

Women's Equality and Empowerment through Curriculum

*A Handbook for Teachers
at Upper Primary Stage*



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

March 1997
Patna 1919

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Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi-110016.
Typeset at the New Education Publishers, 10/8020 Mukherjee Bhawan, Patna.
New Delhi-110055 and printed at Gita Offset Printers, C-88, Phase-I, Okhla Industrial Area, New Delhi-110020.

March 1997
Phalgun 1919

PD 5T-BB

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OFFICES OF THE PUBLICATION DIVISION, NCERT

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Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi-110016, lasertypeset at Ess Ess Enterprises, 10/8020 Multani Dhanda, Paharganj, New Delhi-110055 and printed at Gita Offset Printers, C-90, Phase-I, Okhla Industrial Area, New Delhi-110020

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1. Introduction

I. Rationale for Developing the Handbook

The overall social context wherein a girl lives from womb to tomb is filled with sex bias. Sex bias can be defined as "Inclination of mind on the basis of the sex of a child without due examination". Hence the sex bias which exists at parental home, community level, learning institutions, world of work, matrimonial home, rather all around, a girl child puts unsurmountable hurdles in her physical, emotional, social, educational, economical and even spiritual development. As a result she is not able to develop her potentialities to the desired extent. As a consequence to it she is invariably on unequal footings with the boys of her age and is often in a disadvantaged position to take full benefit of the various programmes introduced by the government for the welfare and educational development of the children.

Realising the gravity of the situation revised National Policy on Education (NPE), 1986 has emphasised that "The new policy will lay special emphasis on the removal of disparities and attending to the specific needs of those who have been denied equality so far". It has further stated that "Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision making, administrators and the active involvement of educational institutions".¹

For operationalising this recommendation of NPE (1986) the following parameters of women's empowerment have been laid down in POA (1992):

Empowerment of Women²

Education can be an effective tool for women's empowerment, the parameters of which are:

1 Education for Equality, Chapter IV, NPE (1986) MHRD, New Delhi, 1992 (pp. 9-10).

2 POA (1992); Education for Women's Equality; p.3.

- enhance self esteem and self confidence of women;
- building a positive image of women by recognizing their contribution to the society, polity and the economy;
- developing ability to think critically;
- fostering decision making and action through collective processes;
- enable women to make informed choices in areas like education, employment and health (especially reproductive health);
- ensuring equal participation in developmental processes;
- providing information, knowledge and skill for economic independence;
- enhancing access to legal literacy information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

For the achievement of the above mentioned parameters at the school level, it has been stated in the POA (1992) that:

All teachers and Instructors will be trained as agents of women's empowerment" (POA-1992, p.3).

As a step to achieve this objective Department of Women's Studies in the NCERT has prepared a handbook for upper primary school teachers which may help them in the empowerment of the girls through curriculum transaction. It is presumed that empowerment of girls as well as projection of the values commensurate with the status of women in the teaching-learning process in the schools will go a long way in promoting equality between the sexes. These values (Appendix I) were developed in a series of workshops and were ultimately finalised in a national seminar held in the year 1975-76 under the joint auspices of the NCERT, New Delhi and the A.N.S. Institute of Social Studies, Patna.

II. Guide Points for Developing the Handbook

In the year 1981 Women's Study Unit of the NCERT developed a handbook viz. 'Status of Women Through Curriculum'. This handbook was meant for elementary school teachers. It was developed keeping in view the prescribed NCERT Curriculum and the identified values which are commensurate with the status of women (Appendix I).

The NCERT Curriculum has since been revised and Minimum Level of Learning (MLL) components for upper primary stage (classes VI-VIII) have been developed. The following ten common core components have also been identified. It is expected that every teacher will keep these components of curriculum in view and make conscious efforts to teach and evaluate the attainment of children in the same.

These *Common Core Components* should be reflected in the curriculum transaction:

- The History of India's freedom movement
- The Constitutional obligations
- Other contents essential to nurture national identity
- India's common heritage
- Egalitarianism, democracy and secularism
- Equality of the sexes
- Protection of environment
- Removal of social barriers
- Observance of small family norm
- Inculcation of scientific temper.

III. Development of the Handbook

The common core components, MLL, parameters of empowerment of women and identified values which are commensurate with the status of women are kept in view while developing this handbook. Efforts are made to link the values and the parameters of empowerment with the relevant units of knowledge/skills mentioned in this MLL and the Common Core Components referred to in the 'Curriculum for the Ten year School-A Framework (NCERT-1975)'.

The school-based activities which can help in realising the parameters of empowerment and the identified values are noted down against each of the relevant prescribed unit of knowledge. Only those activities are suggested which could ultimately lead to gender equality among the students and also motivate the teachers to formulate their own strategies in varied school situations. The areas and the activities where involvement of the local community is required for accelerating the process of promoting gender equality are also noted down for the guidance of upper primary school teachers. Such activities which could motivate the community to reinforce the gender equality among the children are also suggested in the handbook. Views of selected experienced teachers and the subject experts have been incorporated in the handbook before its finalisation.

IV. Components of the Handbook

The areas covered in the handbook are mathematics, science, social science and language learning.

2. Subject Areas

2.1 Mathematics (Classes VI-VIII)

Rationale

The National Policy on Education (NPE), 1986, has once again emphasized 'mathematics for all' as an integral part of general education at the school stage. It is also stated in the policy that not only access to education of comparable quality for all students is to be provided, but success in the educational process should also be ensured for all students. Further, a minimum level of learning should be laid down and the school system should accept accountability for the achievement of at least the minimum level of learning by all the pupils.

The policy envisages a qualitative improvement in the teaching-learning process of mathematics when it states:

Mathematics should be visualised as the vehicle to train a child to think, reason, analyse and articulate logically. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning.

Objectives

The teaching-learning of mathematics at the Upper Primary stage should enable the pupil to:

1. acquire knowledge and understanding of the terms, symbols, concepts, principles, processes, etc.;
2. develop mastery of computational skills and other basic processes;
3. develop adequate skills of drawing, measuring, estimating and demonstrating;
4. apply mathematical knowledge and skills to solve common problems that occur in daily life and need mathematical knowledge;
5. develop abilities to consult and use tables, ready-reckoners;
6. develop abilities to read and interpret data from statistical graphs;
7. develop general awareness of the various measures taken and being taken by the government and other agencies for the socio-economic development of the country and the results achieved;

8. develop awareness of the need for national unity, national integration, protection of the environment, observance of small family norms, removal of social barriers, elimination of sex biases;
9. appreciate the great contribution made by ancient Indian mathematicians; and
10. develop interest in mathematics as a subject.

Instructional Methodology

Guided discovery should be at the core of the instructional methodology. The approach should be to do and discover, look and discover, think and discover. There should be a small mathematics laboratory or workroom in the school in which the pupil can perform some activities/experiments. A number of rules and properties can be discovered by the pupils through well constructed instructional programme.

Pupils may be taken to some of the commercial establishments and markets, for observations, when they are learning commercial mathematics; similarly, visits to local temples, mosques, churches and other buildings of architectural beauty may be arranged to enable the pupils see the applications of geometry. Practical work involving measurement of areas (of walls, classrooms, desks, etc.) should be organised while teaching mensuration.

It is emphasized that certain processes and skills have to be learnt by the pupil at mastery level. A certain minimum level of learning is to be ensured for all the pupils. Therefore, sufficient drill should be provided in these aspects in oral as well as written forms. In this respect, giving homework is desirable but it is not to be very heavy. Opportunities should be provided to each pupil without gender bias to explain his/her solutions of problems to the class. Boys and girls should be encouraged to cross question each other. Such practices will help girls to develop self-confidence in them.

While teaching mathematics, the teachers should pay special attention to empower the girls in the light of the parameters of empowerment mentioned in POA (1992). They should focus attention on developing gender equality in boys and girls. The points mentioned below may be kept in view at the time of planning and implementing instructional programme for classes VI to VIII. These will help in the achievement of the values mentioned below:

- Work at the domestic level is equally productive and should be projected as a responsibility to be shared by all members of the family.
- Dignity of work in all walks of life should be reflected through

- exercises projecting computation of time, labour and energy consumed at each job.
- Growing participatory role of women in all walks of life must be reinforced and failure in participation must reflect on loss of labour force.
 - Indicators of social, economic and cultural changes to be knit in mathematical exercise so as to imprint change indicators for raising aspiration level.
 - 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.
 - Decision-making competence in both boys and girls should be equally developed through mathematics teaching
 - Through mathematical data, the fact that women can shoulder responsibilities equally should be highlighted
 - To help in the eradication of social evils such as dowry, death ceremonies, etc. by highlighting their non-economical aspect
 - To minimise the allurements for gold, silver and valuables and to cultivate the attitude of increasing the national resources by depositing the savings in banks or purchasing the gold bonds.
 - The biographies of women mathematicians and their contribution should be referred to wherever possible.

Mathematics (Classes VI-VIII)

Ratio, Percentage and their Applications

S. No.	Problems	Activities
1.	Parvathy and her husband work in construction of a building and earn Rs. 50/- each per day. They save Rs. 36/- a day. Answer the following questions: <ol style="list-style-type: none"> i) What are their earnings per week? ii) What is the ratio of their weekly savings to their weekly earnings? iii) Find out the total earnings in January. 	Equality in wages and need for saving can be highlighted

S. No.	Problems	Activities
2.	In a school the ratio of girls to boys participating in sports is 6:5. If 210 girls take part in sports, find the number of boys participating in the sports.	Increasing participation of girls in sports and education can be emphasized.
3.	In an Engineering college, the ratio of male to female students is 4:5. If the total number of female students in the college is 100, find the number of male students.	Attention may be shown to increasing participation of girls in professional courses.
4.	Nazima runs a grocery shop in a market. The ratio of the sale of eggs on Sunday to that of the whole week was 2:9. If the total sale of eggs in the same week was Rs. 360/-, find the sale of eggs on Sunday.	Changing role of women in work outside home has to be focussed.
5.	Kavitha's monthly income is Rs. 1000/-. She spends Rs. 542/- on food, Rs. 150/- on rent and Rs. 100/- on the education of her children. Express her expenditure in percentage. What per cent of the income does she save every month?	Decision making capability of women and need for small savings can be discussed in the class.
6.	Reena is a computer engineer in Electronics Company. Under her supervision 15 workers can assemble 20 computers in 22 days. In how many days will 22 workers assemble the same number of computers ?	The point that women are holding important positions need be highlighted.
7.	Rajani had a plot of 70 ft. length and 40 ft. breadth with a garden around it. Find out the area of the garden. If she	Emphasize women's role in protecting the environment.

S. No.	Problems	Activities
	grows vegetables in one-fifth of the garden area, find out the area of the remaining garden.	
8.	Rani had a canvas cloth of 10 ft. length and 7 ft. breadth. She wanted to paint her family of four members on the canvas to present it to her brother. How much space can she allot to paint each member of the family on the canvas ?	No work is gender based. Any one who has the capability can handle the work skillfully irrespective of one's sex.
9.	Raju wanted to paint a table cloth. He needed 5 ml. of green paint, 5 ml. of red paint and 5 ml. of yellow paint. If 10 ml. of paint costs Rs. 25/-, how much will he have to spend on buying the paint?	-do-
10.	A school decided to plant neem sapplings, tamarind sapplings, and flower plants during their environmental week celebration in a village. Class VI planted 5 rows of neems sapplings with 10 in each row, Class VII planted 4 rows of tamarind sapplings with 11 in each row and the Class VIII planted 7 rows of flower plants with 10 flower plants in each row. Find out the total number of neem and tamarind sapplings planted by the school. How many flower plants were planted?	Emphasize the role of boys and girls in protecting the environment. Boys and girls should learn to work in a team.

Activities with the Community

Difficulty level of the activities will increase with the class. All the activities mentioned below should be guided one.

- The students should be asked to observe the work pattern of the family members. The points to be noted can be finalised in consultation with the teacher. A group discussion can be arranged to make comparison of women and men on various tasks in the family. Project work can be assigned to groups of students to cover the families belonging to various income groups. In these project boys and girls should work in a team spirit.
- Market day can be organised in the school and parents can be invited to the school to play the role of buyers. Equal participation of girls should be ensured.
- Girls should be involved in the management of school canteen, co-operative store, mathematics club, accounts in connection with mathematics exhibitions, etc.
- Girls should be helped to open a saving fund account in the bank. Girls should be encouraged to manage their account independently for both depositing and withdrawal of small amount.
- Mock banks can be managed in the class by girls where the children are provided with experience of bank operations like taking a demand draft, money transfer etc. Similar activities can be arranged for post office accounts, buying postage, postal order, telegrams and paying for it, sending money order, etc.
- As a part of the NSS or citizenship training, students can be given the responsibility to plan their budget, manage accounts and to solve day-to-day problems e.g. planning the menu, buying milk and other food items, calculating expenses, checking the balance etc.; Organisation of the Environment Day activities can be given to girls e.g. deciding about the number of plants to be planted, space between the plants, number of plants in one row, etc. collecting data on changing roles of women, their participation in male-dominated areas and tabulating the data can be another area for projects.

Many difficult situations that call for competence in decision-making and logical thinking can be converted into activities of educational games, riddles, and brain teasers. Through the mathematics club the teacher can popularise these activities among girls and boys. The taste of success in simulated environment can be transferred to real life situations later. Initiative

of the girls to carry out projects should be encouraged and they should be made to realise their competence.

2.2 Science (Classes VI-VIII)

Rationale

The study of Science has been included in schools as a part of general education to acquaint the learner with the scientific methods and knowledge which is so important in all human endeavours—means of production, services and intellectual pursuits. Acquaintance with Science is likely to inculcate a rational outlook and, thereby, help to reduce obscurantism and prejudices based on narrow considerations of caste, sex, or religion. It is expected that the pupil's awareness of the nature of Science, knowledge about the concepts and processes, values and attitudes related to Science would enable him to understand the interaction between physical, biological and social factors of the environment, both in the context of immediate and future consequence. The learners would be capable of understanding the processes and problems of areas related to agriculture, health and nutrition, environmental protection, energy and material resources, and more importantly, develop a scientific attitude to live more effectively as a responsible citizen.

The curriculum objectives and content for Science in the Upper Primary stage have been formulated on the basis of goals of general education as well as the general objectives of Science education as stated in the National Policy on Education (1986) and the National Curriculum for Primary and Secondary Education—A Framework (1985). Both documents emphasize that Science education should develop well defined abilities in cognitive, affective domains as also psychomotor skills.

The science curriculum for the Upper Primary stage in addition to the consolidation and strengthening of the abilities already acquired at the earlier stage, is aimed at fulfilling the following objectives:

Objectives

1. To help the pupil understand and appreciate the nature of scientific knowledge.
2. To emphasize the relevance of scientific knowledge and methods in daily life.

3. To acquaint the pupil with different natural objects and phenomena, both animate and inanimate.
4. To develop understanding of simple scientific language—nomenclature, terminology, symbols and formulae.
5. To emphasize the uniqueness of the processes of science (such as observation, classification, measurement, experimentation, drawing inference, etc.).
6. To acquaint students with some basic concepts, principles, laws and theories of science that are relevant for understanding and interaction with the environment.
7. To create greater reliance on principles and practices of science for applying them in daily life situations and establishing their efficacy.
8. To develop scientific attitudes and values.

During curriculum transaction the teacher should pay special attention to the aspects mentioned below:

- Science and technology do not degrade status of women as it has been proved that genetically or ability wise women are no the weaker sex.
- Scientific knowledge of human physiology is a must for boys and girls.
- Age of marriage must be carefully planned.
- Science education should be supported by parent education so that the incongruence between school teaching and its application at home is reduced.
- Obscurantism with regard to sex, food, etc. should be removed.
- Those women who take professional training should see that their talents are not wasted.

Emphasis on the above mentioned points can help in the achievement of the parameters of empowerment of women mentioned in POA (1992).

Science (Classes VI-VIII)

<i>Knowledge</i>	<i>Activities in the School</i>
Science in everyday life	Teachers should give examples from day to day life where Science is helpful in saving time and energy of both men and women. Teachers should highlight that women can use scientific knowledge in home management for better outcomes

and improving quality of life. Use of electric gadgets can save their time which can be utilised fruitfully for other activities at home and in the outer world.

Energy

The need for non-conventional energy source, their role in improving the home management, environment, health etc. can be discussed. The scientific method of energy transformation in cooking can be highlighted. Boys and girls can be involved in doing simple experiments on energy transformation where cooking, heating, burning etc. can be the activities to be taken up.

Economy in the use of fuel/energy in the household is a joint responsibility of all the members of the family. Need based consumption of the energy by men and women may be emphasized.

Health and diseases

Teachers should bring out the importance of nutrition in the life of both boys and girls. The class should be made sensitive to the fact that food requirements may vary between boys and girls but that should not lead to any superiority or other misconceptions. The teachers can explain that the girls need more iron. The existing superstitious beliefs should be broken off by reasoning out the scientific facts. This can be done with special reference to the problem associated with girl children like malnutrition, deficiency diseases, inadequate health and hygiene, environmental sanitation etc. Group discussion on the evils of smoking, drug addiction can be guided by the teacher and the impact of these health hazards on the family and especially women can be highlighted.

Measurement

All members of the family including women use various types of measurements. Measuring the quantity of food, length of cloth, reading of thermometers, etc. demand

Knowledge	Activities in the School
Separation of Substance	<p>accuracy. In the use of thermometer, administration of medicines, tailoring, crafts, using precious metals etc. a high degree of accuracy is required.</p> <p>This basic knowledge and skill is equally required and applied by men and women. Respect for the skills of measurements used by mothers and grandmothers should be cultivated in boys and girls.</p> <p>Most of the methods of separation of substances of daily use are applied equally by men and women. Teacher may draw examples of various methods of separation from the daily life e.g. use of sieve for cleaning grains; handpicking of grains; filtration of tea and coffee; making paneer from milk; purification of water by using alum; separation of butter from butter milk; decantation of clean surface water from a pot of muddy water which has been allowed to settle; decantation of tea when a strainer is not available; evaporation for making paneer and khoya from milk; the drying of wet clothes etc.</p>
Motion, force and pressure	<p>The laws of motion, force and pressure are equally applicable to all. The basic knowledge and skills pertaining to these principles are required by both men and women in their daily life, e.g. men and women both participate either jointly or individually in almost all sports and games which require physical ability.</p> <p>Some examples of application of motion, force and pressure in the household are listed below and may be used as illustration by the teacher:</p> <p><i>Motion:</i> Churning of milk by churner is an example in which the hands move in linear motion whereas the wheel moves in rotational motion. In sewing-machine the rotational motion of wheel is converted to</p>

Knowledge	Activities in the School
Simple Machine	<p>translatory motion of sewing-needle. Grinding-wheel and the wing (<i>Jhoola</i>) are examples of vibrational motion.</p> <p>Force: For frictional force the examples of scrubbing, striking match, sharpening knife and cleaning vessels can be cited.</p> <p>Pressure: Cooking by pressure, use of knife and cutters, syringe (<i>pichkari</i>) handpump, cycle pump and grinding stone, etc. can be used as illustration. While illustrating motion, force and pressure, it may be mentioned that achievement differ from individual to individual and has not much to do with the gender of a person.</p> <p>Use of simple machines, e.g. scissors, tongs, etc; may be stressed keeping in view that these things are equally used by men and women.</p>
Biological differences in males and females	<p>Women drawing water from well, using spinning-wheel, sewing machine, common balance, grinding-stones and wheel, etc. should also be used as examples. Children may be made to note down the various simple machines used by the family members irrespective of their sex. Hence, knowledge of Science is equally required by boys as well as girls.</p> <p>Most of the abilities are equally well exhibited by men and women. Biological differences need not mean inequality. Men and women contribute to society equally but may not be in identical manner.</p> <p>The teacher can explain to the students that heart and the brain are equally important and complementary for the functioning of the body as a whole even though they perform different physiological functions. In the same way men and women are equally necessary for the perpetuation of the human society. Other examples to make the points clear can be cited from the</p>

Knowledge	Activities in the School
Food	<p>illustration of a maize plant, where if the male flowers are removed, seeds cannot be formed. Hence both male and female flowers are needed for seed formation. Many more examples can be given in this context.</p> <p>Women are important as they look after the diet of the family. Each person should know the importance of the balanced diet. Women who prepare and serve food to the whole family often neglect their own diet. This attitude in females should be condemned.</p>
Men's dependence on plants, animals and the balance in nature	<p>It is the duty of all the family (including the woman herself) to see that food is distributed according to the need of the person. Growing children, pregnant women, nursing mothers and sick persons need special diet. The teacher may ask the children to make a list of the things they and their mothers take at the breakfast, lunch and dinner and then analyse what nutrients they are getting.</p> <p>Men and women are dependent not only on plants and animals but also on other members of the society. Responsibility for maintaining the balance of nature rests on all the members of the community irrespective of the sex.</p>
Adaptability to environment	<p>Physical attribute should not form the basis for gender bias of any kind. Because the physical attributes such as body weight, skin colour, height, etc., are the attributes which develop in response to the climate, topography, altitude, etc., as individual traits.</p>
Pressure and buoyancy	<p>Principles of pressure and buoyancy have universal application. These applied aspects relate to daily life and specialised activities are undertaken by both men and women. Examples of certain techniques used in the household, wherein the</p>

Knowledge

Activities in the School

principles of buoyancy and pressure are applied may be given. For example, the checking of eggs by immersing them in water. The rotten eggs float because the upward thrust due to buoyancy of water on eggs is more than the downward thrust of eggs. In the case of good eggs, the downward thrust exceeds the upward thrust of buoyancy. The reason is the difference of mass/volume in the eggs contain more gas due to decomposition.

In the deep frying of *puris*, *jalebees* and *pakorras*, etc., at first the materials sink in the hot oil as they have high water content (water is heavier than oil) which increases the volume. While frying, the material becomes lighter and hence floats. The cook thus knows that the material has been fried.

Heat and its effects Imperceptibly, both men and women follow all or some of the methods of science such as experimentation, observation, logical conclusions and applications in their daily life. The idea that women are less scientific/objective is basically wrong. The apparent superstitions, prejudices etc., are only due to their social isolation. This idea may be projected through discussion. For example, women in the kitchen develop knowledge and skill through experiences, use of various types of vessels, the shape and size of vessel to be used for a particular purpose and the correct temperature and time required for such processes as setting of curd. They in fact observe and perform experiments to adjust the time, placement of the material in response to temperature to get satisfactory results.

Transfer of heat The following example may be given:
Use of caste iron frying-pan as opposed to stainless steel ones; iron saves fuel wastage

Knowledge**Activities in the School**

	<p>as it is a better conductor of heat than steel and prevents localised heating. The use of iron vessels also results in food getting supplemented with micro-quantities of iron which is necessary for health. However, excessive and prolonged use may result in health injury. Stainless steel has the advantage. That it is easily cleaned. Therefore, one should investigate the scientific background of a particular tradition and weight the advantages and disadvantages before accepting or rejecting it. Some examples of time tested techniques used in traditional cooking are the following: The use of ash or leaving of the soot on the bottom of the cooking pot ensures more absorption of heat. The use of wooden handles for kitchen spoons, 'tawa' and frying pans demonstrate the difference of conductivity of heat in metals and wood.</p>
<p>Light and optical instruments</p>	<p>Awareness of the occupational hazards and preventive measures concern both men and women. An awareness for preserving and care of the eyesight has to be created even among those who only do housework. The poor light develops bad eyesight. Similarly a woman or craftsman may do so by cleaning grains or doing needly work in improper light. Natural weakening of eye sight due to age is often neglected by women. Men and women both need regular physical check-up.</p>
<p>Vibrating bodies and sound</p>	<p>Difference between male and female voice is because of the pitch and is not a sign of superiority or inferiority. Male and female singers are both liked equally by the audience. They also have equal potentiality to play on instruments. Illustrations of singers and musicians of both sexes to be given such as Bade Gulam Ali Khan, Subhulakshmi, Gangubai Hangal, Amir</p>

<i>Knowledge</i>	<i>Activities in the School</i>
Water, acids, bases and salts	<p>Khan, Begum Akhtar, Mubarak Begum, Sidheswari Devi, Hirabai Barodekar, Ravishankar, Joya Biswas, Allaudin Khan, Rajan (Smt.) D. K. Pathmal, M. L. Vasanthakumare, J. N. Balsubramanium etc.</p> <p>Basic knowledge and skill are equally required and applied by men and women., Kitchen has all the characteristics of a chemistry laboratory. For this reason, women as much as men need knowledge in these areas (water, acids, bases and salts) as they are of everyday use to them e.g. the making of sherbet, pickles, jams, jellies, etc., setting of curds, use of soaps, detergents and proper use of vessels. Boys and girls are required to have this knowledge to work in laboratories, factories, workshop, etc. in their later life.</p>
Human population	<p>The teacher should define the term population and project the equal project the equal roles played by men and women in the maintenance of the population level. Therefore, the two sexes should have equal rights in decision-making process in all matters.</p>
Pollution	<p>Preservation and judicious use of natural resource is the joint responsibility of men and women. Boys and girls should be aware of the roles, they play in causing and controlling pollution and the role they can play in harnessing the natural resources to the best of their advantage.</p>
Light and colour	<p>The use of colours varies from person to person and the difference is culture bound. In our society mainly women use colour for make up whereas there are societies, as for example some tribal societies, where the colour is used by men for decoration. There are colours which are harmful to the human system and should be avoided. The teacher</p>

<i>Knowledge</i>	<i>Activities in the School</i>
Electrical energy	<p>should emphasize the judicious use of colours in eatables and soft drinks. There should not be any stigma attached to the use and rejection of such colours. We use colours for interior and exterior decoration. The blending of colours should satisfy the aesthetic sense and has nothing to do with the gender of a person.</p> <p>Examples of household electrical gadgets and appliances should be cited where men and women can use them with equal efficiency. Stress should also be laid to encourage women to learn the maintenance of these appliances. The conservation of energy is a joint responsibility of all the family members.</p>
Structure of atom	<p>Given an opportunity women can contribute to science equally as men. Madame Curie worked along with her husband and because her husband realised her potential and gave her encouragement to work it was easier for her to prove her potentialities. Similarly her daughter Irene Juliot Curie also worked with her husband Frederic. Other women scientists are Dixie Lee Ray, Liza Meither.</p>
Nuclear energy and radiation	<p>Both boys and girls should be made aware of the health hazards from radiation in general and X-rays in particular, especially for the pregnant women. However unfounded fear of radiation should be discouraged.</p>
Cells and tissues	<p>Differences in gross structures are not accompanied by essential differences in cell and tissue structure. Difference between the male and the female is controlled at chromosomal level. All gametes produced by women are alike, but those produced by men are of two types. As such it is the male gamet who is responsible for the birth of a boy or girl. Blame on</p>

Knowledge	Activities in the School
	<p>women is therefore uncalled for. Social taboos and misconception regarding female physiology sometimes demean the status of women. For instance menstruation is a natural phenomenon in women who are normal. Women should however take care of their hygiene during this time as they are prone to certain infections during this period. The teacher need not entertain any inhibition while teaching about reproduction.</p>
<p>Growth and development</p>	<p>The similarity and the differences between children and their parents are controlled by the genes that they carry.</p>
<p>Organic evolution</p>	<p>Both the mother and the father are equally involved in determining the characteristics of a child. Men and women are equally responsible for the birth of children with genetic disorder. Several genetic defects are the result of chromosomal variability. Women should not alone bear the blame for such disorders.</p>
<p>Materials</p>	<p>In organic evolution both females and males have survived through selection. The differences between the sexes have been perfected and accepted in evolution. Any determination between the sexes is therefore artificial.</p>
	<p>The concept of consumerism leading to women becoming property symbol must be rejected and need based consumption must be emphasised.</p>
	<p>Judicious disposal of waste material by men and women is as important as their use.</p>
	<p>Conspicuous display of gold or other precious metals is against the national development. Indiscriminate use of synthetic fibres should be discouraged. As for example use of synthetic clothes in the kitchen can lead to fire accidents. Similarly</p>

<i>Knowledge</i>	<i>Activities in the School</i>
Our crops	<p>plastic materials should be kept away from fire.</p> <p>Agricultural operations are facilitated by the cooperation of men and women. The teacher may illustrate the idea by citing the example of both men and women working in the farm. Transplantation, husking etc., are mostly done by women, while men plough the field, women sow the seeds. Roles can be changed in view of the capability of the individuals. No work is gender based.</p>

2.3 Social Sciences (Classes VII-VIII)

The child, at this stage, should be initiated into the study of India's past in all its major aspects such as social, cultural and scientific development. He/she should also be helped to appreciate diversities in ways of living and inter-dependence of various regions of India and the world. He/she should also know the civic and political institutions and understand contemporary social and economic issues and problems. Social skills and civic competences and a national perspective would, thus, equip him/her to participate in the task of social and economic reconstruction.

The study of Social Sciences at the Upper Primary stage may comprise the study of History, Geography, Civics, contemporary issues and problems. The various components of the content drawn from different subjects of Social Sciences should be seen as interrelated.

2.3.1 History (Classes VI-VIII)

Rationale

The purpose of teaching/learning history may, very broadly, be seen as widening the horizons. No one would disagree with the view that parochialism is not a good thing and that for a proper understanding of one's immediate present also, it is necessary to see it in its wider context of space as well time. In terms of space, it means that one

should see one's immediate spatial environment in the context of the wider world. In terms of time, it means to see the present age among other ages. The present cannot be understood independently and in isolation of what has gone before. History is a continuous process, of which the present is a part which is linked to the past and hence, can be understood only as a part of that processes. Thus, the context of time, that is of history, is crucial to an understanding of the present. No major problem can be seen and understood apart from its historical context. The study of history also shows that the world of human beings is not stationary but is subject to constant and continuous movement, change and development. It helps in understanding contemporary processes of change, of movement as well as of continuity. By making us aware of the variety and diversity in humanity as well as of unity, and of change, it makes for a less narrow-minded personality and promotes independence of judgement and an attitude of appreciation of contemporary processes of change.

History was, for long, misused to legitimize and sanctify the status quo, including the most illegitimate authority and the most oppressive social systems. Imperialists have used it to promote ideas of national chauvinism and 'racial' superiority and to justify their wars of conquest in terms of fulfilling their 'national destiny' Pernicious uses, in the same way, have often been made in India to promote obscurantism, communalism and regional, linguistic and cultural chauvinism. It is useful to be aware of these misuses while framing the objectives and content outline of the syllabi in history.

The content of history at the school stage also needs some clarification. Although, keeping in view the conceptual level of pupils at different stages, some simplification of historical knowledge is necessary, it should not mean merely presentation of scattered bits of information about events and potentialities of the past with a lot of simple, moral judgements thrown in. It may comprise major events and developments in the life of human beings from the earliest times with a focus on the sequence of changes in society in all its aspects. It should deepen the child's awareness and understanding of the society in which he/she lives, from his/her immediate environments to the country to the world as a whole.

The specific objectives of this Course may be—

1. To develop an understanding and appreciation of the dynamics of the ethnic diversity of India;
2. To promote an understanding of the major stages in the evolution of Indian society through the ages;

3. To develop an appreciation of the growth of various components of Indian culture in different parts of the country in different periods;
4. To develop a critical appreciation of the past so that the pupil's personality is free from irrational prejudices and bigotry, parochialism and communalism, and is imbued with a scientific and forward looking outlook.
5. To develop an appreciation of India's cultural heritage and its compositive nature, of its richness and variety, and of the processes through which it has developed;
6. To develop the ability to study contemporary problems of Indian society in their historical perspective;
7. To develop an understanding of the processes of change so that an appreciation of the aspiration for change to establish a just social order is inculcated;
8. To promote the study of historical development of India in relation to and in the perspective of the history of mankind as a whole;
9. To deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented; and
10. To develop an awareness of the necessity of and participation in the work of preservation of the historical remains.

Adequate attention should be paid to the aspects of change and development. The teaching should be free from gender communal, parochial and other types of prejudices and should aim at the cultivation of a broad humanistic outlook.

While teaching history at the upper primary stage, the teacher should pay special attention to the following aspects:

- The status and the role of women in the historical development of the society must be projected.
- Women's contribution towards the growth of civilization and culture should be highlighted.
- Various distorted facts of history relating to women should be avoided.
- The generic term 'Man' should be replaced with terms like 'Human beings', 'individuals', 'persons', 'people' or 'society' for a more wholistic approach.
- The role of women in the development of world culture may be discussed.
- The unique feature of our country, namely, unity in the midst of diversity, be properly emphasised.

It is felt that emphasis on these points will go a long way in

inculcating the value of gender equality in boys and girls. These will also help in the empowerment of girls.

History (Classes VI-VIII)

<i>Knowledge</i>	<i>Activities</i>
<p>I. Ancient India</p> <p>Pre-historic cultures of India</p> <p>Harrapa culture</p> <p>New cultural pattern in India (1500 B.C-600 B.C)</p> <p>India from the Rise of Magadha to the Maurya Empire</p> <p>India during the period 200 B.C. to 300 A.D.</p> <p>India from 300 A.D. to 800 A.D.</p>	<p>The teacher should lay emphasis on the following major ideas while planning and implementing instructional programme for upper primary classes.</p> <p>Women as well as men have played an important role in the development of civilization. They have played important roles in the development of different aspects of culture, viz., religion, literature, art, science, political field, etc. In this context the contributions of the past and present eminent female saints poetesses, writers, social reformers, scientists etc. may be mentioned for the information of boys and girls. It will help pupils to understand history in its right perspective. Examples of eminent female personalities from world history may also be given to broaden their outlook towards the question of gender equality.</p>
<p>II. Medieval India</p> <p>India from 800 A.D. to 1200 A.D.</p> <p>India from early 13th to early 16th century.</p> <p>Advent of the Mughals and Europeans</p> <p>India under the Mughals and disintegration of the Mughal Empire</p>	<p>Women have participated effectively during the crucial phases of the history of freedom movement in India. The role played by women from different parts of India should be highlighted. The concept of Interdependence of different members of the society may be emphasised. Respect and pride in Indian culture may be developed in boys and girls.</p>

<i>Knowledge</i>	<i>Activities</i>
<p>III. Modern India India and Modern world Rise, Growth and Impact of British Rule in India and Revolt against British Rule British Policies and Administration in India, Changes in Economy and Society Indian Nationalism and Struggle for Freedom</p>	<p>Feelings of national integration and tolerance for the views of others may be inculcated in the students. A sense of patriotism, desire for freedom for self and others may be developed in boys and girls. If proper facilities are provided women can contribute as effectively as men in all-round development of the country. Various aspects of the society and culture in different periods may objectively be explained to boys and girls. They may be helped to develop critical attitude towards the overall social phenomena. In the past women could not contribute as much as they should have because they were socially and economically exploited by the society. Exploitation of women and other weaker sections of the society, inhuman practices adopted towards them during different periods of history need be abhorred. Boys and girls should be encouraged to develop a liking for democratic life style at home and in the society at large. Attempts made to ameliorate the conditions of women in different periods and difficulties faced by the reformers may be explained to boys and girls. There is a great importance of the social and economic emancipation of women for the general progress of a country and for human equality. A need to provide equal opportunities for individual growth to boys and girls may be emphasised. Special mention of social reformers</p>

*Knowledge**Activities*

and Sufi saints may be made. In the present social context a strong need for legislation to remove social evils like dowry, bride price, child marriage, infanticide, children's employment, wasteful spending on post-death ceremonies etc. may be highlighted. Conscious efforts should be made to develop respect for human values in boys as well as girls. This will ultimately lead to mutual respect, care and love in males and females in the society and consequently promote gender equality.

Fundamental rights and other provisions provided in our Constitution for safeguarding the interests of women may be brought to the notice of boys and girls. This will help girls to realise their strength and make boys aware of the legal rights of women in the society.

Efforts may be made to develop in the pupils a respect for secularism and casteless society.

Boys and girls should be helped to accept democracy as a way of life at home and in the outer world. They should treat one another as equals and respect views of each other.

The teacher should develop scientific attitude in boys and girls by giving them an opportunity to discuss historical facts and draw inferences.

Visits to places of historical and national importance may be arranged. Seminar on the contributions of Madam Curie, Florence Nightingale, Joan or Arc, Mother Teresa etc. to human welfare and happiness may be organised. Students may be

<i>Knowledge</i>	<i>Activities</i>
	encouraged to prepare scrap books on the life histories of various freedom fighters such as Ram Lakshmi Bai, Madam Kama, Sarojini Naidu, Annie Besant, Indira Gandhi, Captain Lakshmi Bai of INA, Lalita Shastri etc. Boys and girls should participate in such activities in a co-operative model.

2.3.2 Geography (Classes VI-VIII)

Rationale

At the Upper Primary stage, Geography may be introduced as a separate subject under Social Sciences. The course in Geography at this stage, covering a period of three years, should be treated as a self-contained unit. It should be possible to widen the perspective of the students through the study of life in different parts of the world. Elements of physical, economic/regional and practical geography should form an integral part of the course. This would help in developing a geographical perspective necessary to understand the complexities of the human-environment relationship in a global context and the interdependence of region/countries of the world. This framework should also help the students in understanding problems of economic development of their own country/State.

Objectives

The geography course at this stage should have the following objectives:

- to promote an understanding of the different elements of the physical environment which, in fact, affect ways of living of the human beings.
- to help the students realize that human beings everywhere try to make the best possible use of their environment, including gifts provided by nature to satisfy their needs;
- to help the students appreciate the role of human beings armed with Science and technology, in developing the natural resources for raising the standard of living of the people;
- to help the students realize the interaction of human beings with

the environment has resulted in environmental degradation, e.g. depletion of resources and pollution of the environment, the very survival of humanity. Hence, there is an urgent need to use the resources of the environment wisely;

- to help the students understand the variety of ways of living in different parts of the world and interdependence of regions countries, leading ultimately to the promotion of international understanding;
- to develop an appreciation of the value of cooperative effort at the local, national and world levels for developmental activities;
- to help the pupil learn from the experiences of other people nations and understand their relevance to India in developing its own resources;
- to acquaint the students with the political map of the world, location of different countries, distribution of major resources and major economic products entering into international trade;
- to develop an ability to use the tools of geography such as maps, globes, charts and photographs; and
- to acquaint the students with elementary methods of study used by geographers such as field study/project work.

Teaching Learning Strategies

Some of the core curricular areas as mentioned in POA such as protection of environment, inculcating scientific temper and small family norm should be integrated into the course content of Geography at appropriate places.

It may be emphasised that India is a unique country and so are her problems. Today it is a nation in transition, a nation on the move. The metamorphosis is slowly and imperceptibly taking place and education is now engaged in preparing the child for a type of society which does not yet exist and is yet to emerge. This preparation depends upon the ingenuity of the teachers and their capacity and capability to create such a climate that could be conducive to promote desirable changes in children as to free them from the throttling influence of derogatory practices and attitudes. The development of values and attitudes is not an easy task. It is suggested that the teachers should lay special emphasis to develop understanding about the following aspects in boys and girls.

- Equality of opportunity in all productive work contributes to national development and optimum participation of both sexes is a pre-requisite for nation building.
- Dignity of labour is involved in every task undertaken for personal or collective welfare.

- Women have played positive role and made contribution to the socio-economic system in different regions of the world.
- Economic development has affected the status of women in different regions in different intensity.
- Women's participation is essential for socio-economic development in any region.
- Rejection of the values of consumerism and emphasis on need based consumption is desirable for men and women.
- Rejection of the values of dependence of women is imperative for their development.
- Rejection of the practices and tradition in society which are derogatory to the interest of women is required.
- Rejection of the conservative ideas about the capacities and capabilities of women is needed.
- Hazards of the declining sex ratio are tremendous.

<i>Knowledge</i>	<i>Activities</i>
Lands and People in:	To help boys and girls to appreciate equal responsibility of males as well as females for a successful living and progress of the country. The students should appreciate the changeability of roles in world of work.
Africa	To help students understand the great diversity of physical environment and resultant economic activities in different regions stressing nonsegregated social relationship of men and women. To help students understand the traditional and contemporary forces that operate to the disadvantage and advantage of women. To help the students to appreciate the composite culture of nation and help to develop an attitude of esteem and respect for each other. To emphasise the positive contribution made to the economic system by women in different regions. To analyse the nature of exploitation of working people in general and women in particular. To help students to understand contributions of various groups of men and
South America	
Australia	
Antarctica	
North America	
Europe	
Soviet Union	
Asia	
India	

<i>Knowledge</i>	<i>Activities</i>
	<p>women to the cultural, scientific and political development of different regions. To appreciate the traditional as well as modern values of life which establish balance between boys and girls for overall good of the society in every region. To highlight the interdependence of the men and women of different regions communities. To help boys and girls understand the impact of economic development on the status of women and vice versa. Women are to be equal partners for a healthy and successful development of any region. They are a part of human resource. Analysis of population characteristics of different countries with emphasis on availability of opportunities for women may be made for the benefit of students.</p>

2.3.3 Civics (Classes VI-VIII)

Rationale

The course of Civics at the Upper Primary stage is intended to promote well informed and intelligence citizens who have the ability to participate in the affairs of their community effectively. From this point of view, the course at this stage should aim mainly at imparting training in civic life. It should contain such socially imperative knowledge as would not only impart understanding of the civic processes but also provide training in the development of civic competencies which are essential to ensure citizens participation in the task of social and economic reconstruction. In this context, it is equally important that Civic and political institutions. Some practical aspects of citizenship education should also be incorporated from the point of view of adopting a functional approach.

Objectives

- to provide intelligence understanding of the various social responsibilities and civic process to the students;

- to help the students to understand our Constitution and the values unshrined in it.
- to acquaint the students with the machinery of the government at different levels;
- to make the students conscious of the contemporary social and economic problems and issues, instilling in them thereby, a sense of responsibility to face them effectively;
- to promote a feeling of Indianness among students;
- to promote among students the feeling of oneness with the people and their institutions;
- to inculcate in the student the values of egalitarianism, democracy, secularism and national integration; and
- to develop in the student an understanding that there is a need for international peace and cooperation.

While teaching Civics the following general points should be kept in view by the teachers. This step will help in improving status of women and promoting gender equality.

- Emphasis should be laid on proper projection of the status of women in the political development of the nation;
- Any remark denigrating the status of women should be deleted.
- The contribution of women should be viewed not in isolation but as an integral part of the total freedom-struggle, framing of the Constitution and the development of a free and modern India;
- Women's contribution towards the all-round development of the nation is to be highlighted;
- The role and contribution of some eminent women of India and other countries such as Ahilya Bai, Razia Sultana, Rani of Jhansi, Sarojini Naidu, Aruna Asaf Ali, Indira Gandhi, Margret Thatcher, Smt. Bandernaikke, Smt. Golda Mier etc. should be explained to boys and girls. While referring to eminent women, care should be taken to mention the names of some of the less known women whose contribution is quite considerable in the freedom struggle or administration of the country and in other spheres;
- Through the teaching of Civics special emphasis is to be made on the political and legal rights of women. Women should be made more and more politically conscious, specially in rural areas. It may be emphasised that the gap between theory and practice in the enjoyment of legal and political rights has to be bridged. It is to be seen that women enjoy these rights in reality;
- Other rights of women provided by the Charter of Human Rights may be highlighted;

- Women's role in eradicating social evils and customs has to be emphasised.

Emphasis on the above mentioned points shall ultimately help in the empowerment of the girls in terms of the parameters mentioned in POA (1992).

Civics Class VI

<i>Knowledge</i>	<i>Activities</i>
Development of the Community	Duties of the members of the family are exchangeable. Teachers shall project roles of boys and girls in interchangeable mode in the family and the community. Girls are a part of the human resource. Special emphasis should be laid on the revision of suitable facilities for their educational and physical development by the society.
Local Government	Teachers should deplore such customs which degrade women and discourage them to take active part in local bodies e.g. Gram Panchayat, Mahila Mandals, Zila Parishad etc. They should point out to the students that women should take active part in identifying local problems, planning solutions and implementing action points.
Distt. Administration	Women should have adequate facilities for healthy living and educational development. Whenever there are any gender disparities the women should oppose the same and assert their rights with the administration to obtain the same. Teachers should explain that women are as efficient workers as men in all fields. They have proved their efficiency as doctors, engineers, judges, lawyers etc. Hence girls should set high targets for themselves and work hard to achieve the same.
Preservation of Property of the Community and its Utilization	Teachers should instill in boys and girls that women are equally responsible for the safeguard of the public property. They should also take active interest in ensuring

Knowledge	Activities
	<p>that the public money allocated for the developmental activities in the area are properly utilised. They should be vigilant to ensure that women are not only equal participants in the developmental processes but are also equal beneficiaries of the same.</p>
<p>Class VII</p>	
<p>Features of our Constitution</p>	<p>Teachers should discuss the directive principles of state policy and special attention given to women. Provision for equal rights of women in the Indian Constitution may be explained to boys and girls.</p>
<p>Law Making Process</p>	<p>The teachers should discuss in the class that women are equal participants in law making process in Lok Sabha, Rajya Sabha and State Assemblies. Hence they should be equally respected in the society. Whenever the women get an opportunity to become MLA or MP, they should take active part in law making process and ensure that women's interest are protected from all angles.</p>
<p>Executive Laws</p>	<p>While explaining the role of the executive the teacher should lay emphasis that girls can equally avail the opportunities of becoming civil servants, prime minister, chief minister, President of India etc. All the avenues are open for girls. It is for them to assert their rights and avail the opportunities.</p>
<p>Interpreting Law</p>	<p>At the point of explaining judicial system to boys and girls, the teacher should encourage girls not to accept injustice at home, in the society, at place of work etc. If there is a need, they should fight for justice. The reference of voluntary agencies who fight the cause of suffering women free of</p>

<i>Knowledge</i>	<i>Activities</i>
	<p>cost may be made. The circumstances wherein the free legal aid from the state can be obtained may be explained to them.</p>
Class VIII	
<p>National Goals and strengthening democracy</p>	<p>Teacher should project women as equal citizens under the Constitution. Importance of judicious use of vote by men and women should be emphasised. Ample opportunities should be given to learners to develop critical judgement, balanced opinion, discipline in public life, contempt for violence etc. necessary for strengthening democratic set up. Role of women in social and economic reconstruction of the society may be highlighted by the teachers. Teachers should emphasise that men and women are equally responsible for the achievement of national goals.</p>
<p>Social Problems</p>	<p>Through discussions should be held in the class on the problems like illiteracy, low status of women, right of the child, anti social practices, problems related to sheduled castes, tribes etc. Boys and girls should have frank discussions and draw inferences. They should be encouraged to find out solutions to these problems. Girls should be equal participants in the discussions.</p> <p>Teachers should also discuss in the class that boys and girls, when grown up, should oppose customs like dowry demand, bride price, early marriage, stigma attached to widowhood, infertility etc. As these have no logical basis in the present social context. Moreover these are the root cause of developing inferiority complex in the females. Hence such customs and traditions should be opposed at all cost.</p>

Knowledge	Activities
Economic Problems	Equal role of men and women in eradication of poverty, control of population, maximum use of available resources and making the country self-reliant should be emphasised. Teacher should focus on the contributions of females in the development of the economy of the nation. Efforts may be made to generate self-esteem in the girls so that they may feel empowered and look forward for better participation in the developmental programmes. Boys and girls should be made to understand that co-operation and mutual help make life easy and better for all.
National Integration	Boys and girls should be made to understand the importance of national integration for the progress of the country. The underlying idea is to develop in them a hatred for communalism, linguism, gender bias and casteism. They should appreciate the existence of interdependence of regions and persons living in them. Teacher should highlight women's entry in the defence forces.
Defence of the Country India and the World	Teachers should discuss common problems faced by the women in India and other countries of the world. Teachers should give illustration from third world countries also. Newspaper cuttings should be put up on the school board highlighting the issues.
World Problems	Existing disparities in various areas between developed and developing countries should be explained to boys and girls. Dangers of nuclear war and how women and children suffer the most during these wars may be discussed in the class. Boys and girls should be informed about various problems like apartheid, human rights, pollution etc. They should be encouraged to make their contribution in

Knowledge	Activities
Project Work	<p>overcoming the problems when they are grown up.</p> <p>Boys and girls should cooperate with each others in planning and implementation of the various projects.</p>

Activities in the Community

- Community to be made aware of the relationship between nutrition, health and educational development of children. For development of the community, it is necessary that males and females should contribute actively. Hence equal attention should be paid to their physical, mental and emotional development.
- Community should be made to realise the long term damage caused to society by non-participation of females in the local democratic institutions. Participation of females in planning welfare programmes is important for their development and also for the growth of the nation.
- Children should be taken to Panchayat meetings to show the participation of male and female members.
- Community should be motivated to practice the laws made in favour of girls.
- Parents should be made to understand that boys and girls are equal participants in the national development. Hence they should be given equal opportunities for mental and physical development.
- Community should be sensitized to the far reaching impact of social problems on the overall development of the nation and need for equal co-operation of men and women in overcoming these problems.
- Community should also be made aware of the importance of national integration.

2.4 Language Teaching (English, Hindi)

2.4.1 English (Classes VI-VIII)

Rationale

The syllabus in English should be geared to the needs of the students and should take into account the structure of the discipline and the position of English in the socio economic and cultural life of the region.

Overall Objectives

The teaching and learning of English should contribute materially towards the realisation of the larger goals of education:

1. which are enshrined in our Constitution i.e. development of a pluralist and open society which is democratic, socialist and secular in nature;
2. which take into account the various elements of the common core such as the promotion of values like equality of sexes, protection of the environment, removal of social barriers and inculcation of scientific temper; and
3. which are envisaged in the national system of education i.e. learner-centered rather than teacher-centered approach in the transaction of the curriculum.

Specific Objectives

The specific objectives of teaching and learning English are spelt out in terms of language abilities of listening, speaking, reading and writing. The four basic language abilities vary from course to course and from stage to stage in degrees of attainments. Each ability comprises hierarchy of graded competencies which range from the most elementary to the highly sophisticated. The grammatical and lexical items used for developing language abilities vary from class to class.

Focal Points in the Teaching Learning Situations

Teachers should not give any reference to women that denigrate their status. They should take care to play down all such references in the existing readers and endeavour to put things in the correct perspective. The teachers should refer to the biographies of women such as freedom fighters, social workers, explorers, scientists,

doctors, engineers, teachers, sportswomen etc. In addition to this a few accounts of other women like office workers, farm workers, housewives should also find place. Proper emphasis on the role of such women should be laid in the teaching programme. The contributions of women writers, poets, and novelists should be given their due place.

The legal right of women should be emphasised to sensitize boys and girls to the changing social context. Women should be viewed not in isolation but as an integral part of the total human situation. The conventional myths about the coordination of Indian womanhood which are drawn largely from the images of middle class should be exploited.

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.

In projecting the desired status of women in society care should be taken to generate a spirit of cooperation, 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 re-marriage.

<i>Knowledge</i>	<i>Activities</i>
* grasps meaning of words and sentences from the context.	Use of the words like man handle which are difficult to substitute as human handle or person handle should be avoided.
* understands the total underlying meaning in the context.	Teachers should help girls and boys to appreciate the roles of males and females in the society with equal respect.
* locates significant details	Girls and boys should be equally encouraged to take initiative for participation in class room activities.
* follows sequence of ideas, facts, etc.	
* predicts outcomes	
* responds to the passage read	Teaching-learning processes should focus on the development of decision-

<i>Knowledge</i>	<i>Activities</i>
* comprehends non-prescribed materials	making and problem solving abilities in girls as well as boys. Girls should be given equal attention.
* acquires the ability to use a suitable dictionary	Girls and boys should feel free to mix up with each other while planning and implementing various activities in the school.
Writing Ability	
The students	
* masters the mechanics of writing	Girls and boys should be encouraged to write paragraph, letters, simple narrations, anecdotes and descriptive paras on current problems of women. The students should be encouraged to express their view points freely. The teachers should make efforts to develop in the students a healthy outlook towards life. Boys and girls should view each other in the co-operative model.
* spells words correctly	Boys and girls should also be encouraged to write imaginative stories, events, suggesting solution to the problems being faced by the girls.
* uses appropriate vocabulary and grammatical items	Pictures and illustrations showing participation of women non-traditional profession may be displayed on the walls to acquaint and familiarise students with fast changing roles of women in the society.
* writes paragraphs, letters simple narrative and descriptive pieces.	The children should imbibe the idea that all activities at home or outside the home are gender neutral.
	Teacher should see that newspapers are made available to the students for reading. The teachers should help in

Knowledge	Activities
<p>* displays imagination in writing controlled and free compositions like stories, events and processes.</p>	<p>comprehension of the news items which are of interest to the girls and boys.</p> <p>Special efforts may be made to develop communications skill in the girls. They should be encouraged to assert their rights in the school situations. They should be made to understand that shyness and passive behaviour in them in the presence of males is no more a positive point in the present social context. They should be encouraged to be bold, courageous and self reliant in life.</p>

24.2 हिन्दी पाठ्यक्रम (कक्षा 6 से 8)

भूमिका

विद्यालयों में हिन्दी भाषा का अध्यापन मातृभाषा तथा द्वितीय भाषा/तृतीय भाषा-दोनों रूपों में किया जाता है। मातृभाषा के रूप में हिन्दी-शिक्षण तथा द्वितीय भाषा के रूप में हिन्दी-शिक्षण प्रविधि में निश्चित रूप से भेद का होना आवश्यक है। जहां मातृभाषी बच्चा हिन्दी का व्यवहार स्वाभाविक परिवेश में प्रारम्भ कर देता है, वहां द्वितीय भाषा के रूप में हिन्दी सीखने वाला छात्र इसे सायास सीखता है, भाषिक संरचनाओं का ज्ञान प्राप्त करता है तथा निरन्तर अभ्यास द्वारा भाषिक-कौशलों पर दक्षता प्राप्त करता है। यही कारण है कि पाठ्यपुस्तकों का निर्माण करते समय इस बात पर विशेष बल दिया जाता है कि मातृभाषा के रूप में हिन्दी पढ़ाते समय भाषिक-कौशलों के विकास के साथ-साथ हम शिक्षार्थियों की चिंतन-क्षमता के विकास को अधिक संपुष्ट करें। शिक्षार्थी के अन्दर साहित्य के रसास्वादन सौन्दर्य-प्रियता की भावना का विकास, कल्पना एवं सृजनात्मक-शक्ति का विकास कर सकें। इसके विपरित हम द्वितीय भाषा के रूप में हिन्दी सीखाते समय भाषिक-कौशलों तथा व्याकरणिक संरचनाओं पर विशेष बल देते हैं। यहां साहित्यिक विधाएं एक माध्यम के रूप में ही प्रयुक्त होती हैं, जिनका प्रमुख उद्देश्य छात्र के अन्दर भाषिक योग्यताओं का विकास करना होता है।

आज वर्तमान शिक्षा-पद्धति का जो स्वरूप निश्चित हो रहा है, वहां पाठ्यपुस्तकों के अतिरिक्त पूरक-सामग्री के रूप में पुस्तकों तथा दृश्य-श्रव्य सामग्री के प्रयोग पर भी बल दिया जा रहा है और इस दिशा में योजनाएं भी बनाई जा रही हैं। आज परम्परागत पाठ्यपुस्तकों का स्वरूप बदलने पर भी बल दिया जा रहा है, जहां पाठ की समाप्ति पर मात्र कुछ प्रश्नों की सूची ही नहीं दी जा रही बल्कि अभ्यास के रूप में "पढ़ो और बोलो", "पढ़ो और समझो", "संरचना अभ्यास", "बोध प्रश्न" आदि विविध प्रकार के अभ्यासों पर बल है। इसके अतिरिक्त "योग्यता-विस्तार" शीर्षक के अन्तर्गत कुछ ऐसे क्रियाकलाप करवाने पर बल है, जिससे छात्र-छात्राओं में स्वयं कुछ कर सकने की योग्यता का विकास हो सके तथा कक्षा में किये जाने वाले क्रिया-कलापों को वे अपने दैनिक-जीवन से जोड़ सकें। कुल मिलाकर आज भाषा शिक्षण का लक्ष्य शिक्षार्थी का संवागीण विकास करना है। अध्यापक के रूप में यदि हम शिक्षार्थी में चिंतन-क्षमता जाग्रत कर सके, शिक्षण के माध्यम से उन्हें अपने समाज और संस्कृति से जोड़ सकें, तभी आज की बदलती शिक्षा का लक्ष्य पूरा हो सकेगा।

आज समाज में पुरुष और महिलाओं की जीवन के विविध क्षेत्रों में "समता" पर बल है, इसीलिए पाठ्यक्रम में इस बात की आवश्यकता पर पर्याप्त बल दिया जा रहा है कि पाठ्यक्रम में नारी के सामाजिक दायित्वों तथा उसकी पारिवारिक, सामाजिक, राजनैतिक, आर्थिक स्थिति को उद्घाटित किया जाए। विशेषरूप से नारी की प्रतिष्ठा, उसमें स्वावलंबन की भावना एवं उसके स्वतंत्र व्यक्तित्व के विकास पर विशेष रूप से बल दिया जाए। जो पाठ्यपुस्तकें आज हमें उपलब्ध होती हैं, उनमें इन पक्षों पर या तो विचार ही नहीं किया गया या नाममात्र उल्लेख है, जो अपने आप में इस उद्देश्य तक पहुँचने में असमर्थ है। यहां शिक्षक के रूप में हमारा दायित्व हो जाता है। दी गई पाठ्यसामग्री को हम इस तरह प्रस्तुत कर सकते हैं जिससे स्त्री-पुरुष समानता के

प्रति हम बालक-बालिकाओं में जागरूकता पैदा कर सकते हैं। बालिकाओं पर अपेक्षाकृत अधिक ध्यान देकर, उनमें आत्मविश्वास की भावना जगाकर हम बालिकाओं के लिए निर्धारित किए गए मानदण्डों को अपनी पाठ्यसामग्री के माध्यम से बदल सकते हैं। जो संस्कार बालिकाओं में बचपन से ही डाल दिए जाते हैं कि वह कम बोलें, बहस न करें, ऊँचा न बोले। इन मूल्यों को आज बदलने की आवश्यकता है, तभी आधुनिक समाज में महिलाओं एवं पुरुषों के लिए हम एक ही मानदण्ड निर्धारित कर सकें।

प्रस्तुत शिक्षक-संदर्शिका का प्रमुख उद्देश्य यही है कि हम शिक्षकों में यह भावना पैदा कर सकें, जिससे वे कक्षा-अध्यापन से लेकर शिक्षण-सामग्री के चयन तक में नारी की प्रगति पर विशेष बल दें। इस प्रक्रिया के दौरान समाज में पुरुष के समान नारी को प्रतिष्ठा मिल सके, समाज में उसके प्रति सम्मान की भावना जाग्रत हो सके तथा उसे स्वावलंबी बनाने के लिए उसे समान अवसर दिये जा सकें। उपर्युक्त उद्देश्य को प्राप्त करने के लिए निम्नलिखित योजनाओं को कार्यान्वित करने की आवश्यकता है :

1. महिला रचनाओं की कृतियों का संचयन।
2. महिलाओं की समस्याओं से संबंधित सामग्री का निर्माण और संचयन।
3. जीवन के विभिन्न क्षेत्रों में आधुनिक नारी के योगदान से संबंधित क्रियाकलापों का सूचीकरण।
4. इस क्षेत्र से संबंधित पूरक सामग्री का निर्माण जो विशेष रूप से विभिन्न क्षेत्रों में महिलाओं के महत्वपूर्ण योगदान को प्रदर्शित करें।
5. बदलते परिवेश में लिंग-भेद दर्शाने वाली सामग्री का प्रयोग न करने पर बल तथा ऐसी शब्दावली एवं सामग्री का निर्माण, जो लिंग-भेद को मिटाने पर बल दे।
6. पाठ्यपुस्तक निर्माताओं में यह चेतना पैदा करने पर बल, जिससे संबोधन शब्दावली का प्रयोग करते समय, प्रश्नों का स्वरूप निर्धारित करते समय वे संबोधन के रूप में पुलिंग रूप ही न रखें बल्कि ऐसा रूप रखें, जो लिंग-भेद से अलग हो।

जैसे : "यदि तुम पक्षी होते तो क्या करते" पुलिंग संबोधन के स्थान पर इसी विषय को भिन्न रूप में प्रस्तुत किया जा सकता है। जैसे :

"तुमने पक्षी का जीवन क्यों चुना"

इसी प्रकार निम्नलिखित प्रश्न का स्वरूप बदला जा सकता है। जैसे :

प्रश्न : किसी ऐसे व्यक्ति के बारे में बताओ, जिसके व्यवहार से तुम प्रभावित हुए हो

रेखांकित वाक्य के स्थान पर यह विकल्प हो सकता है :

"जिसके व्यवहार ने तुमको प्रभावित किया हो"

इसी प्रकार निबंध-लेखन के लिए विषयों का चुनाव करते समय इस प्रकार के विषय न लिए जाएँ जो केवल पुरुष-प्रधान समाज को कम्त करें।

जैसे :

मेरा प्रिय कवि

मेरा प्रिय उपन्यासकार

मेरा प्रिय खिलाड़ी

उपर्युक्त विषयों के स्थान पर निम्नलिखित विषयों पर निबंध-लेखन करवाया जा सकता है :

- मेरा प्रिय काव्य/मेरी प्रिय काव्य-रचना।
- मेरा प्रिय उपन्यास।
- मेरा प्रिय खेल आदि।

उपर्युक्त उद्देश्यों की पूर्ति के लिए शिक्षण-सामग्री द्वारा कुछ जीवन-मूल्यों को स्थापित करने पर भी बल है जैसे :

- श्रमनिष्ठा
- सच्चाई
- आत्मनिर्भरता
- चरित्र-निर्माण
- देश-प्रेम
- न्याय और समानता
- साहसिकता
- सहानुभूति
- नेतृत्व की भावना
- उत्तरदायित्व की भावना
- आत्मानुशासक
- जनतंत्रिकता और समाजवाद
- धर्मनिर्पेक्षता
- विश्वबंधुत्व की भावना आदि।

उपर्युक्त जीवन-मूल्यों के माध्यम से बालिकाओं को विशेषरूप से इस योग्य बनाना है कि वे आज के इस बदलते परिवेश में अपना एक स्थान बना सकें। इसी उद्देश्य को लेकर इस शिक्षक-संदर्शिका का निर्माण किया जा रहा है। यह अन्य शिक्षक-संदर्शिकाओं से इस रूप में भिन्न है कि इसमें शिक्षक से यह अपेक्षा की जा रही कि जो पाठ्य-सामग्री पहले से विद्यमान है, उसको इस रूप में प्रस्तुत किया जाए जिससे लिंग-भेद जैसी सामाजिक विषमताएँ उभर कर सामने आ सकें। साथ ही जब तक अन्य पाठ्यसामग्री प्रकाश में नहीं आ जाती या जब तक हमारी पाठ्यपुस्तकों का स्वरूप नहीं बदलता, तब तक शिक्षक का कर्तव्य हो जाता है कि वे अपनी शिक्षण पद्धति का इस रूप में विकास करें जिससे उपर्युक्त जीवन-मूल्यों के प्रति शिक्षार्थियों में चेतना का भाव पैदा हो सके।

प्रस्तुत संदर्शिका में बालिकाओं के सर्वांगीण विकास पर पर्याप्त बल दिया जा रहा है, परन्तु इसका यह तात्पर्य कदापि नहीं है कि बालकों के सर्वांगीण विकास की अवहेलना की जा रही है। बालिकाओं पर बल इसलिए है कि आज तक हमारी शिक्षा पद्धति में इस रूप में इन बिन्दुओं पर विचार ही नहीं हुआ है। अतः एक बने-बनाये ढाँचे में से अपने को बाहर निकालने के लिए हमें हर क्षण अपने को ही इस दिशा की ओर प्रवृत्त करना होगा। यदि हम विद्यालय का परिवेश इस दिशा की ओर मोड़ पाएँ तथा बालिकाओं में यह प्रवृत्ति जगा पाएँ और उनके अन्दर आत्मविश्वास का भाव पैदा कर सकें तब बालिकाएँ ही परिवार तथा समाज में स्वयं परिवर्तन ला सकेंगी, और यही इस संदर्शिका का मुख्य उद्देश्य भी है।

ज्ञान दक्षता	विद्यालय संबंधी क्रियाएँ	समुदाय संबंधी क्रियाएँ
सुनने और बोलने की योग्यताएँ	<ol style="list-style-type: none"> 1. शिक्षक द्वारा छात्र/छात्राओं के प्रति समान वार्तालाप हो, सम्मानजनक वाक्यों का प्रयोग हो जो किसी लिंग विशेष को लक्षित न करते हों। 2. छात्र/छात्राएँ परस्पर सम्मानपूर्वक वार्तालाप करें व कोई किसी एक की भावना को ठेस न पहुँचाए। 3. छात्राओं की सुप्त-प्रतिभाओं को जागृत कराने हेतु तथा उनमें पलित कुंठाग्रस्त भावनाओं के निवारण हेतु समय-समय पर वाधन, भाषण, वाद-विवाद प्रतियोगिताओं का आयोजन शिक्षकों द्वारा विद्यालयी स्तर पर हो। 	<p>लड़कों-लड़कियों के प्रति अभिभावकों व पड़ोसियों का समान रूप से सम्मानजनक वाक्यों का प्रयोग किया जाए</p> <p>घर पर भाई-बहन व पास पड़ोस के लड़के-लड़कियों का आपस में समान व्यवहार हो।</p> <p>मुहल्ले व परिवार में समारोह व उत्सवों में दोनों को भाग लेने के समान अवसर दिए जाएँ।</p>
पठन योग्यताएँ	<p>— कक्षा में अनुकरण वाचन के अंतर्गत छात्र-छात्राओं को समान अवसर प्रदान कराएँ जाएँ।</p> <p>— अनुकरण वाचन के अंतर्गत छात्राओं के प्रयास को सराहा जाय।</p> <p>— छात्राओं की संकोची प्रवृत्ति के निवारण हेतु शिक्षक को चाहिए कि वह छात्राओं को प्रश्न पूछने हेतु प्रेरित करे व शंकाओं का निवारण करे।</p> <p>— अध्यापक द्वारा छात्र-छात्राओं</p>	<p>अभिभावक बालिकाओं व बालकों की शंकाओं का समाधान समान रूप से करें।</p>

ज्ञान दक्षता

विद्यालय संबंधी क्रियाएँ

समुदाय संबंधी क्रियाएँ

का प्रत्येक क्षेत्र में यथा प्रशासन, विज्ञान, राजनीति, कविता, पर्वतारोहण जैसी चुनौती-पूर्ण कार्य करने वाली नारियों के जीवन से मिली प्रेरणा का प्रस्तुतीकरण किया जाय।

- समाचार-पत्रों में दर्शाए गए नारी संबंधी समाचारों का यथायोग्य मूल्यांकन किया जाये जो छात्रों में नारी के प्रति सम्मान व छात्राओं को स्वयं में साहस को जन्म दे ऐसे समाचारों का छात्राओं द्वारा मूल्यांकन कर उन्हें सभा में पढ़वाया जाय।

अभिभावक बालक-बालिकाओं को समाचार पत्र पढ़ने, दूरदर्शन देखने हेतु समान रूप से प्रोत्साहित करें।

देखने की योग्यताएँ

- अध्यापक छात्र/छात्राओं को नारी के प्रति दृष्टिकोण व नारी संबंधी समस्याओं के प्रति स्वस्थ दृष्टिकोण उत्पन्न करने हेतु प्रोत्साहित करे।

अभिभावकों को नारी संबंधी समस्याओं के प्रति परिवार में स्वस्थ दृष्टिकोण बनाना चाहिए।

- शिक्षक बालक-बालिकाओं में पत्र व्यवहार द्वारा अधिकारी गणों को नारी संबंधी समस्याओं, शिकायतों, सुझावों को सूचित करने की योग्यता उत्पन्न करे।

अभिभावक ऐसे पत्र-लेखन को प्रोत्साहित करे जो नारी संबंधी समस्याओं के प्रति ध्यान आकर्षित करें यथा (बाल-विवाह, दहेज-प्रथा आदि)

- शिक्षक विद्यालय पत्रिका में छात्राओं द्वारा रचित कविताओं, लेखों, अनुच्छेदों को अधिकाधिक प्रकाशित करें व अन्य छात्राओं को प्रोत्साहित करने हेतु प्रार्थना सभा में उनके कार्यों का

ज्ञान दक्षता	विद्यालय संबंधी क्रियाएँ	समुदाय संबंधी क्रियाएँ
	समय-समय पर उल्लेख किया जाय।	
	— विद्यालय में समय-समय पर निबंध लेखन, अनुच्छेद लेखन व सुलेख-प्रतियोगिताओं का आयोजन हो उनमें छात्राओं का प्रतिनिधित्व यथायोग्य हो व विद्यालय की प्रार्थना सभा में उन्हें सराहा जाय।	परिवार में बालिका के प्रशासनीय कार्यों को खूब सराहा जाय।
चिंतन की योग्यताएँ	— कक्षा में लैंगीय समानता संबंधी विचारों को प्रोत्साहित करें। जीवन संबंधी समस्याएँ, सामुदायिक समस्याओं तथा समान अवसर संबंधी समस्याओं को प्रस्तुत किया जाए व उनके चिंतन के लिए प्रोत्साहित करें जिससे समस्याओं के समाधान लड़कियाँ व लड़के स्वयं प्रस्तुत कर सकें।	अभिभावकों का दायित्व है कि वे सामाजिक समस्याओं के चिंतन में पुत्रियों व पुत्रों को समान रूप से भाग लेने दें।
	— शिक्षक छात्रों में समान कार्य हेतु समान वेतन जैसे बिंदुओं पर चिंतन करवाए।	अभिभावकों द्वारा भी समान कार्य के लिए समान वेतन जैसे बिंदु को प्रोत्साहित किया जाए।
	— व्यवसायिक शिक्षा के अर्न्तगत लिंग आधारित व्यवसायिक शिक्षा को नकारा जाय व छात्र-छात्राओं दोनों के लिए एक जैसे शिक्षण क्षेत्रों का चयन किया जाय।	अभिभावक दोनों के लिए समान शिक्षण क्षेत्रों का चयन करें।
	— विद्यालय संबंधी क्रियाएँ शिक्षक छात्रों व्यक्तिगत व क्षेत्रीय नारी समस्याओं से	नारी की व्यक्तिगत समस्याओं व क्षेत्रीय समस्याओं के प्रति बालक-बालिकाओं को

ज्ञान दक्षता	विद्यालय संबंधी क्रियाएँ	समुदाय संबंधी क्रियाएँ
	अवगत कराए व उनके निवारण हेतु विचारों को (लड़के-लड़कियों द्वारा) सामूहिक तौर पर आमंत्रित किया जाए।	सामूहिकरूप से आमंत्रित किया जाय।

Appendix I

Recommendation of the National Seminar on the 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 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 the 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 emphasised.
 - VII. Systematic understandings and campaigns against all practices degrading sexes in matrimony e.g. dowry and bride price must be organised.
 - VIII. The concept of consumerism leading to women becoming prosperity symbol must be rejected and need-based consumption must be emphasised.
 - XI. 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 projected.
- 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 a productive economic activity, there by 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 womenfolk is as important as menfolk.

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 civilisation 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 a 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. The 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. Obscurtism 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 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 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 other 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 scrutinised 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, statesmen and scientists should be included.
3. The various myths about the subordination of Indian women drawn from images of middle class should be exploded. If reality about the bulk of the women about the Indian country side 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 the AIWC 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 cooperation with the other sex and not of confrontation. While cooperation, 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 artistes 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

Background Material for Development of Handbook English VI, VII and VIII

1. Home Management is a joint responsibility of both the sexes.
 2. Equality between the sexes should find place in class room and also in the school environment.
 3. Teaching-learning of English must develop a sense of participation and empowerment of the girls in the class rooms.
 4. Legal rights of women should be projected and stigma attached to spinsterhood, widowhood and divorced situations should be discarded.
 5. Efforts made by Social Reformers and corporate bodies like AIWC, YWCA, University Graduate Women's Association towards improving the lot of women should be projected.
 6. Conventional myths regarding the subordination of Indian women which are largely drawn from images of middle class should be exploded.
1. The Listening Ability — The teacher should make girls feel secure and comfortable so that they develop concentration and acquire ability to listen and understand the meaning of words, phrases etc.
 2. The Speaking Ability — Ample opportunity should be provided to girls to discuss and participate actively in the answering of questions, raising appropriate questions and recitation. This must result in girls' shunning shyness.
 3. The Reading Ability — Reading aloud by girls should be encouraged and they must be made to practice reading out their own sentences as well. This will help girls to feel empowered.
 4. The Writing Ability — Girls should be encouraged to write paragraphs, letters, simple narrations and descriptive pieces on the current problems of women asserting their own view points.
 5. — Girls must be encouraged to write imaginative stories, events, processes suggesting solution to the problems facing girls.

Activities Reinforcing Equality between the Sexes

English is generally taught as a second language in Indian schools. The English teacher must look upon the school children just as students and not as boys and girls discriminating on the ground of sex. The following are some of the points which the teacher should keep in mind while teaching English.

1. Effective pictures and illustrations be shown to the children who are mostly from rural India that women is not merely a mother but she can be a teacher, a doctor, a professor, an engineer, an administrator, a politician, a diplomat, a captain of a ship, a pilot of a plane, a social reformer or a social worker like Mother Teresa, a freedom fighter, a lover of wild animals, etc. The pictures and illustrations showing the women in the above capacities should abound on the walls of classrooms and in the textbooks, as well as the Supplementary Readers.
2. The teacher of English should guide and teach the students through visual aids like pictures, puppets depicting women working in the fields as hard as men, working in the hospitals side by side with the members of the other sex, working in factories side by side with men facing and handling heavy and dangerous machines for long hours, attending to the household duties, such as lifting water from a well, cutting fuel, washing clothes in cooperation with men-folk in addition to mere buying things in the market.
3. The teacher should graphically describe to the students how women participate in sports and games in Olympics, TV sets may be made use of in this respect.
4. The textbooks should consist of lessons and pictures illustrating women working actively with men in Defence Forces, like the Air Force, the Navy and the Army as doctors, engineers etc.
5. The teacher should on occasions invite women writers, artists, musicians and such other talented personalities to talk to them or give performance before them showing their talent.
6. There must be provision for newspapers, radio, television etc. through which the different roles of women alongwith men can be displayed.
7. Above all, textbooks should not contain anything discriminatory or derogatory to women.
8. Last but not the least, the teachers should rise to the occasion to set right the prejudices that may raise their ugly heads in the lines of the textbooks.

हिन्दी मातृभाषा (कक्षा 6-7-8)

महिला-समानता लक्ष्य के लिए शिक्षण उद्देश्य

1. बालक-बालिकाओं में समानता की भावना उभारी जाए।
2. विभिन्न कार्य क्षेत्रों में, व्यवसायों में स्त्री-पुरुष को समान अवसर प्रदान करने पर बल दिया जाए।
3. आत्म विश्वास एवं आत्म निरर्भता को विकसित करने के लिए सशक्त और समर्थ महिला पात्रों को उभारा जाए।
4. बालिकाओं में स्वाभिमान की भावना को जागृत किया जाए।
5. पारस्परिक सम्मान एवं सहयोग की प्रवृत्ति को उभारने के लिए अन्धविश्वास और रूढ़िवाद तथा कुंठित परम्पराओं को नकारा जाए।
6. छात्राओं के शारीरिक, मानसिक एवं भावात्मक विकास के लिए अनुकूल अवसर प्रदान किए जाएँ।
7. परिवार में बालिकाओं के स्थान और स्थिति को सोहार्दपूर्ण तथा सहानुभूतिपूर्ण दृष्टिकोण से दर्शाया जाए।
8. सामाजिक, आर्थिक, राजनैतिक तथा वैयक्तिक स्तर पर नारी के योगदान को सराहा जाए तथा समान अवसर का लाभ दर्शाया जाए।

महिला की भावना का विकास-मातृभाषा शिक्षण द्वारा

1. ऐसे पाठ तैयार किए जाएँ जिनमें जीवन की विविधता को दिखाकर हर स्तर और स्थिति में बालिकाओं का योगदान पुष्ट किया जाए।
2. स्थानीय क्षेत्र की महिलाओं, कृषक, मजदूर, आदिवासी नारियों के श्रम, साहस और रचनात्मक कार्य को प्रस्तुत किया जाए।
3. प्रस्तुतीकरण में नारी जीवन के प्रसंगों और उनकी महान घटनाओं को सरल शैली और सहज भाषा में रोचक ढंग से लिखा जाए।
4. यह समानता घर-परिवार के वातावरण से ही शुरू हो जानी चाहिए।
5. लोक-गति व ग्राम्य गति जिनमें लोक जीवन के माध्यम से नारी-पुरुषों की समानता प्रकट होती है और जो सांस्कृतिक और श्रमसाध्य जीवन को उजागर करते हैं सम्मिलित किए जाएँ।

कक्षा 6-7-8

विषय वस्तु

सुनने और बोलने की योग्यताएं

कक्षा गत प्रक्रियाएँ

— कक्षा के वातावरण को स्वाभाविक रूप देने का प्रयास किया जाए जिससे बालिकाएँ उस वातावरण

में नैसर्गिकता का अनुभव करे और असमानता से कुंठित ना हों।

पठन योग्यताएं

— बालिकाओं में अपनी शंका प्रकट करने तथा प्रश्न पूछने की सामर्थ्य उत्पन्न हो जिससे कथित उद्येश्य निर्धारित हो।

लिखने की योग्यताएं

— बालिकाओं को पठन में बराबर अवसर प्रदान किए जाएँ जिससे वे अपने अन्दर आत्मविश्वास बढ़ा सकें। यह आत्मविश्वास उत्तरोत्तर बढ़ाया जाए।

— लड़के और लड़कियों में महिलाओं की समस्याओं, स्थिति और उसमें सुधार संबंधी संवादों पर लेख लिखने का प्रचलन किया जाना चाहिए।

— लड़कियों द्वारा रचित अच्छे निबन्ध, कथानक, भित्तिपट पर प्रदर्शित किया जाना चाहिए।

— कक्षा स्तर पर आयोजित प्रतियोगिताओं में लड़कियों की कृतियों को विशेष उल्लेख मिलना चाहिए।

चिन्तन की योग्यताएं

— कक्षा में विचार आधारित समस्याएं प्रस्तुत करते समय महिला-एकता संबंधी विचार को उद्बोधित किया जाए जिससे उसके अर्थ को चिन्तन के माध्यम से लड़के-लड़कियों समझें।

— समस्या निवारण/समाधान का व्यक्तिगत और सामूहिक ढंग से समाधान का प्रयास करें। समस्या दैनिक जीवन स्थानिय आधार पर निर्धारित की जाए।

कक्षा-इतर विद्यालयी कार्यक्रम

1. प्रातःकालीन सभा

1. प्रार्थना स्थल पर खड़े और बैठने का क्रम लड़के और लड़कियों का मिला जुला होना चाहिए।
2. आज का विचार-नारी लेखिकाओं के द्वारा वर्णित नारी जीवन का उदात्त स्वरूप प्रतिपादन करना।
3. नारी प्रतिष्ठा के सम्बन्ध में महापुरुषों के कथन।
4. महिलाओं के उल्लेखनीय जीवन चरित्र और उनके प्रमुख कार्यों का वर्णन।
5. प्रबुद्ध महिला अतिथियों तथा प्रमुख समाजसेवी व्यक्तियों से परिचय कराया जाये और समय समय पर उनके भाषण कराए जाएं।

2. सदन विभाजन और उनका नामकरण

सदन विभाजन छात्र-छात्राओं दोनों के लिए सम्मिलित हो। प्रसिद्ध महिलाओं के नाम पर

बनाए गये सदन में छात्रों को सम्मिलित किया जाये और प्रसिद्ध महापुरुषों के नाम पर बने हुए सदनों में छात्राओं को सम्मिलित किया जाये।

3. सभाकक्ष एवं अन्य कक्षों की सज्जा

1. विभिन्न क्षेत्रों की प्रसिद्ध महिलाओं और महापुरुषों के चित्र सभाकक्ष एवं अन्य उपयुक्त कक्षों में लगाये जायें। इन्हें बालक बालिकाएं मिलजुल कर लगायें।
2. सुभाषित वचनों का उल्लेख और प्रदर्शन चार्टों के द्वारा किया जाये।
3. नर-नारी की समान क्षमता एवं योगदान सम्बन्धी प्रसंग चार्टों पर दिग्दर्शित किए जायें।

4. प्रतियोगिताएँ

1. नर-नारी हैं एक समान-विषयों पर प्रसिद्ध वाक्यों, सुलेखों और लघु कथाओं के चयन की प्रतियोगिताओं का आयोजन किया जाये।
2. सभाषित प्रतियोगिताओं का आयोजन हो।
3. समस्यामूलक सर्वनात्मक अभिव्यक्तियों की प्रतियोगिताएं आयोजित हों।
4. पाठ प्रस्तुति प्रतियोगिताएं सम्पन्न कराई जायें।

अन्य कार्यक्रम

कविसभा-कवि और कवित्रियों की रचनाओं का पाठ और उनका अभिनय।

समस्या नाटकों का मंचन।

पत्रिका संपादन-इसके अंतर्गत हस्तलिखित पत्रिका निकाली जा सकती है। विशेषांक निकाले जा सकते हैं। शिक्षा अभिभावक गोष्ठियों का आयोजन किया जाये जिनमें नारी सम्बन्धी ज्वलंत समस्याओं पर विचार विनिमय हो।

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

Mathematics (Classes VI, VII and VIII)

1. The teaching learning of mathematics at the Upper Primary stage enables the pupil to develop awareness of the need for observance of small family norm, removal of social barriers, elimination of sex biases;
2. General awareness of the various measures taken and being taken by the Government and other agencies for the socio-economic development concerning girls and the results of the same;
3. Abilities to read and interpret data from statistical graph exhibiting situation of the girl child;
4. Appreciation of equality of opportunity in all walks of life leading to the realization of the responsibility of equal participation in the development of the nation;
5. Habit of regular saving from the income and appropriate to investment safeguard the future of the family;
6. Awareness of the proper age for marriage and child birth and logical thinking so as to discover the evils of dowry system, bride price, expenses in death ceremonies.
7. Appreciation of the idea that both the sexes have equal rights in the family property.
8. The value of minimization of domestic extravagance and allurements of gold and silver as personal hoardings;
9. Self reliance and decision making by girls.

Mathematics VI, VII and VIII

Knowledge	Objectives	In the School	Outside the School
Natural numbers and whole numbers, simple properties of divisibility through patterns such as	1. The teaching learning of mathematics at the Upper Primary stage enables the pupil to	Problems to be developed for the textbook.	

Knowledge

1. If a number is divisible by another number then the first number is divisible by every factor of the second number.
2. If a number is divisible by each of the two or more co-prime numbers, it must be divisible by their product.
3. If a number is a factor of each of two or more given numbers, it must be a factor of their sum.
4. If a number is a factor of each of two given numbers, it must be a factor of their difference.

- develop awareness of the need for observance of small family norm, removal of social barriers, elimination of sex biases.
2. General awareness of the various measures taken and being taken by the Govt. and other agencies for the socio-economic development concerning girls and the results of the same.
3. Abilities to read and interpret data from statistical graphs exhibiting situation of the girl child.
4. Appreciation of equality of opportunity in all walks of life leading to the realization of the responsibility of equal participation in the development of the nation.
5. Habit of regular saving

from the income and appropriate investment to safeguard the future of the family.

6. Awareness of the proper age for marriage and child birth and logical thinking so as to discover the evils of dowry system, bride price, expenses in death ceremonies.
7. Appreciation of the idea that both the sexes have equal rights in the family property.
8. The value of minimization of domestic extravagance and allurement of gold and silver as personal hoardings;
9. Self reliance and decision making by girls.

Sciences

1. Basic knowledge and skills in Science are equally required and applied by men and women.
2. Biological differences should not reflect inequalities.
3. Need based provision of food for the members of family.
4. All members of the community are responsible for the maintenance of balance of nature.
5. Need based consumption and judicious use of natural resources to be emphasised in the context of environmental protection and support to men and women.
6. Need for imbibing scientific attitude is essential for both men and women.
7. Equal opportunity for development of potentials has to be provided to boys and girls.
8. Awareness generation of occupational hazards and the means of alleviating them amongst boys and girls.
9. Men and women share equal responsibility in checking population explosion.
10. The perception and appeal of colours is culture bound. It has nothing to do with sexes.
11. The use of electricity and electrical gadgets is the joint responsibility of the family members.
12. Given an equal opportunity women can contribute as much to Science as men.
13. Basic complementarity of bi-sexual reproduction should be emphasized.
14. Social taboos and misconceptions regarding female physiology need be exploded.
15. Heredity is determined by both the parents.

Sciences

Knowledge	Values / Objectives	Activity inside the school	Activity in the Community
Science in every day life	Basic knowledge and skills in Science are equally required and applied by men and women.	VI, VII & VIII Textbooks shall bring out various facets of Science that are applicable to everyday	

life; rather everyday life is full of opportunities from where illustrations of use of Science can be called out.

Such illustrations must be selected by the teachers that are commonly available for both boys and girls in the location, so that girls are not left out from the experiential level.

Textbooks shall delineate the structure and functions of the living bodies including the functions of the reproduction. The special case of the female reproductive system for better future progeny is to be explained.

Teachers will highlight the role of parents in nurturing equality between boys and girls from the viewpoint of complementarity of the bisexual reproduction.

Community has to be made aware and

Biological differences should not reflect inequalities
Basic complementarity of bisexual reproduction should be emphasized.

Social taboos and misconceptions regarding female physiology need be exploded.
Heredity is determined by both, the parents.

Need based provision of food for the members of family

Structure and function of the living body

Judicious use of energy

Textbooks shall handle the basic questions of source,

<i>Knowledge</i>	<i>Values/Objectives</i>	<i>Activity inside the school</i>	<i>Activity in the Community</i>
<p>Life processes, unisexual and bisexual reproduction</p>	<p>Need based consumption and judicious use of natural resources to be emphasized in the context of environmental protection and support to men and women.</p> <p>The use of electricity and electrical gadgets is the joint responsibility of the family members.</p>	<p>types and variations in the energy system. Boys and girls require energy for their systems and they have to know about various sources of energy. However, requirement of energy varies from system to system. It is not a question of inequality like women's requirement of energy grows with the expectant, petruent and weaning motherhood. Children need more energy when they are growing up. Renewable sources of energy have to be illustrated.</p>	<p>conscious of the energy requirement of all members including the old and the infant; males and females. Children have a differential at their growing age.</p>
<p>Men and women share equal responsibility in cleaning population explosion.</p> <p>Basic complementarity of bisexual reproduction should be emphasized.</p>	<p>Textbooks have to be more specific about the role and responsibility of women including the specific role men in the reproductive process. The sex of the child is determined by the chromosomes of the father and this should be specified. It is not that female system is respon-</p>	<p>Textbooks have to be more specific about the role and responsibility of women including the specific role men in the reproductive process. The sex of the child is determined by the chromosomes of the father and this should be specified. It is not that female system is respon-</p>	<p>Textbooks have to be more specific about the role and responsibility of women including the specific role men in the reproductive process. The sex of the child is determined by the chromosomes of the father and this should be specified. It is not that female system is respon-</p>

Plants and animals affect human life in many ways, harmful and useful, plants of economic imperative-wild and cultivated; useful animals; animal products from wild and domesticated animal (ivory, lac, horn, lime pearls, leather, honey etc.)

Potentials of equal opportunity for development of potentials has to be provided for boys and girls. Awareness generation of occupational hazards and the means of alleviating them amongst boys and girls. Given an equal opportunity women can contribute as much to Science as men.

sible for the determination of the sex of the child, women have not to be made responsible for giving birth to only girls.

Since the earliest women protected animals and discovered agriculture, this fact has to be presented by the textbook writer.

Teacher shall pick up illustrations from the location to highlight women's role and responsibilities that inhibit their extensive participation.

Conservation of natural resources

All members of the community are responsible for the maintenance of balance of nature.
Need based consumption and judicious use of natural resources to be emphasized in the context of environmental protection and support to men and women.

Food, health and diseases

Need based provision of food for the members of family.

Textbooks shall bring out the importance of nutrition in the

Knowledge	Values/Objectives	Activity inside the school	Activity in the Community
	<p>Need for imbibing scientific attitude is essential for both men and women.</p>	<p>life of both boys and girls. Food requirements vary but they should not lead to any superiority or otherwise misconceptions. The teacher shall highlight the differences in health problems of boys and girls. Diseases are common except that girls tend to have less of iron in their system which should be replaced regularly by approximate diet.</p>	

Civics

1. Awareness of citizenship rights providing opportunity of equality between the sexes.
2. Duties of a citizen to be shared by men and women in practicing democracy.
3. Participation of women in public and productive processes of national life.
4. Projection of the role of Women in Freedom Movement.
5. Recognition of the Rights of women in India Constitution is a consequence of their struggle.
6. Awareness of the Legal Rights of Women and Children.
7. Consciousness of social problems that inhibit equal participation of women in all walks of life and empowerment of girls to fight against each one of them.
8. Collective consciousness is the key to change in the situation of women.

Syllabus	Objective	Curriculum Transaction	Interaction with Community
Unit IV: District Administration	Women have equal share in the lended property. Women should have equal facilities for hospitalization an education.	Text Books should give the description. Teacher shall compare the prescribed facilities with the available facilities in the locality and find out the disparity.	
Class-VII			
Unit I: Features of our Constitution Democracy and	Recognition of the Rights of women in the Indian Constitution.	Textbook shall bring out the availability of democratic rights in all walks of life	What is the role of women in Panchayats? Should be the starting point of awariness.

Syllabus	Objective	Curriculum Transaction	Interaction with Community
participation by all men and women in all spheres of life.	Equality between the sexes.	according to the constitution. The position and status of women under the constitution shall be explained. Teachers shall bring out the awareness of disparity between constitutional position and existing reality and also suggest methods of change.	Project work should include children finding out from the families where decision making is not done with the active cooperation of women which is not conducive to democracy
Unit II: Law making process	Awareness of the Legal Rights of Women and Children	Textbooks shall inform of the existing legal frame-work for protecting the rights of women and children. The teachers shall discuss the process of formulating new laws or changing the existing ones. In the school environment rules for day to day activities for the welfare of boys and girls should be made by a process similar to the one in the civic process. This should help practically demonstrating the shaping of laws democrati-	General awareness of laws and the necessity of following them for an ordered society till one is able to change them should be acceptable to the community and simultaneously the members of the community should reinforce the same to the children of the school.

cally for acceptance of the same by participation.

Textbooks shall bring out the role of Lok Adalat in Solving problems concerning women.

Teacher shall get conducted a Lok Adalat session in the school and the parents small be invited to visit the same.

Textbooks bring out the National Goals and also the methods to strengthen our democracy. The lessons should highlight the special protection provided to certain groups to establish the writ of equality in the constitutional framework. Teacher shall draw the attention of children to mass-media exhortations for national goals including the

Awareness of Legal rights of women and children.

Roles and rights of women as equal citizens under the constitution, the basis of our democracy.

Unit IV:

Concept of Lok Adalat

Class-VIII

Units I & II:

Our National Goals and Strengthening our Democracy

Syllabus	Objective	Curriculum Transaction	Interaction with Community
Unit III: Our Social Problems	Number 7	<p>goal of equality between the sexes.</p> <p>The school environment must include girls along with boys to organise programmes and facilitate participation of girls in all areas of school management.</p> <p>Textbooks shall include social problems denigrating status of women. Each problem must be put in supplementary readers so that girls get to comprehend them in details and children get informed sensitization. Teacher shall cultivate activism in the girls, to combat social problems. Features depicting evils like bride burning, dowry, bride price etc. Like displayed in the school as news items for discussion.</p>	<p>The school must keep the community informed of the evils and their long term impact on future generation of girls as equal members of the society by means of exhibits, discussions and dramatics.</p>

Unit IV:

Our Economic
Problems

Number 3

Textbooks have to recognize that in the changing social context women's role in household, agriculture economy is equally significant but in practice there is no enumeration of their contribution in unorganized sector.

The teacher shall generate self esteem especially in the girls so that they feel empowered and look forward to better participation. Emerging vocations for women should be projected in the school environment so that girls prepare themselves to participation at different levels.

Unit VI:

Defence of the
Country

Textbooks shall highlight women's participation in the Defence forces and especially point out the importance of self-defence for protection against violence to women.

Syllabus	Objective	Curriculum Transaction	Interaction with Community
Unit VII: India and the World		<p>Textbooks shall bring out the commonalities o problems that women in the community of Nations' face for which the Women's Question, has been taken up by UNESCO. There problems require concentrated efforts towards common sensitivities and activism.</p> <p>Teachers will add illustrations from third world countries, countries of South Asia and then from our own country based on the textual information.</p> <p>Newspaper cuttings and clippings to be put up on the School Board, with the UK, UNESCO and other agencies highlighting the problems and their sought after solutions regarding women and girl child.</p>	

Geography

1. Status of women should be commensurate with the economic development.
2. For a balanced and successful development of a region. Women have to be equal partners.
3. The availability of opportunities for women in a country determine the population characteristics of the nation.
4. Equality of opportunity in all productive work in education and training contributions to national development and optimum participation of both the sexes is a pre-requisite for nation building.

Class VI and VII

1. Asia - 1
2. Africa - 2
3. Australia - 2
4. South America - 3

Text books give some reference to women's life in each of the continent when lends and people are being portrayed. However, teacher has to highlight the significance of all the three values as indicators of status of women. Since status is not static, teachers have also to highlight the background and the environment that has been instrumental in propitiating slow, halted and rapid change—Children should be made to draw inferences for the negative and positive change. The reasons for the type of change may be analyzed with the active cooperation of the students. The teachers shall help children to carve out debate and discussions concerning common problems relevant to our context. They shall also draw inferences from the differences in the life style and quality of life for women in different regions.

Class VIII**Unit V:**

- India, Human Resources - 1
- 2
- 3
- 4

Textbooks shall give the factual information with disaggregated data by sex and rural/urban residence as distributed between schedules castes and tribals groups. Since women are more disadvantaged in each one of these categories, it is desirable that the data should project macro and micro situation regarding demography, health, education, employment etc. The teachers shall provide illustrations to establish the importance of women of all sections of the society as a positive human resource provided that is developed and baired. For this function health, education and training are the pre-requisite.

Class VI and VII**Unit V:**

- 1. India, Human Resources
- 2. India, Human Resources
- 3. India, Human Resources
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- 100. India, Human Resources

Geography

History

1. If proper facilities are provided, women can contribute as effectively as men in all round development of the country.
2. In the past women could not contribute as they should have because they were educationally, socially and economically exploited by the society.
3. Women's emancipation is important for the general progress of the country and for human equality.
4. In the struggle for independence of the country women played an important role.
5. The lesson of Indian History is that women's participation in freedom movement earned them the constitutional rights.

History VI, VII and VIII

Different aspects of the society and culture in the three periods of Indian History - 1

Textbook shall bring out statements abhorring exploitation of women and other weaker sections of the society, in human practices adopted towards them in the period under discussions. Illustrations of tolerance and democratic functions of shall be called out for the textbooks. Teachers shall try to develop critical attitude amongst the students by way of discussion, mention of historical stories.

Attempts made to ameliorate the conditions of women in different periods till secularism advocates equality between the sexes - 2

Textbooks to highlight the roles of religions reformers and social reformers in this direction. Teachers shall let the children appreciate the difficulty of religions reformers in providing equality between the sexes.

Secular model of society alone guarantees equality between the sexes.

Supplementary Reading material shall decide the portrayal of contemporary picture of the Indian Society. Novels stories of Prem Chand, Tagore, Bankim Chandra Chatterjee, Sharat Chandra shall help children to pick up the ideas.
Teacher shall help them comprehend the messages by discussion and appropriate intervention.

National Symbols, respect for Secularism and eastern society and tolerance and democracy as a way of life shall be knit as content of textbooks.
Biographies and autobiographies of social reformers, contributions of Humanists like Mother Teresa, illustrations biographies of women freedom fighters shall bring home the idea.
Study of Indian constitution shall help.

- 3

Reform and Bhakti Movements and legislations to remove social evils like untouchability and caste-system, Sati Pratha, Child marriage, Infanticide, children's employment, wasteful spending on post-death ceremonies special mention of social reformers and Sufi Saints.

- 4

Fundamental Rights and other provisions of the constitution

School Based Activities for Equality Between Sexes

Janak Duggal

Data based information indicates that girls as compared to boys have an unequal status in the overall educational structure¹. Consequently they are not able to share in the developmental activities of the nation as a participant or as a beneficiary to the desired extent. A lot of work has been done to improve their educational status by government agencies at the state and central levels, but still greater efforts are needed to achieve the set targets. This paper is an attempt to emphasize the role of a school to promote equality between sexes. Certain activities which can help in this direction have been pointed out in the following pages:

1. There is a need to redefine and re-interpret the traditional values and expected roles of girls at the societal level. A school should take parents and the community into confidence before venturing into any action plan for inculcation gender inclusive values in the students (both boys and girls). Community's involvement may help in identifying specific situations in the homes and the community which put girls on unequal footings with boys and may also facilitate the adoption of suitable remedies for overcoming the same.
2. Separate seating arrangements for boys and girls in the classrooms promotes and reinforces gender differences and creates a climate of sexual apartheid. School should discourage this system.
3. Libraries in the schools should be equipped with literature portraying women's contribution in different fields. Periodicals and journals reflecting equality of sexes and dealing with various problems of women may be liberally contributed by schools. The selected literature may be such which may suit different age groups and stages of education.

Utmost care may be taken in the selection of the reading material so that children may develop the idea that every activity has a dignity of its own and even the smallest activity at home or school or outside in the world of work is gender inclusive and competency based. It has no link with the sex of a person. A feeling should be developed in the students that any child who thinks contrary to this idea is a believer in out dated values.

¹ Census of India (1991)

4. Charts, models, scrapbooks, wall magazines, catchy slogans illustrations etc. reflecting equality between sexes may be got prepared from students during their free periods. Girls and boys may jointly participate in their preparation and not in segregated manner. Competitions may be held mixed group wise and the best group may be given recognition by exhibition of their material in the Principals' room or the corridors of the school where girls and boys may have a regular look at the same during school hours. This may leave a psychological impact on their tender minds and may prepare them for future life, based on mutual care, co-operation and shared responsibilities at home and the place of work. In fact all activities in the school e.g. morning assembly, class exhibition, house competitions, excursions, school camps, annual function, games sports etc. may be organised on mixed group basis where students irrespective of sex may contribute according to their capability.
5. Girls and boys should not be depicted or considered in isolation as they are complementary to each other. Hence teachers should also treat them equally in assigning responsibilities in class rooms laboratories, cultural and play fields or outside the school. They should treat girls and boys as persons and adopt non-discriminatory behaviour towards them.

Teachers should also encourage girls to come out of the sex stereotypes and shoulder responsibilities concerning challenging tasks. Unless the girls are motivated to try their hands on untraditional and untredded areas and they get success in the same, they will not develop confidence to come out of their self made shells. Hence special efforts need to be made to motivate girls to take up those assignments which have been shouldered mostly by boys so far. Boys may also be encouraged to take interest in the activities usually meant for girls (e.g. cooking, sewing, ironing, cleaning, music, dance etc.). This will help them to understand the importance and work involved in the activities and thus develop dignity of labour for the roles performed by girls.

The change of roles at the school level will inculcate a feeling in the children that no role at school, home or in the outside world of work is gender based. Any one irrespective of sex can perform any role provided the person has will to do so. They should be made to understand that the concept of happy life is based on sharing, mutual caring and co-operation, between boys and girls in all walks of life.

6. Activities which may develop the values of tolerance and respect for others views may be planned at the school level. Boys should

- learn to value girls views and should be used to the idea that girls can differ on certain points. This is essential to change their existing attitude towards life. Because usually it so happens that at home they find that their mothers' views are rarely respected and their sisters' views are practically not called for. At school the male teachers often dominate and female teachers are not often involved in the decision making processes. Even they are involved, their active participation is missing. In this perspective it is necessary to decondition them and make them used to the idea of equal participation of girls in decision making processes. In order to develop competence, confidence and communication skill in the girls to express their independent views, activities like debates, discussions on current and controversial topics may be frequently organised at the class room level to give ample opportunities to girls and boys for active participation. These activities will develop tolerance among students and go a long way in generating other requisite values and skills in them.
7. Physical education is an indispensable component of sound educational system. Unfortunately girls restrain themselves *from participating in sports and games with the onset of adolescence*. This tendency needs to be rectified. They should also be encouraged to participate in all those games and sports in which boys' take interest. The idea may be instilled in their minds that there is no game which is only meant for boys or girls. They should participate in various physical activities and judge for themselves as to which activities ultimately suit their interest.
 8. There is a need to give timely guidance to the students about adopting various professions. This facility may specifically be provided to girl students as they have very little exposure to such type of information outside the four walls of the school. If possible, this facility may be made more broad-based to cover health care programmes.
 9. Example is better than per cent. Teachers of both the sexes should set an example by sharing responsibilities in the school. They should set a model before the students by equally participating in planning and implementation of the programmes. Discrimination on the basis of gender among teachers should be avoided by Head of the Institution.
 10. Teachers should avoid negative remarks e.g. this work is meant only for girls; do not behave like a girl; girls cannot study mathematics and science; girls should be submissive and should not even fight for their rights etc. They should make conscious and determined efforts to inculcate equality between

both the sexes.

11. Domonance of boys in the class room and outside the class room should be discouraged. Teachers should make deleberate efforts to put questions equally to girls and boys while developing the lesson and evaluating the outcomes. They should encourage girls to get rid of their shyness and participate in the development of the lesson.
12. Teachers should be extra ordinary careful while teaching various subjects. Their presentation of the curriculum should in no way reflect any gender bias. Rather their action and expressions should vividly express a belief in equality of sexes. Management of the school, head teachers and Education Officers should also appreciate the efforts of such teachers and encourage them for continuation of efforts in this direction by providing full support and recognition to them in such endeavours.
13. Education Officers should specifically look into the programmes developed in the schools for the inculcation of gender free values and bringing equality of sexes. If any institution is lagging behind, they should look into their specific problems and help them to get over the same.

Conclusion

Successful implementation of most of the ideas suggested on previous pages require change in attitude of teachers, parents and the society at large. It also requires committed persons at various levels who themselves believe in the desiribility of the values which are to be inculcated in the budding generation. It is a big challenge but history tells us that there is nothing which cannot be achieved through patient trials and continuous hard work. Hence sooner or later schools are bound to succeed in this venture.

Appendix III

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