which helps in adjusting the price time according to supply and demand.</p>	
		<p>By means of examples the students may be made to acquire an awareness of the areas in which male and females can be gainfully employed.</p>	<p>Ample opportunities will arise e.g., during symposia or excursions etc., when the teacher may assess the development of desired attitudes among students.</p>
		<p>Attention may be drawn to the dis-incentive effect of smaller wage for the same amount of work for either of the sex.</p>	

PSYCHOLOGY

PSYCHOLOGY AT + 2 LEVEL

Class XI

The objective for Class XI psychology textbook is to orient the students to general psychology which deals with the study of human behaviour in general.

Class XII

(1) The objective for Class XII textbook on child psychology is to deal with different develop-

mental aspects through which the child progresses to reach adulthood. Child psychology gives insight into the different stages of development.

(2) Psychological development should be resultant of a dynamic interaction between the child and his physical, social and cultural environment, as they provide the settings.

CLASS : XI

Values and Attitude to be Developed	Content	Learning Experience	Evaluation
1	2	3	4
<p>1 (a) Values :</p> <p>Psychology to be taught as science of human behaviour without any distinction between the two sexes.</p> <p>OR</p> <p>Whenever information regarding male/female differences is available it should be presented with factual information as an objective evidence.</p> <p>(b) Attitude :</p> <p>To develop the appreciation of the abilities of girls and women vis-a-vis boys and men.</p>	<p>(i) Cognitive abilities (Verbal factor)</p> <p>(ii) Attitude and group process.</p> <p>(iii) Work condition (household work) and productivity.</p> <p>(iv) Language development (difference among boys and girls)</p> <p>(v) Factors affecting personality development.</p>	<p>Through examples, illustrations, research findings, and observations e.g. verbal fluency in boys or girls.</p>	<p>State at least five activities which girls and boys can perform with the same level of effectiveness.</p>

PSYCHOLOGY AT + 2 LEVEL

1	2	3	4
<p>II (a) Values : Women not to be taken as a weaker sex.</p>	<p>Individual differences, human relations, cognitive ability, motivation and work.</p>	<p>While teaching the phenomenon of individual differences should be explained without any bias towards women or labeling them as a weaker sex. Moreover, uniqueness of individuals personality whether girls or boys, should be stressed and examples of able women scientists, pilots, educationists, engineers, leaders, lawyers and administrators etc., should be given. For instance, among the political leaders reference may be made of Smt. Indira Gandhi, Vijayalaxmi Pandit, Sarojini Naidu, etc.</p>	<p>State five important behavioural characteristics of famous women from different walks of life.</p>
<p>(b) Attitude : To appreciate the strengths and ability of women in performing all types of jobs.</p>			
<p>III (a) Values : Emphasis to be laid on interdependence of all roles performed by both the sexes rather than emphasising women's role only and vice-versa. For example in relation to child's education mother should have equal participation in matters related to parent-teacher association, examining child's progress report etc.,</p>	<p>Role and status in the family relations and communication.</p>	<p>The teacher should emphasis interdependence of role rather than women's dependent role only, through co-curricular activities and other practical work in the school curriculum. For instance in organising a picnic or arranging room equipments, both girls and boys should share the responsibilities equally.</p>	<p>Work out a plan to organise a picnic involving five boys and five girls. Allocate each persons the task that he/she can perform effectively. All aspects of picnic should be taken into account.</p>
<p>(b) Attitudes : Healthy attitudes, among the children may be developed towards different kinds of daily life activities and negative attitudes and feeling of degradation in doing any kind of activity should be washed away from children's mind.</p>			
<p>IV (a) Values : The misnomer that girls are less intelligent, less imaginative or less creative than boys, should be discarded.</p>	<p>Ability and achievement, cognition, motor, learning, verbal factors affecting learning (sex not a factor)</p>	<p>While explaining the concepts of ability and achievement of pupils, the teacher should emphasise that girls are not less intelligent; less imaginative or less creative as compared to boys. Teacher should explain</p>	<p>(a) Name atleast two women scientists, two women politicians, two women social workers and two writers of international fame</p>

1	2	3	4
<p>V (a) Values : Identical rights for both men and women.</p>	<p>Attitudes, groups, personality development</p>	<p>causative factors such as traditions preventing girls from taking part in challenging activities like sports, responsible jobs etc. The pupils may be given observational opportunities prevailing specially in co-educational institutions.</p> <p>Programmes and activities in this direction should be organised by the schools, so that women could be made aware of their rights and be helped to overcome inhibitions. Debates and discussions may be organised for this purpose.</p>	<p>(b) Write briefly about their significant contributions.</p> <p>State fundamental rights and duties of men and women provided in the Indian constitution.</p>
<p>(b) Attitudes : To develop awareness for the rights of women among men and women.</p> <p>VI (a) Values : To develop 'coping strategies' among boys and girls in relation to their changing roles for better adjustment in life.</p>	<p>Motivation and learning</p>	<p>Learning of skills on the part of both boys and girls to bring about better adjustment.</p>	<p>(a) Name atleast five occupations which were earlier taken up by the women only, but today even men are taking them up.</p>
<p>(b) Attitudes : All kinds of skills should be appreciated and considered desirable for learning for both the sexes.</p>			<p>(b) Name atleast five occupations which were earlier taken up by men but today increasing numbers of women are also taking up.</p>
<p>VII (a) Values : Receptivity for change among parents/guardians and other members of the family.</p> <p>(b) Attitudes : (i) Flexibility among parents/guardians in relation to child's education. (ii) Attitude of give and take between parents and children.</p>	<p>Attitudes, human relations and communications.</p>	<p>The teacher has to be made aware of the need to develop skills and strategies to bring about a change in parents' attitude towards children with respect to status of women and the values that commensurate with it. The teacher should see that students develop requisite skills and she/he gives desirable experiences to children to</p>	<p>Narrate some experience to your students in which your father as well as your mother, contributed equally.</p>

VIII (a) Values :

Co-educational institutions should be accepted as a positive value so as to help boys and girls to overcome shyness and develop healthy social behaviour.

(b) Attitude :

- (i) Development of healthy attitudes among teachers and parents towards co-education in the schools;
- (ii) Development of healthy attitudes among boys and girls for each other.

Human relations
Socialization.

develop appropriate attitudes among them which in turn get conveyed to their parents.

(i) The teacher should be trained in handling specific problems arising out of co-educational system of education.

- (ii) The teacher should allow and encourage free mixing of boys and girls in curricular and co-curricular activities.
- (iii) The teacher should project a model of positive attitude towards both the sexes so that children follow her/his example.

Briefly state how co-education in schools can contribute to the development of certain personal social and emotional aspects of the personality of students.

CLASS XII

1	2	3	4
<p>I. Value Emphasis to be laid on interdependence of all roles performed rather than emphasising women's role only and vice-versa. Attitudes : Healthy attitude among boys and girls may be developed towards different kinds of activities in daily life. Negative attitudes and feelings of degradation in doing any kind of activity merely because such activities are generally performed by males or females should be washed away from children's mind.</p>	<p>Personality development.</p>	<p>Interdependence of men and women (father and mother) should be highlighted rather than dependence of women on man regarding household affairs, rearing up of children, looking after and visiting relations etc. At the school level involvement of boys as well as girls should be encouraged in classroom activities, decisions regarding curricular and co-curricular activities.</p>	<p>Identify the personality characteristics which are better developed under co-educational settings in the school.</p>
<p>II. Value To develop awareness of the rights of women among boys and girls. Attitudes Identical rights for women as well as men.</p>	<p>Factors affecting personality development especially role at home, school, per group and community.</p>	<p>Class debates may be organised on the identical rights of women and men Illustrations from home life, emphasising respect for the view point of father and mother in deciding about the future of children should be highlighted.</p>	<p>Identify those behavioural characteristics in boys and girls which should be encouraged by average middle class parents.</p>
<p>III. Value To develop coping strategies among girls and boys in relation to their changing roles for better adjustment in life. Attitudes All kinds of skills should be appreciated and considered desirable for learning by boys as well as girls.</p>	<p>(i) Characteristics of integrated personality. (ii) Development of motor skills. (iii) Environmental factors in personality development.</p>	<p>Skills required in handling social situations should be emphasised and role played by environmental factors in the development of such skills should be highlighted. Psychomotor skills required for handling different gadgets, machinery, automobiles etc., should be identified and examples should be cited to show that both boys as well girls can perform the jobs, if proper opportunities are provided to them.</p>	<p>(i) Identify atleast five behavioural characteristics (personal - social qualities) which a group leader should perform (irrespective of the sex of the leader) to get maximum group productivity. (ii) Explain why some girls take up engineering professions while some boys take up specialisation</p>

1	2	3	4
<p>IV. Value Receptivity for change among parents and guardians and other members of the family regarding prevailing myths, about the role of two sexes in the Indian Society.</p> <p>Attitudes Flexibility among parents regarding their views on children's education and the courses they may take etc.</p> <p>V. Values and Attitudes To develop right type of attitude for the selection of vocation and to develop right type of work-values in boys and girls.</p>	<p>Personality development.</p> <p>Vocational development.</p>	<p>Through role-playing and other similar exercises flexibility characteristic of behaviour should be inculcated in girls and boys and appropriate illustrations should be introduced.</p> <p>Men as well as women work for their living. This concept should be inculcated in children right from childhood. Through practical exercises in vocational guidance, the process of decision making regarding the choice of vocation on systematic and scientific lines should be explained.</p>	<p>in home-management.</p> <p>Identify occupations for men as well as for women which require the characteristics of flexibility of behaviour.</p> <p>State the important factors which should be considered in selecting an occupation for oneself.</p>



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III. Mathematics

MATHEMATICS

INTRODUCTION

ONE OF the main objectives of education is to help the individual to cope up with the changes that occur around them. The change should be amendable to both men and women. But women are considered to be of weaker sex without realising their ingenuity. Now there is a general awareness about this inequality behaviour of sexes throughout the length and breadth of the country. So sincere efforts are being made to overcome this defect and education comes very handy in this endeavour.

Mathematics being an important and integral part of education can certainly contribute its humble mite in this cause. No doubt that the most important aim of teaching mathematics at school level is to enable the child to solve his/her problems, present or future, with

the help of the knowledge of mathematical operations, it can also be used as a means in uplifting the status of women in the society.

It is from this point of view, an effort is made in the following few pages by providing suitable examples where no discrimination is made between the two sexes in the fields of occupation, earnings, sharing responsibilities etc. Only a few samples are suggested and classroom teachers are requested to frame more examples on similar lines. It is earnestly expected that the curriculum framers, specially of the 'Mathematics' discipline both at the state and central level will keep this aspect in view and provide enough opportunities to the teachers and the teacher educators to fulfil this important social obligation.

OBJECTIVES/VALUES OF MATHEMATICS COMMENSURATE WITH THE STATUS OF WOMEN

(Framed at Jaipur Workshop)

1. Work at the domestic level is equally productive and should be projected as a responsibility to be shared by all members of the family.
2. Dignity of work in all walks of life should be reflected through exercises projecting computation of time, labour and energy consumed at each job.
3. Growing participatory role of women in all walks of life must be re-inforced and failure in participation must reflect on loss of labour force.
4. Indications of social, economic and cultural changes to be knit in mathematical exercises so as to imprint change indicators for raising aspiration level.
5. Mathematics teaching must emphasise logical thinking so as to discover evils of dowry system and bride price and bring out the importance of small family norm from the point of view of family welfare.
6. Decision-making competence in both boys and girls should be equally developed through mathematics teaching.
7. In the context of equality of opportunity, to highlight through mathematical data, that women can equally shoulder the responsibilities.
8. To minimise the allurements for gold, silver and valuables and to cultivate our attitude of increasing the National resources by depositing the savings in banks.
9. To help in the eradication of social evils such as dowry death ceremonies, etc., by highlighting their arithmetical aspects.
10. The biographies of women mathematicians and their contributions should be highlighted.

CLASSES IX-X

PROJECTION OF IDEAS COMMENSURATE WITH STATUS OF WOMEN

What 1	When 2	How 3																					
To let children appreciate the importance of small family norm from the point of view of family welfare.	While teaching Commercial Mathematics (Percentage)	The household budget of two families with a monthly income of Rs. 11,00 per month is given below : <table border="1"> <tr> <td></td> <td>1st family of two children</td> <td>2nd family of five children</td> </tr> <tr> <td>1. Education</td> <td>Rs. 60 p.m.</td> <td>Rs. 100 p.m.</td> </tr> <tr> <td>2. Clothing</td> <td>Rs. 40 p.m.</td> <td>Rs. 100 p.m.</td> </tr> <tr> <td>3. Food</td> <td>Rs. 400 p.m.</td> <td>Rs. 500 p.m.</td> </tr> <tr> <td>4. House rent</td> <td>Rs. 200 p.m.</td> <td>Rs. 250 p.m.</td> </tr> <tr> <td>5. Miscellaneous</td> <td>Rs. 200 p.m.</td> <td>Rs. 150 p.m.</td> </tr> <tr> <td>6. Savings</td> <td>Rs. 200 p.m.</td> <td>NIL</td> </tr> </table> <p>Compare the expenditure of each household item-wise as a percent of total income of the family.</p>		1st family of two children	2nd family of five children	1. Education	Rs. 60 p.m.	Rs. 100 p.m.	2. Clothing	Rs. 40 p.m.	Rs. 100 p.m.	3. Food	Rs. 400 p.m.	Rs. 500 p.m.	4. House rent	Rs. 200 p.m.	Rs. 250 p.m.	5. Miscellaneous	Rs. 200 p.m.	Rs. 150 p.m.	6. Savings	Rs. 200 p.m.	NIL
	1st family of two children	2nd family of five children																					
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To emphasise decision making competence in both men and women.	Discount	Sushma got married at the age of 22 years and was blessed with a daughter after 3 years. Find after how many years Sushma will be twice as old as her daughter. Usha's family wants an electric fan. Her son locates a dealer who allows successive discounts of 20% and 16%. Usha located another dealer who gives the same list price but gives successive discounts of 30% and 6%. From whom should they buy the fan ?																					
To help minimise the allurements for gold, and silver ornaments.	While teaching Compound Interest.	Understanding the utility of having a house. Sheela sold her gold ornaments and received Rs. 10,000 out of it. She deposited the same with Delhi Development Authority under self-financing scheme. If Delhi Development Authority pays 7% interest compounded annually, how much interest will she receive after three years ?																					
To highlight the contribution of women in all walks of life.	Graphical representation of statistical data.	Number of women who received Padam Shri Award for outstanding contribution in different walks of life from the year 1960-1977 are 5, 5, 1, 2, 1, 4, 3, 3, 8, 7, 8, 12, 13, 7, 10, 7, 12 and 8 respectively. Using a class interval of 3 years, construct a frequency table starting from 1960-1962. Also draw a histogram for the above data.																					
To point out equal opportunity in sports of both the sexes. To let them learn to minimise the domestic extravagance by understanding its arithmetical aspects.	Simultaneous equations. Venn diagram OR Set Properties Commercial Mathematics (Percentage)	The number of women members in Lok Sabha increased by 150% from 1952. If this increase is 21, calculate their number in the year 1952 and 1962. In a co-educational school out of 50 girls, who play hockey or football both 38 can play hockey and 25 can play football. Find how many can play both. Price of coal is increased by 15%. By what per cent should Rajisama reduce her coal consumption so that she does not spend more amount on this item.																					

1

To emphasise the legal rights of women in different spheres of life.

To let the children learn and appreciate the idea of carefully planning the age of marriage.

To project the decline of females in the sex ratio in the country's population so as to help children appreciate the problem.

2

Commercial Mathematics (Compound Interest)

Quadratic equations.

While teaching mean and histogram

Graphical representation of statistical data.

3

Shri X deposited Rs. 10,000 in July 1977 in a Saving Bank Account. The bank pays 5% interest compound half yearly. Shri X died in October 1977. After complete three years from the date of deposit the amount was distributed equally among his two daughters and a son. Find the share of each.

Seema passed her IX class at the age of 15. At that time she refused the proposal for marriage as it was early age for marriage. Later on she got married just after her graduation. If the square of the difference of the age at the time of passing her IX class and graduation be equal to the sum of the two ages find her age at the time of marriage.

Data regarding the age at which 125 women of a locality were married is given below :

Marriage age (in years)	No. of Women
18-20	5
20-22	32
22-24	55
24-26	21
26-28	12

- Find the mean marriage age.
- How many women were married below the mean age ?
- How many women were married above the mean age ?
- Draw the histogram.

According to the census of 1971, following was the male and female population (in thousand) of the five cities of U.P.

City	Male	Female
Kanpur	724	552
Agra	346	289
Varanasi	333	274
Allahabad	288	226
Lucknow	445	369

Draw a bar chart of the male and female population of these cities.

CLASSES XI-XII

PROJECTION OF IDEAS COMMENSURATE WITH STATUS OF WOMEN

What	When	How
1	2	3
To highlight that women can shoulder responsibilities given equal opportunities in all walks of life.	While teaching Permutations and Combinations	Six members to be elected to a college union out of 7 boys and 5 girls context. In how many ways can selections be made by the voters if atleast 3 girls are to be represented in the Union.
To highlight the growing participatory role of women in all walks of life.	Permutation and Combinations	Out of 10 men and 8 women doctors, a team of 8 doctors is to be formed such that equal representation is to be given to both men and women doctors. In how many ways can the team be formed ?
To emphasise equal responsibility in home management by all members of the family.	Permutation and Combinations	In a family there are four members viz-husband, wife, son and daughter. In how many different ways the four domestic jobs of cleaning the house, cooking food, cleaning the utensils and washing clothes can be performed so that each member does one job only ?
Women should not be highlighted physically or ability wise as weaker sex.	G.P.	Rukhsana was given a cash award of Rs. 20,000 by the shares in factor Gram Sabha for killing a notorious wolf in the area. She deposited this amount in a bank. What amount will she receive after one year if the bank pays interest at the rate of 10% per annum compound half yearly ? What amount will she receive after two years ? After three years ? After four years ? Do these amounts determine a G.P. If yes find its common ratio.
	Quadratic Equations	Marry drove 160 km. in her car at a certain speed. Had she increased the speed by 2 km./hr. She could have saved 20 minutes. Find the initial speed at which she drove her car.
Role diversification to be highlighted.	Matrix Multiplication	Zarina runs a store which has in stock 20 dozens shirts 32 dozens pairs of socks and 16 dozen trousers. Use matrix multiplication and find her total sale if she sold the whole stock at the rate of Rs. 35 per shirt, Rs. 8 per pair of socks and Rs. 75 per trousers.
	Probability	Rita, Shalu and Seema work independently to decipher a message in Morse Code. The probabilities of their deciphering the code are respectively $\frac{1}{3}$, $\frac{1}{5}$ and $\frac{1}{4}$. What is the probability that the message will be deciphered ?
	Trigonometry — Height and distances.	Surveying from the ship, Sunita observed that the angle of elevation of the top of a cliff was 20. After sailing 800 m., directly towards the foot of cliff, she observed that the angle of elevation of the top of the cliff was 46. What was the height of the cliff ?

1	2	3
To highlight decision-making competence.	Coordinate Geometry	<p>Reeta has a circular plot. When plotted on a coordinate plane, the circle passed through $(4, 4)$, $(6, 8)$ and $(5, 16)$. The units are in meters. Find (i) the centre and radius of the circle and (ii) area of the circle.</p> <p>On her birthday party, Renu wants to invite her 10 friends. Her father, mother and brother want to invite respectively 8, 8 and 7 of their friends. But keeping in view that under guest control order they cannot invite more than 25 guests, they decide that from the above the father, mother and brother shall each invite 6 of their friends and Renu shall invite 7 of her friends. In how many ways, can they invite their friends to the party ?</p>



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IV. Scences

PHYSICAL SCIENCES

(CLASSES IX—X)

INTRODUCTION

THE fundamental laws and principles of physical Sciences form the basis of all other disciplines and so, of the modern society and communities as well. The scientific data, gathered from well-planned observations, and the conclusions, drawn from the unbiased analysis of such data, not only form the firm basis of scientific, industrial and technological developments but also equip man with the weapon to fight against the ills of prejudice, bigotry exploitation and inequalities. The intimate association between the laws of physical Sciences and every-day life should enable a teacher to apply the scientific reasoning and knowledge for the creation of rational attitude among the students in order to remove any idea of inborn superiority of either of the sexes. That the laws of physical sciences apply equally and without preference to either sex in all walks of life, that a proper knowledge of the funda-

mentals and applications of these sciences should be imparted to both the sexes equally for the proper utilisation of scientific knowledge, and that scientific reasoning approach should be applied to all social relations and customs instead of superstitious bigotry, should be impressed upon the taught by the teacher. When properly executed, this should neither necessitate nor result in a deviation from the academic purity, sanctity and standard of science education, but on the contrary it fulfills some of the basic objects of scientific knowledge, viz, to remove ignorance and superstition and to provide equal status to all individuals irrespective of their caste creed, and sex. Instances of illustrious scientists like Madam Curie should be cited to establish that women are as capable as men in conducting even fundamental and sophisticated scientific research.

CLASS : IX

Value 1	Topic 2	Student to be projected 3	How to Project It 4
Myths are to be exploded and rejected.	Our Universe	Attempts should be made to give a fairly correct picture of the universe to the child at an early state. Mothers have a very important role in imparting this knowledge. For example in villages, during summer the family sleeps under the open sky and there the curiosity of children regarding the stars, etc., can be properly satisfied by well-informed parents.	The myths like eclipse being due to Rahu and Ketu, or the earth being the centre of the Universe are to be exploded and rejected. Remarks about space travel (telling more about the Universe) should be made about the first women space traveller (Valentina Tereshokova), emphasising that women proved themselves to be equal to men in such tasks.
Basic knowledge and skill are required and applied by men and women.	Motion	The laws of motion, force and pressure are applicable equally for all. Men and women both participate either jointly or individually in all most all sports and games which require both physical and mental abilities.	In illustrating motion, force and pressure through games and sports women's events should be highlighted. It should be mentioned that achievement will differ from individual to individual even in the same sex. As an example of pressure, one can cite the correct pressures of all playing balls, the inflation of ballons, etc., Some examples applications of motion force and pressure in the household are listed below.
	Moments and Couples		(a) Churning of Milk by churner an example in which the bands move in linear translatory motion whereas the wheel moves in rotational motion of the wheel is converted to the translatory motion of the sewing needle. The swing (Jhoola) is an example of pendular motion. Force : Scrubbing, striking of match, sharpening of knives and cleaning of vessels should be cited as the examples of frictional force. Pressure : Cooking by pressure use of knife and cutters, syringes (pitichkari) cycle

1

2

3

4

Equal knowledge is required by both men and women for the judicious use of energy in all situations.

Work, Energy and power.

The concept of work is equally involved in house work and outside jobs. Illustrations are to be provided to highlight the relations between work and energy in different situations (field jobs and household jobs) and to show that the management as well as the planning of work requires precise knowledge of this relationship.

pump, grinding stone etc., should be used as illustrations for pressure. Examples of circus girls performing various feats like one-wheel cycle driving, balancing of rope, etc., involve the principle of equilibrium and should be used as examples of the same. It should be highlighted that the above examples apply equally to men and women.

Numerical examples of some household jobs like scrubbing and lifting of water from wells should be mentioned with relevant comparisons with some field jobs.

CLASS-X

1	2	3	4
Application of scientific knowledge is a joint responsibility.	Solution and Electrolytic dissociation.	Both men and women working in the kitchen should have sufficient knowledge of solutions and suspensions and they should take proper precautions to maintain the nature and state of the material. They should also know how to convert one state of some materials to another state, as for example addition of chemicals (citric acid, alum) to milk (colloidal in nature) to convert the milk to a precipitate or avoiding the contact of acidic materials with milk to prevent its precipitation, or the addition to bicarbonate to avoid the coagulation of milk.	The basic principles, underlying these applications already practised in the kitchen, should be explained with demonstrations.
Application of scientific knowledge is a joint responsibility.	Rate of Reactions and Chemical Equilibrium.	The concept of reaction rates should be known to men and women working in the kitchen. For example, the acidic food, (Karhi, Chutney, Pickles, etc.) are immediately transferred after preparation into vessels which do not undergo corrosion thus preventing the food from becoming harmful. Both men and women working in the kitchens should know that food should be heated to a particular temperature so that (e.g., baking) is done at the proper rate. They should know the temperature range where the bacteria are most active and cause putrefaction. It should also be known to them how this putrefaction can be prevented by raising the temperature (boiling) of food materials to kill the bacteria which cause food spoilage.	Demonstration of heating as a preventive method for spoiling of food materials and mentioning of familiar examples. Emphasis should be given on the fact that both men and women should be equally—Conversant with those facts for proper application of scientific knowledge even to household work.
Application of scientific knowledge is a joint responsibility.	Chemistry in industry.	The proper knowledge of use of soaps and detergents is required equally by men and women. This knowledge ensures less wastage of detergents, proper cleaning and avoidance as well as prevention of the harmful effects of detergents on skin and fabrics. For instance, most of the detergents should not be used on wool and other sensitive fabrics. The detergents should not be mixed with ash as the effect is not additive, rather it lessens the cleaning action of detergents and soaps. Such facts about detergents and the health hazards due to them should be known equally to men and women for the proper and efficient use of these materials even at home.	Through discussions and demonstration as follows : (a) Detergents remove the natural oil from the skin. (b) Demonstration of the effect of various soaps and detergents on wool. (c) Demonstration of the effect of mixing detergents with ash for cleaning utensils.

BIOLOGICAL SCIENCES

(CLASSES IX—X)

INTRODUCTION

THE LAWS and principles of Biological Sciences govern all the life processes, activities and behaviours of living organisms including man. The intimate association of these disciplines with the entire field of biological activities and mental faculties of men charges the teacher of Biology with the responsibility of creating the equality of status of men and women in the society. Inequality should be exposed by the teacher in an analytical mode from the stand point that biologically neither of the sexes can be considered superior to the other and that the full expression of life activities depends essentially on the close and continuous co-operation and joint work by the two sexes. It should be explained to the students at every stage that neither structurally nor functionally do the tissues and organs differ in the two sexes except where they perform separate but essentially complementary functions in the opposite sexes. An awareness must be generated about the equally important and essential role of females in the every day activities as well as

in the perpetuation of the stream of life. That genetic characters are equally contributed to by the male and female parents and that none of the two may be held responsible for all gene-brone disorders and infirmities, should be properly impressed on the students. That the women needs, as much as the man, all the essential requirements like nutrients, health care, proper rest and freedom from unnecessary worries; that many of these requirements are further enhanced during pregnancy and lactation, and that the women must be provided with all these requirements to ensure the health of the progeny and so of the society, should be elaborated. It should be pointed out that the knowledge of the fundamentals and applications of Biology should be imparted equally to both the sexes to dispell any unfounded and superstitious belief about the inequality of status of women as compared to man and also to enable both the sexes to work jointly for the progress and betterment of the society.

CLASS-IX

1	2	3	4
Both sexes are equally required for the perpetuation of the species.	Characteristics of Plants and Animals. (The living World : An Introduction).	Sex dimorphism either at the level of an organ or individual is an attribute of most forms of life. Since the male and female organisms are equally important for reproduction and continuation of the race, neither of them can be considered better than the other in any way.	Through discussion
Cell structure of the male and female individuals of the same species are basically similar.	Organisation of life (Cell structure and function)	<ol style="list-style-type: none"> 1. The level of cellular organisation is basically the same in both the male and the female individuals of a species. 2. As in other organisms, cells of male and female are almost alike precisely in human beings too. 3. Such similarities in the basic unit of structural organisation cuts at the roots of all types of social discrimination. These should be explained. 	Microscopic observation of cell and tissues, substantiating the conclusions.
	Tissues in plants and animals.	<ol style="list-style-type: none"> 1. There is a basic similarity between different sexes in so far as various tissues systems are concerned. 2. Difference between the male and female is reflected in the structure and functions of the reproductive tissues, but this is an expression of the functional specialisation for reproduction and is never a reflection of superiority or inferiority of either sex. 	These facts should be explained through discussions and by microscopic examination of tissue sections of both sexes.
	Organs, organ systems and organisms	<ol style="list-style-type: none"> 1. All organs and systems (digestive, respiratory, excretory etc.) in men and women are alike. 2. Of course, difference exists in the structure and functioning of sex organs but such difference is necessary for reproduction and never reflects in any way the superiority or inferiority of either sex. 	Dissection of frogs and rats to compare the organs.
Dominance of species in nature is sex-independent.	Individual, Population and Community.	<ol style="list-style-type: none"> 1. Dominance in a community is related to species, irrespective of sex. 2. Man is held responsible for the ecological crisis. Conservation of eco-system is the joint responsibility of both men and women. The concept of non-renewable resources should be clear to the individuals of both sexes for proper conservation and utilisation of the resources and the bio-environment in the interest of development through proper production processes. 	Through discussion of text material. Through discussion of text material.

CLASS-X

1	2	3	4
In perpetuation of species the roles of both sexes are complementary.	Life process	For the perpetuation of a sexually reproducing species like man, two different types of gametes (i.e. sperms and eggs) fuse together to form the new individual. The female gamete is equally important as the male gamete and both carry the same number of chromosomes (haploid number) though they are not identical because of specialisation for reproductive functions.	Through discussions with the help of text materials.
Hereditary characters are equally contributed by both the parents.	Genetics and Evaluation (Heredit and Variation).	An offspring receives equal number of chromosomes from each of the parents and therefore generally resembles both of them to different extents. Good or bad variations, whenever they arise are thus attributable to both the parents. No particular sex is responsible in all cases of genetic disorder or defects; a genetic disorder may be inherited either from the father or from the mother depending upon the case.	Through discussions
Differences in sex character are complementary.	Human Biology, Health and Nutrition (Functional Anatomy of Human Reproductive System).	The role of the two sexes in reproduction are different, both complementary to each other. The woman is mainly adapted for the essential role of bearing and rearing the child. She is in no way inferior to man. The foetal development as well as the rearing of the infant depends solely on the women, thus emphasising the essentiality of her role. Anatomical differences, hormonal similarities and dissimilarities functional differences as also physiological differences (e.g. menstruation, menopause, etc.) are all to be highlighted as normal biological process or characteristics and the special stigma attached to any of these characteristics or process should be removed.	Through discussions of the text in the light of what is intended for projection.
	Pregnancy and Child Birth.	While both parents contribute to the conception of the baby, the role of the mother extends beyond birth and involves both the prenatal and post-natal developments of the child. The mother must receive greater care by	Through discussions and use of films on malnutrition particularly during pregnancy and lactation (e.g., osteomalacia

1	2	3	4
Decision making in population matters rests equally with men and women.	Trends in World Population.	way of food and nutrients, rest and comfort during pregnancy and lactation.	due to vitamin D deficiency and nutritional anaemias in pregnant women. Through discussions and films on family planning, its utility and essentiality.
Health Education is necessary for both men and women alike.	Health and Disease.	Population education is a prerequisite for both men and women in understanding, interpreting, and responding to the population trends and changes affecting them at the family and the society levels. Joint participation of both sexes is essential for making rational decision regarding population matters in terms of family-sizes total population, and developmental policies of the nation. Women have an important role to play in fighting the superstitious taboos and misconceptions associated with certain disease alike chickenpox. Hence, women and men need be educated simultaneously about the scientific basis of communicable diseases and preventive measures against them.	Through discussions charts and Picture. Arrangement of a talk by a doctor in the school.
Farm production is a result of the joint endeavour of men and women.	Some applications of science. Agriculture and Animal Husbandary.	Women have been pioneers in agriculture. They have been active in the field since the inception of agriculture. Today they are also engaged in active researches in this field and have made many valuable contributions. Scientific knowledge for the improvement of the agricultural products and animal husbandary should be imparted equally to both men and women.	Through discussion, the attention of the child may be drawn to the historical and contemporary roles of women in agriculture. (Note : Examples should be given from all the chapter, i.e. chapters 21, 22, 23, to show the role of women.)

BIOLOGICAL SCIENCES

(CLASSES XI-XII)

INTRODUCTION

THE IDEA of inequality of status of women as compared to men owes its origin to superstitions and exploitation. It is against the well-established fundamental facts of Biology which can be seen to demonstrate the equality of the two sexes of a species at every stage—from the structures and functions of individual cells to those of highly differentiated tissues and organs like the brain. The teacher of Biology should seek to remove the incorrect idea of inequality of sexes from the minds of the taught at every stage not only for its social implications but also for maintaining the precision and accuracy of scientific knowledge. The basic similarity of the tissues in the two sexes should be explained on the basis of their identical microscopic structures in men and women, and also from the fact that organs and tissues may be transplanted from one individual to another irrespective of their sexes. The differences between the sexes with respect to some tissues like the pelvis and reproductive organs should be explained as being due to the specialisation for specific functions. The enhanced need of the pregnant or lactating women

for nutrients and care, should be elaborated and adequate emphasis should be laid on the essentiality of fulfilling those requirements for the sake of the mother as much as of the child. The superstitions and motivated ideas of putting on the woman the entire blame for genetic infirmities, mortalities and even the sex of the infant, must be exploded by explaining scientifically that the woman is not in anyway responsible for most of these incidents. The equal contribution of genes by both parents to the offspring should be highlighted to emphasise further the equal and the complementary roles of the two sexes. The rise in the male-female ratio in the population of many countries should be explained on the basis of the continuing neglect of the female population in various ways in these countries. Knowledge about population control, aging, deleterious effects of alcoholism and drug addition should be imparted to both the sexes equally to equip them to plan and work jointly for the eradication of various social problems.

CLASS-XI

1	2	3	4
Biological differences exists between sexes, but do not mean inequality of the two sexes.	Microscopic Structure of Mammalian Tissues.	Subtle structural and functional differences may be observed in only certain tissues of males and females. Blood transfusion and tissues/organ transplantation (lens, cornea, kidney, heart, etc). They can be transplanted irrespective of the sexes of the donor and the recipient and are not accepted or rejected because of the difference in the sex of the donor. This speaks of the basic similarity of the two sexes.	Identification of tissues under the microscope to show the basic similarity of the structure of a tissue or organs (except reproductive organs) in the two sexes.
	Digestive System	Nutritional requirements of the two sexes are essentially the same, except in special physiological conditions, such as adolescence, convalescence, post-menstrual period, pregnancy and post-natal period. During these period, supplementation of food by iron, calcium, phosphates, vitamins, proteins, etc., need be highlighted. The importance of providing adequate nutrition to women, particularly during the pregnancy, lactation and post-menstrual periods, should be emphasised. The nutrition of the adolescent and convalescent individuals of both sexes should get equal attention.	Through discussion and films on nutrition.
	Respiratory System	During pregnancy, exchange of gases between the mother and the foetus helps in the respiratory process of the later; greater care and protection must be afforded to the pregnant mother against physical hazards, chemicals, and diseases as these endanger the life and well-being of both the mother and the foetus; for example, hazards of smoking should be highlighted for both sexes, with particular mention of the expectant mother. This should be used to emphasise the importance of the mother in foetal development.	Through discussions films charts and pictures.
	Circulatory System	Abnormalities and abortions caused by factors such as incompatibility of blood groups should be highlighted. The blame for such unhappy situations should not be put on the women alone as the blood group has no direct relation with the sex. Owing to addi-	Through discussions of the text.

1	2	3	4
		tional burden on the system during pregnancy, due to increased abdominal pressure on kidneys and other organs, women are prone to develop hypertension, varicose veins, etc. Women should be given special care during this period, to prevent or remedy such disorders.	
		Clostrum (the earliest secretion during lactation) is rich in immune-bodies and the practice of its rejection by lactating women should be discouraged, since the immune-bodies of colostrum provide the infant with the protection against many diseases.	Through discussions following the text.
	Nervous System	The structure and performance of the nervous systems of men and women are alike therefore, there is no justification of believing in the intellectual inferiority or superiority in females. Knowledge about the brain : body weight ratio in women and men have equal chance of being intelligent or mentally deficient.	Through discussions following the text.
	Muscular System	While the chemical composition of muscles and the biochemistry of muscular contraction are identical in both sexes, the muscles develop differentially in boys and girls at puberty due to hormonal differences. These prepare the two sexes for performing different but complementary biological functions and indicate no superiority of any of the sexes. The example of expandable and elastic uterine and abdominal muscles during pregnancy may be cited. A subcutaneous layer of adipose tissues is deposited all over the body in women.	Through discussions following the text.
	Endocrine System	Knowledge of the role of hormones in the differentiation of male and female sexes (including changes during puberty, menstrual cycle, menopause, etc) indicates that these differentiations are largely regulated by hormones and do not reflect any superiority or inferiority. They merely represent differentiation of the tissues according to the subsequent functional requirements.	Through discussions following the text.

1	2	4	5
<p>Responsibility decision-making in population matters is equal for men and women</p>	<p>Growth of Human Population</p>	<p>Growth of Human Population : Knowledge about male : female ratio in a Population, formation of more male embryos, female and infant mortality, pregnancy mortality and general medical neglect of women leading to a lower ratio of females in the population should be highlighted.</p>	<p>Project figures in the following lines to show that the neglect of female population in some countries (including India) is responsible for the lowering of the female population.</p>
<p>Better understanding of the status of women requires the knowledge of relationship of the population with the social and economic developments in particular achievement.</p>	<p>Factors controlling population distribution and density.</p>	<p><i>Factors controlling population distribution and density. Socio economic</i> Socio economic progress of a nation can best be measured through the contribution of women. Equality of opportunity will help maintaining the ratio nearer to the natural expectation. Socio-economic progress can best be measured through its effect on the life and conditions of the female population. Status of women in population is reflected in the condition of their health nutrition etc.</p>	<p>Comparative figures of male : female ratio in the total population.</p>
<p>Better understanding of the status of women requires the knowledge of relationship of the population with the social and economic developments in particular achievement.</p>	<p>Equal participation of men and women in the total population phenomena at the family and community level.</p>	<p>Women are important participants in the community Illustrations should be cited for various function of both men and women in the community, e.g., women functioning as nurses, bus conductors, women constables, sales girls, teachers, research workers, executives, office assistant, doctors and legal practitioner. Emphasis should be laid on the role of women in the social, economic and environmental life of the community, relationship between population dynamics and education, resources, standard of living etc., can be highlighted to emphasise the equal participation of women so as to form 50 per cent of the work force in the population. Statistical figures and data can be provided indicating the</p>	<p>Cite statistics and figures of mortality of male and female children. Compare the figures of male : female ratio with those of the developed countries and highlight the comparative status of women in those countries. Through discussions.</p>

1	2	3	4
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Radiation and Chemical Hazards.

status and participation of women in the context of the total human resources and the developmental planning of the nation.

Many chemicals are cancer causing. Some effect on the heart and cerebral functions and hazards of X-Ray and other radiations during pregnancy should be emphasised.

Discussions following the text., Films on radiation hazards.

CLASS-XII

1	2	3	4
Hereditary characteristics including genetic disorders are inherited from both the father and mother.	Physical and Chemical basis of Heredity.	The same diploid (2x) number of chromosomes are found in all somatic cells of both males and females of a species. While the gametes of both sexes carry on identical haploid (x) number of chromosomes. Both or any of the parents may contribute to certain genetic abnormalities in the child. No one sex should be blamed for such an expression arising out of random change. Consciousness should therefore, be generated so that a woman is not blamed by the family and the society for giving birth to deformed children. Daughters should not be considered inferior to sons in any way for giving birth to daughters.	Through discussion following the text.
It is the responsibility of both men and women to enhance and maintain a high standard of health of the future generations.	Genetics and Society	For a healthy population and for avoiding the perpetuation of genetic disorders, genetic counselling should be sought by both men and women. This should be emphasised with examples of genetic disorders like haemophilia and sickle cell anemia.	Through discussions of the text.
Biological differences exist between the sexes, but such differences do not mean any inequality between the sexes.	Developmental Biology of Animals	The biological and social functions of women require special attention. Knowledge about mental stress, worries and aging should be imparted to both sexes. Frequent pregnancies, mental tension malnutritions, unhygienic life and domestic worries lead to an early aging of women. Women live longer if they survive the stress of child-bearing. Consciousness should be created so that constant endeavours are made to prevent or avoid such factors. Pregnancy puts new demands on the mother. Family members should be made aware of the necessity of providing for the enhanced nutritional needs of the pregnant mother for health as well as the foetus. The health implications of repeated pregnancies and of associated nutritional and other clinical disorders should be pointed out.	Discuss and illustrate using relevant data.

1	2	3	4
	Abnormalities during Embryonic Development	Women need special care during pregnancy against certain disease, physical injuries and external agents like drugs, radiations, malnutrition because these factors may produce harmful effects both on the mother and the foetus. The dangers of smoking and alcoholism during pregnancy should also be highlighted. Maltreatment of women by addicted men must be denigrated.	Through discussions following the text.
	Aging	Knowledge about the social aspects of aging, and the associated changes in behaviour is essential for both men and women. Chances of bearing abnormal children increases with the increasing age of the mother; social consciousness should be created for avoiding incidences of pregnancy at an advanced age.	Through discussions.
Women have played equal and significant role in the social and cultural development of mankind.	Biology and Human Welfare	Mention how agriculture originated with women. Both domestication of animals and cultivation of plants have probably been initiated by women. These should be used as examples of traditional contributions of women towards civilisation.	
Equal participation of men and women in various aspects of agriculture.	Domestication of plants by Man.	Modern methods in all branches of agriculture and animal husbandary should be equally open to both men and women. In villages, agricultural needs and practises require division labour, in which men and women should be specially encouraged to avail of the facilities of the community health services.	Discussions thorough examples.
Men and women need equal scientific knowledge regarding the drug and addiction.	Alcoholism and Drug Addiction.	Alcoholism smoking, and drug-addiction adversely affect pregnancy and fertility. Administration of that idmide and some other medicines may lead to the birth of deformed children. These should be impressed upon both men and women to help in preventing hazards. Nervous and physical strains may be avoided in both sexes by normal habits of physical work and regular exercise.	



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APPENDICES

Appendix I

RECOMMENDATIONS OF THE NATIONAL SEMINAR ON STATUS OF WOMEN 1975-1976

THE THREE-DAY national seminar on *Identification of Values Commensurate with the Status of Women for Incorporation in School Textbooks* which was held under the joint auspices of the NCERT and the A.N.S. Institute of Social Studies, finalised the following items at the summing up sessions of the seminar.

Objectives

- I. In the educational system, areas of home management should be projected as joint responsibility of all the members.
- II. Dignity of labour must find reflection while taking care of the roles performed so that men and women develop respect for roles performed inside and outside home.
- III. Dependence of girls and women as a traditional value must be rejected, from which it follows that emphasis has to be laid on equal commitment for work at home and outside, by both the sexes.
- IV. Equality of opportunity in all walks of life must lead to the realization of the responsibility to equal participation in the development of the Nation.
- V. Women should be able to attain their fulfilment by getting conscious of their rights and abilities.
- VI. Decision making process at all levels from family to society being shared by both the sexes must be emphasized.
- VII. Systematic understandings and campaigns against all practices degrading sexes in matrimony e.g. dowry and bride price must be organized.
- VIII. The concept of consumerism leading to women becoming prosperity symbol must be rejected and need based consumption must be emphasized.
- IX. Women should not be projected as sex symbols and dignity of persons is to be promoted so that women become self-reliant, self-propelled and self-directed instead of being continuously protected.

In the light of these objectives the literature at the school level must be scanned and new literature must emerge with these values being reflected.

Political Science

1. Awareness of citizenship rights, duties and abilities that women effectively participate in public life,
2. Adequate projection of women's role in the freedom movement.
3. Awareness of legal rights of women.

Economics

Concept of work be redefined so that domestic work is also considered as a productive economic activity thereby discouraging sex disparity in gainful employment.

Demography

Keeping in view the decline of females in the sex ratio in the country's population which reflects neglect of the female population, it need adequate projection that women folk is as important as men folk.

Geography

Role diversification should be taken care of in area studies in the light of geo-ecological conditions.

History

1. True status of women in historical development must be projected.
2. Women's contribution towards the growth of civilization is to be highlighted.
3. Distorted versions of facts of history relating to women have to be avoided.

Sociology

1. Family should be treated in such a way as to bring out its functioning as a corporate system with joint responsibility.
2. Family as an institution should not be underplayed in respect of the changing status of women.
3. As marriage is the foundation of healthy family life, variety of different marriage systems should be understood so that the mutual understanding and spirit of partnership is developed between the couple.
4. All rituals including dowry and bride price degrading the status of women should be avoided.

Science

1. Science education should be environment based.
2. Science and technology do not degrade status of women as it has been proved that genetically or ability wise women are not the weaker sex.

3. Teaching of science be made imperative for girls.
4. Scientific knowledge of human physiology is a must for boys and girls.
5. Age of marriage must be carefully planned.
6. Science education should be supported by parent education so that the incongruence between school teaching and its application at home is reduced.
7. Obscurantism with regard to sex, food etc., should be removed.
8. Those women who take professional training should see that their talents are not wasted.

Mathematics

1. Work at the domestic level is equally productive and should be projected as a responsibility to be shared by all members of the family.
2. Dignity of work in any walk of life should be reflected through exercises projecting computation of time, labour and energy consumed at each job.
3. Growing participatory role of women in all walks of life must be reinforced and failure in participation must reflect on loss of labour force.
4. Indications of social, economic and cultural changes to be knit in mathematical exercises so as to imprint change indicators for raising aspiration level.
5. Mathematics teaching must emphasize logical thinking so as to discover evils of dowry system and bride price and bring out the importance of small family norm from the point of view of family welfare.
6. Decision making competence in both boys and girls should be equally developed through mathematics teaching.
7. In the context of equality of opportunities, to highlight through mathematical data, that women can shoulder responsibilities, equally.
8. To help in the eradication of social evils such as dowry, death ceremonies etc., by highlighting their arithmetical aspects.
9. To minimise the allurements for gold, silver and valuables and to increase the National resources by depositing in the saving banks.
10. The biographies of women mathematicians and their contributions should be highlighted.

Humanities

1. Textbooks and supplementary readers in English, Hindi and regional languages at the school stage should be scrutinized from the point of view of the status of

- women so as to delete all references that denigrate their status.
2. In the supplementary readers as well as in language readers biographies of women in different walks of life, such as freedom fighters, sports women, explorers, states and scientists should be included.
3. The various myths about the subordination of Indian women drawn from images of middle class should be exploded. The reality about the Indian Countryside should be brought to light.
4. The legal rights of women in different spheres should be emphasised.
5. The contributions of women writers, poets and novelists should be highlighted.
6. All corporate efforts made for raising women's status suffrage movements and the work of AWC should be highlighted.
7. Care must be taken to see that the main objective of the new status of women is to generate a spirit of co-operation with the other sex and not of confrontation. While co-operation, competition and conflict occur in all societies, the conflict between sexes or between the generations should not be highlighted. These books should also contain, a corrective description of all broken homes resulting from hasty divorce, if it has to take place.
8. Women should be viewed not in isolation but as part of the total situation.

Fine Arts

1. Any disabilities suffered by women in the domain of music, either in learning or practising it, should be done away with. In painting, sculpture and dance women should not be projected as sex symbols. The purpose of these arts should be to enable women to realise themselves.
2. The fact that men also have a share in performing arts like dance (both folk and classical) should be highlighted.
3. A better image of an artist should be projected as nowadays many unviable stereotypes are associated with artists such as painters, dancers, poets or film stars.
4. Efforts should be made to inculcate love for fine arts among both men and women. Such children's literature as magazines for boys and girls should also be scanned after eliminating references denigrating the status of women. Though this falls outside the sphere of the tasks set for the seminar, it was felt that children are influenced in a big way by such literature and efforts must be made at whatever level possible to influence the mass-media and children's journals in this direction.

Appendix II

OUR CONTRIBUTORS TO THE DEVELOPMENT OF MATERIAL

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