

Capacity Building of Secondary Teachers from Schedule Caste Concentrated Areas of Northern Region on Gender Issues in Education and its Follow-up

31st July to 4th August, 2017
&
26th February to 1st March, 2018



Report : 2017-18

DR. MONA YADAV, PROFESSOR



Department of Gender Studies
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi – 110 016

Capacity Building of Secondary Teachers from Schedule Caste Concentrated Areas of Northern Region on Gender Issues in Education and its Follow-up

A Report 2017-18

Prof. Mona Yadav



**Department of Gender Studies
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi – 110016**

Programme Team

Dr. Mona Yadav : Programme Coordinator,
Professor,
Department of Gender Studies
NCERT

Dr. Poonam Agrawal : Professor & Head
Department of Gender Studies
NCERT

Dr. Mily Roy Anand : Professor
Department of Gender Studies
NCERT

Administrative Team

Sh. Anil Kumar Thakur, APC

Sh. Ramesh Chandra, UDC

Ms. Kusum Kumari, Computer Typist

Sh. B.S. Meena, LDC

Sh. Pramod Kumar, MTS

Sh. Ajay Kumar, MTS

CONTENTS

	Page No.
1. Introduction	1
2. Present Training Programme	2-4
3. Academic Sessions	5-15
4. Evaluation of the Programme	16-19
5. Programme Schedule for Capacity Building Programme (31 st July-4 th Aug.,2017)	20-22
6. Name of Resource Persons	23
7. List of Participants for Capacity Building Programme (31 st July-4 th Aug.,2017)	24-27
8. Power Point Presentations by Resource Persons	28-61
9. Follow-up of Capacity Building Programme (26 th Feb.-1 March, 2018)	62-80
10. Programme Schedule for the Follow-up of Capacity Building Programme (26 th Feb.-1 March, 2018)	81-82
11. List of Participants for Follow-up of Capacity Building Programme (26 th Feb.-1 March, 2018)	83-84

Introduction

One of the most perturbing trends in today's educational scenario in the country is the systematic exclusion of the majority of India's population who can be rightfully termed as social groups at risk of exclusion. These social groups have been the victims of multiple oppression, suppression and deprivation. The institutionalization of their exclusion from the larger socio-cultural and political processes has become a glaring phenomenon in India. This phenomenon is a consequence of the large magnitude of illiterate population mainly belonging to the Scheduled Castes (SC) and Tribes who have been historically, socially and economically discriminated against. Amongst these disadvantaged groups it is the women who suffer the most due to the triple disadvantages of caste, class and gender. The root of educational deprivation of these groups is fundamentally related to their exclusion from the larger socio-economic, political and cultural processes.

There has been quantitative expansion in access at all stages to school education, especially elementary education. Yet, inequities persist as many children are still out of school at the secondary stage, especially girls. In addition, learning assessments have also shown that more efforts are required for providing quality education with equity and inclusion being an integral component. The low enrolment and higher dropout rates for girls can be attributed to factors such as social, cultural and religious beliefs and practices, attitudes, poverty and poor learning environment.

Secondary education is an important stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. There is a need to strengthen this crucial stage by providing greater access, quality interventions and focusing holistically which would help in overall development of children and address all forms of paradoxes in education. Special efforts are needed at secondary stage to ensure retention and improved learning of children from SC communities that are socially, economically and educationally deprived and discriminated.

Present Training Programme

To address the problem of drop-outs and to improve enrolment/retention rates efforts have been directed by GOI for girls in general and for girls belonging to the socially disadvantaged groups (SCs & STs) like opening of schools, distribution of free uniform, free textbooks, scholarships, free boarding and lodging facilities in ashram schools/hostels, coaching classes etc. These special initiatives and educational benefits have facilitated the education of scheduled caste and scheduled tribe. However, they still lag behind as per educational indicators and the most vulnerable amongst them are girls. SC girls are the most disadvantaged as they are burdened by caste, class and gender and it is these factors that determine their social status and education.

Evidence also suggests that teachers also bring their own baggage of perceptions, bias and behaviour, subtle or overt, conscious or unconscious which operate at different levels to discriminate against children from scheduled caste/scheduled tribe communities. Teachers thus need to be trained systematically to reorient their pre-conceived notions and self-created thoughts. Gender equality and equity in school education can be brought about if gender sensitized teachers are able to integrate gender issues into their teaching situations, pedagogy and curriculum transaction.

Gender sensitization of teachers and teacher educators has been an important mandate of the Department. The Department of Gender Studies has been organizing training programmes for various stake holders from time to time and addressing specific needs of education and empowerment of girls from marginalized groups. Teachers working in areas with concentration of population belonging to scheduled caste communities can play a definite role in addressing gender concerns and improving the educational status of girls belonging to scheduled caste communities in these regions. Keeping the above concerns in mind, the Department organized a five days training programme for participants from the states of Jammu and Kashmir, Punjab and Himachal Pradesh on “Gender Issues in Education”.

The programme was organized with the objectives to –

- Sensitize teachers on gender issues concerning education of girls belonging to scheduled caste community;
- Make them aware of schemes and programmes for the education and upliftment of girls belonging to scheduled caste community;
- Enable teachers to analyse teaching learning material from a gender perspective;
- Build capacity for undertaking action researches on issues related to educational development of scheduled caste girls;
- Generate awareness about vocational skills for economic empowerment of girls.

The programme was organized in two phases. In phase I the participants were trained for five days duration from 31st July – 4th August, 2017 at Government College of Teacher Education, Dharamshala, Himachal Pradesh. Twenty four participants from the States of Jammu and Kashmir, Punjab and Himachal Pradesh, participated in the programme. The programme was a blend of theoretical and practical experiences involving techniques like resource lectures, discussion, interactive sessions, group work on analysis of teaching learning material from a gender perspective and use of audio-visuals.

The participants also prepared action plan related to education and empowerment of SC girls, which they carried out in their field areas for six months. Moreover, after the capacity building of teachers it was essential that a follow-up of the trained teacher be done which would help in improving the future training programmes and provide participants with further support and skill development. Thus, in the phase II of the programme, a follow-up workshop was organized at NIE, NCERT from 26th February – 1st March, 2018 wherein the trainees made presentation of the work carried out by them in their field areas after receiving the training. Discussions were held regarding the difficulties and challenges experienced by them during the implementation of the action plans and strategies were evolved to overcome them.

Major Themes of the Capacity Building Programme

- Addressing Gender Issues in Education at Secondary Stage
- Education of Schedule Caste Girls : Long Path Ahead
- Adolescence Education and Growing up Concerns
- Being Self Reliant : Vocational Education for Economic Empowerment of Girls
- Action Research as a Strategy to Achieve Gender Equality
- Curriculum, Pedagogy and Textbooks from a Gender Perspective
- Gender Inclusive ICT Pedagogy at Secondary Stage
- Gender Violence and Laws for Safety and Security of Girls and Women
- Portrayal of Gender in Media: A Critique
- Making classrooms more Inclusive at Secondary Stage with Focus on Children with Special Needs
- From Failure to Success: An Approach with Focus on Practices of Stress Management
- Self Defense for Empowerment of Girls
- Preparation of Action Plan by Participants
- Audio-Video Viewing

Academic Sessions

Addressing Gender Issues in Education at Secondary Stage

Prof. Mona Yadav

In the beginning of the session participants' perception were taken on various gender issues with the help of recent news items related to gender in newspapers. Discussions were held on the concept of gender, socialization practices leading to identity formation, difference between sex and gender, gender discrimination and various gender issues in education. It was discussed that gender is a socio-cultural construct which refers to the masculine and feminine qualities, behavior patterns, roles and responsibilities. Gender relations are neither natural nor given. They are not static, they change from time to time, culture to culture and even family to family. The social construction of gender through dress, attributes, roles and responsibilities, verbal appellations and activity exposures were discussed.

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

Education of Schedule Caste Girls : Long Path Ahead

Prof. Mily Roy Anand

The session began with the discussion on the discrimination faced by scheduled caste (SC) community in India. Various educational indicators at school level were discussed such as the dropout rates of SC girls at secondary stage, which is still an area of concern. For a girl child,

the period from infancy to adolescence is a perilous path. The uneven odds against the girl child are rooted in traditional beliefs, attitudes and practices. Girls are generally looked upon as an economic liability, while boys are regarded as investments.

With efforts of various policies and plans there has been a desirable change in girl's educational indicators, but progress towards education of SC girls has been slow. These girls suffer from many social disabilities, inequalities and injustices as a result of which they lack the necessary self esteem and self confidence. Their non participation in education can be attributed to many reasons. In rural areas they are involved in unclean occupations and in urban areas because of grinding poverty they are compelled to engage in jobs. Many girls are also entrusted with the duty of domestic work and looking after siblings while their parents are at work. They are provided with primary education but they do not go beyond primary, as they feel that education is not required for working in unorganized sector.

Barriers like abuse, sexual division of labour, child marriage and restricted mobility were discussed in the session. The various educational initiatives in the form of policies, programmes and schemes were discussed. The various five year plans which have special focus on SC girls like pre and post matric scholarships, hostels, book banks, coaching, grant-in-aid to voluntary organization, merits scholarship, midday meals, loans for pursuing education etc. were discussed.

The role of the teachers in over coming their own biases towards SC and promoting education and empowerment of SC girls through curricular and teaching learning process was also emphasized.

Adolescence Education and Growing up concerns

Dr. Harish Meena

This theme dealt with many issues related to the problems of growing up which are faced by children in schools. Adolescence is the stage of transition from childhood to adulthood, in which considerable physical and mental changes take place. The realities of youth in India today is that thirty percent of India's population (243 million individuals) is in the age group of 10 – 19. While everyone matures and goes through the changes in adolescence, this does not take place at the same time and in the same way for everyone including psychosocial changes.

This difference often becomes the focus of teasing and ridicule among peers, leading to the experience of shame and fear. There are many harmful ineffective products, which claim to increase height and muscle mass very quickly, without any additional input of diet and exercise. Similarly, advertisements for cosmetics over-emphasize physical appearance often leading to feelings of inadequacy and low self-esteem.

School spaces including teachers and parents can play a very powerful role in enabling young people to be comfortable with their changing selves. Teachers can appreciate their unique identity and challenge stereotypes perpetuated by media and the larger society related to ideal physical appearance. Thus, there is a need to give them authentic knowledge, so that they are well equipped to cope with the problems which they confront during the transitional phase. They need guidance and independence as well as opportunities to explore life for themselves. Simultaneously the school spaces can play a very powerful role, they can provide a safe and supportive environment.

Discussions were held on the physical development of boys and girls during adolescence. Five case studies on friend and bullying, positive and negative peer influences, attraction and romantic feelings, body image and stereotyping were discussed. Short films were also shown on growing up and discussions were held on them.

Making Classrooms more Inclusive at Secondary Stage with Focus on Children with Special Needs

Dr. Bharti

The session began by seeking participants' perception about "Inclusion in Education" wherein each participant was encouraged to share their notion about inclusion, CWSN or special needs. The ideas expressed by participants were collated on the white board. The majority of the participants associated inclusion in education to children with disabilities and making them study with children without disabilities in 'normal' classrooms, creating ramps, adapting curriculum, special teachers, showing sympathy and resource rooms. Participants also mentioned modifying, adapting the curriculum, all round development of children, making concessions, attitude issues, organizing assessment camps and seeking collaboration with others.

The participants were made to understand that special needs may not always arise due to disabilities, more than often they result from the interaction between the environment and the individual. Say for example if any of the participants suddenly find himself/herself in France where people do not speak any language other than French. In this situation he/she will be in a handicapped or disadvantaged situation. The attention was also drawn on the usage of correct and accepted terminology say for example instead of ‘normal’ we can use ‘regular’, ‘non-disabled’ or ‘non-challenged’. Similarly instead of saying ‘blind child’ we should say ‘child/ren with blindness’, ‘child with autism’ instead of ‘autistic child’ and so on. The child first terminology indicates that the a child with hearing impairments is a child first, just like any regular, non-disabled child and having hearing impairment doesn’t dominate him/her being child first.

The discussion was followed by listening to a story titled “Animal School” and through power point presentation. This led to extensive discussion among participants and on various approaches to pedagogy practices and their pros and cons. The session was summarized with the help of a power point presentation, wherein main points discussed were presented once again one by one –defining inclusion, principles and approaches of inclusive education, benefits of inclusion in education for children with and without special needs and inclusion in education is a dynamic process which require team efforts.

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

Ms. Punita Gupta

The session began with a brain storming of the phrase gender based violence and the act which the participants qualify as violence. This was done to get the feel of the participants’ readiness towards the theme and to initiate the interaction. Participants came out with their views and understanding which became the reference point for discussions. It was explained that the women’s subordinated status in the society is the crucial factor causing violence on them, and how most of the cultures, traditional beliefs, norms and social institutions legitimize and perpetuate it. **Gender violence occurs in both the ‘public’ and ‘private’ sphere.** Gender-based violence happens in all societies, across all social classes, with women particularly at risk from men they know, to make this clear to participants’ examples from country and outside

were taken. Participants were encouraged to share their experiences related to the theme. Discussions were held on the major types of violence which occur in the family, community/society, and the ones perpetrated or condoned by the state.

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

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

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

Gender Inclusive ICT Pedagogy at Secondary Stage

Dr. Indu Kumar

The session was started with discussion on the concept and meaning of Information and Communication Technology (ICT). The concept of ICT is concerned with the access, storage, retrieval, manipulation, send and receive (communication) of digital information. It was discussed that the National Repository of Open Educational Resources (NROER) is developed - to make digital resources available for all stake holders of education as free and open source, to enable the participation of the community in development and sharing of digital resources and to facilitate the adoption and creation of digital resources in different Indian languages.

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

Curriculum, Pedagogy and Textbooks from a Gender Perspective

Prof. Mona Yadav and Prof. Yugraj Singh

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

The session attempted to highlight the salient features of the project under taken by the department related to Gender Analysis of some State textbooks from the view point of gender bias and stereotypes. The methodology followed was mentioned along with a brief overview of findings. In connection with methodology it was mentioned that tools were developed by the department which were utilized in the analysis. The focus was on examining textual material regarding content portrayal, visual depiction and activities and exercises given in each lesson of textbooks. In most of the state textbooks at the elementary stage it was found that gender was addressed by adopting dialogue form of writing, usage of gender inclusive language, designing of activities meant for all children. Further, few books mentioned women and men achievers in different field and portrayed sensitivity towards children with special needs. Teacher and students page focus on creating an inclusive classroom environment with a thrust on engaging students from different socio-economic backgrounds. However it was found that stereotypes continue to exist in many lessons of textbooks where in women were shown in limited roles and professions. In addition there was a need to stress on continuity and change in institutions like family and issues and concerns of transgender children. The session was taken with the help of power point and discussions were held on the findings of different state textbooks.

Portrayal of Gender in Media: A Critique

Dr. Sarita Anand

The session was interactive with fruitful discussions with the participants. They brought in their personal experiences into the session, which made it quite interesting. The session covered the issues like - What is the concept of Sex, gender and Trans-gender, subtle media messaging which influences construction of gender, reinforcement of traditional gender roles through mass media and discussion on portrayal of women and men in media and the notion of Feminity and Masculinity Role of Advertisements and serials on television was also analysed. A critique on what Television is actually doing for Indian society and what was it meant to be doing was done and the role of films, radio and print in potraying gender was discussed.

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

Action Research as a Strategy to Achieve Gender Equality

Prof. Poonam Agrawal

The theme dealt with the concept of action research and how it can be used as a strategy to achieve gender equality. Interaction was done with the participants regarding their understanding of action research and consolidating their thoughts. Discussions were held on the concept of action research, important components of it and how is it different from other researches such as it is not action research if researcher herself/himself cannot take action. Action research is a reflective process which allows 'inquiry and action' as a component of research i.e. it is a type of research that does not separate the investigation from the action needed to solve the problem. It helps in searching for solutions to real problems experienced at workplace which can also be a school and look for ways for its improvements. There has to be some action associated with it and something over which the teacher has an influence. It has been used in many areas where an understanding of complex social situations has been sought in order to improve the quality of life.

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

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

Being Self Reliant :Vocational Education for Economic Empowerment of Girls

Prof. Poonam Agrawal

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

announcements which can be useful for the secondary girls, the skill development courses available after class eight and the prospects of certification.

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

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

डॉ. सुरक्षित गोस्वामी

इस सत्र में योग द्वारा कैसे हम तनाव से मुक्त रह सकते हैं, इस पर चर्चा हुई। हमारा खानपान कैसा हो जिससे हमारे शरीर और मस्तिष्क को ज्यादा काम न करना पड़े यह बताया गया। खाने में दाल सब्जी ज्यादा खाना चाहिए और रोटी अन्न की मात्रा कम होनी चाहिए जिससे मोटापा कम होगा। वजन बढ़ा हो तो खाने पर ध्यान रखें और जो शरीर कहता है वो खाएं न की जीभ जो कहे वो खाएं। शरीर में बीमारी भोजन की वजह से आती है। जो आप खाते हैं वैसा ही शरीर और मन बनता है। शरीर को चाहिए कि भूख से कम खाएं आधा खाएं अन्न कम कर दें। स्थूल चीजों को हिलाएँ जैसे शरीर और सूक्ष्म चीज को स्थिर करो जैसे मन। उसको बिखेरे नहीं शांत रखें मन दौड़ता रहता है और तन नहीं जो कि गलत है। आलू और मीठा कम खाएं पौष्टिक सब्जी खाएं। योग के द्वारा हम कैसे मन को शांत रख सकते हैं बताया गया। मन को शांत और चिंता मुक्त करने के अभ्यास बताएं गये। सत्र में कुछ यौगिक क्रियाएं को प्रदर्शन किया गया। उदर के लिए हाथों के लिए शरीर के विभिन्न अंगों के लिए अभ्यास कराएं।

Self Defense for Empowerment of Girls

Self Defense Expert, Dharamshala

The session focussed on the need for self-defense training for empowerment of girls. It was highlighted that the objective of the self-defense training is to make an effort to reach out to girls and women, to make them confident, to give them practice on self-defense techniques and to sharpen the physical and mental reflexes of women.

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

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

Audio-Video Viewing

Prof. Mona Yadav

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

Evaluation of the Programme

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

1. How has the training programme benefited you?

The participants were of the view that the training programme was very beneficial for them. It has -

- Helped in understanding about gender concerns in education and gave them opportunity to understand the use of gender inclusive pedagogical skills in class room situation.
- Helped in changing their attitude towards work.
- Given them knowledge about gender, gender bias, gender stereotyping, inclusive education and equality between sexes.
- Motivated them to work for the cause of girls' education. The knowledge about skill based education has helped them to motivate girls to take up vocational skill for their empowerment.
- Made them aware about gender and caste based discrimination, provisions of laws for girls and women, schemes and programmes for SC girls, portrayal of gender in media and how to conduct action research.
- Helped in locating the grey areas with regards to gender issues of their own district and state and the means for their redressal.
- Changed their attitude towards gender issues prevailing in society and in every aspect of life.
- Proved to be a boost and source of inspiration and confidence for carrying out assignment in a more effective mission mode in their field areas and work places especially related to SC girls.
- यह प्रशिक्षण कार्यक्रम एक संतुलित कार्यक्रम था जिसमें जेंडर मुद्दों के अलावा सत्रों ने हमें बेहद प्रभावित किया। इस सब को हम अपने कक्षा के अलावा समाज में भी प्रयोग करेंगे। इस प्रशिक्षण कार्यक्रम से बहुत से जेंडर मुद्दों का पता चला तथा योग द्वारा कैसे मानसिक तनाव को कम किया जा सकता है वह भी पता चला।

2. Which of the themes of the programme were most relevant to your training needs

The participants stated that all the themes which were discussed during the five days of the training programme by various experts from NCERT were equally effective. However, the most relevant for them were –

- Gender violence and laws for safety and security of girls and women,
- Adolescence education and growing up concerns,
- Curriculum, pedagogy and textbooks
- Vocational education for economic empowerment of girls
- Portrayal of gender in media
- Action Research as a strategy to achieve gender equality
- Making classroom more inclusive at secondary stage
- Gender inclusive ICT pedagogy at secondary stage
- From failure to success and approach with focus on practices of stress management

इस प्रशिक्षण कार्यक्रम में सभी विषयों पर जो चर्चा हुई वह सब ही हमें अच्छे लगे हैं। इससे हमें जेंडर शिक्षा के बारे में जानकारी मिली है और सभी विषय हमारे लिए महत्वपूर्ण थे।

3. Suggest some themes which you feel need to be addressed?

Most of them said that all the themes addressed during five days programme were sufficient. However, some themes suggested by participants were –

- Values based education
- Issues related to male child harassment and the societal pressure on them
- Attitude towards transgender and government laws and policies for them.
- Guidance and counseling
- Health education

हमें लगता है कि लगभग सभी विषय सम्मिलित किए गए हैं। विभाग ने भरसक प्रयत्न किए हैं कि हर विषय जो जेंडर से संबंधित है उसे इस कार्यक्रम में सम्मिलित किया जाए।

4. How will you utilize the training in your classroom/school?

The participants were of the view that whatever they have learned during the training programme they will address them in their work areas and real classroom situation.

- They will provide all types of tasks to both boys and girls, treat them equally in the classroom, in the sports field, in the morning assembly and in framing the various committees in the school. The class room will be made more inclusive and activity based.
- The teaching and learning process will be gender inclusive and include local role models so that children can relate with them.
- Awareness will be generated about adolescence education by use of multimedia.
- Children will be made aware about different types violence and how to deal with it.
- Discrimination will not be done as the basis of caste and gender in their area of work.
- Issues related to gender will be addressed during assembly time.
- The training will not only be used in classrooms but will also be utilized as a tool to inspire other teachers on the ways to deal gender concerns in day to day life.
- Some of the participants were gender coordinators and they stated that they will impart gender training at cluster level in which the target group will be cluster level resource persons, teachers and SMC members.
- One of the participant stated that being a resource person at district level, it will be discussed and deliberated in the training of resource persons at district/zonal/cluster level so that the benefits of the training are spread to maximum stake holders.
- इस प्रशिक्षण कार्यक्रम का उपयोग वे अपने राज्य के शिक्षक/शिक्षिकाओं को प्रशिक्षित करने में करेंगे ताकि वे सब अपने स्कूलों में जेंडर मुद्दों से संबंधित कार्यक्रम करवाएं। साथ ही साथ वे भी अपने स्कूलों में जहां पर वे कार्यरत हैं, इस पर कार्यक्रम करेंगे और सभी बच्चों को भी जेंडर समानता के प्रति जागरूक करेंगे।

5. Was the duration of the programme enough to address gender issues? If not provide suggestions?

Most of the participants were of the view that five days duration of the training programme was enough to address gender concerns in education. However few were of

the view that training programme should be of fifteen days in order to discuss the issues in detail.

प्रतिभागियों के अनुसार यह एक ऐसा मुद्दा है जिस पर महीनों बहस अथवा चर्चा की जा सकती है। लेकिन वे विभाग के आभारी हैं कि उन्होंने कम समय में भी जेंडर से संबंधित सभी मुद्दों की जानकारी दी। अगर इस कार्यक्रम की अवधि बढ़ाई जाए वो बेहतर होगा।

6. What are your suggestions for improvement of the training programme?

Participants were of the view that the training was effective and excellent, arrangements for boarding and lodging were good and the overall training programme was very good. However there were few suggestions –

- There should have been more discussions on the topics as it would help in sharing experiences and changing mindset
- Training programmes should not clash with academic sessions of the school
- The duration of the training programme should be increased
- Such training programmes should be a regular feature in order to refresh the capabilities and competencies of the trainees and to address the gender concerns.
- The venue of the programme should be located centrally that is at NCERT, New Delhi as this way, the broad-based resources can be made available for the trainees as per their requirement.

किसी भी तरह से इस कार्यक्रम को सफल बनाने में कोई कसर नहीं छोड़ी गई। इससे हमें बहुत से सुझाव मिले हैं जोकि हम अपने स्कूलों में जाकर लागू कर सकते हैं। अगर हम इतना ही अपने स्कूल में जाकर लागू करे तो धीरे-धीरे सुधार आने लगेगा।



Presentation by Participants



Self-Defense Session



Stress Management :
Surakshit Goswami



Laws for girls and women :
Judge Neha Dahiya



Role play by Participants



Role play by Participants



Role play by Participants



Gender Inclusive ICT Pedagogy

Capacity Building of Secondary Teachers from Schedule Caste Concentrated Areas of Northern Region on Gender Issues in Education

(31st July – 4th August, 2017)

Programme Schedule

31st July, Monday, 2017

Time	Themes	Resource Persons
9:30 a.m. – 10:00 a.m.	Registration	
10:00 a.m. – 11:00 a.m.	Inaugural Session	Principal, GCTE, Dharamshala
	Welcome Note	Prof. Poonam Agrawal Head, DGS
	About the Programme	Prof. Mona Yadav
11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:00 p.m.	Gender Violence and Laws for Safety and Security of Girls and Women	Ms. Punita Gupta, Delhi University
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	Education of Schedule Caste Girls : Long Path Ahead	Prof. Mily Roy Anand, DGS
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Audio-Video Viewing	Prof. Mona Yadav and Prof. Mily Roy Anand, DGS

1st August, Tuesday, 2017

Time	Themes	Resource Persons
9:30 a.m. – 11:00 a.m.	Adolescence Education and Growing up Concerns	Dr. Harish Meena, DESS, NCERT

11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:00 p.m.	Making Classrooms more Inclusive at Secondary Stage with Focus on Children with Special Needs	Dr. Bharati, DEGSN
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	Gender Inclusive ICT Pedagogy at Secondary Stage	Dr. Indu Kumar, CIET, NCERT
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Gender Inclusive ICT Pedagogy at Secondary Stage	Dr. Indu Kumar, CIET, NCERT

2nd August, Wednesday, 2017

Time	Themes	Resource Persons
9:30 a.m. – 11:00 a.m.	Curriculum, Pedagogy and Textbooks from a Gender Perspective	Prof. Mona Yadav, DGS
11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:00 p.m.	Addressing Gender Issues in Education at Secondary Stage	Prof. Mona Yadav, DGS
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	Self Defense for Empowerment of Girls	Self Defense Team, Dharamshala
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Self Defense for Empowerment of Girls	Self Defense Team, Dharamshala

3rd August, Thursday, 2017

Time	Themes	Resource Persons
9:30 a.m.– 11:00 a.m.	Portrayal of Gender in Media: A Critique	Dr. Sarita Anand, Lady Irwin College
11:00 a.m.–11:30 a.m.	Tea	
11:30 a.m. - 1:00 p.m.	Action Research as a Strategy to Achieve Gender Equality	Prof. Poonam Agrawal, DGS
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	From Failure to Success: An Approach with Focus on Practices of Stress Management	Dr. Surakshit Goswami, Yoga Expert, Times of India
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	From Failure to Success: An Approach with Focus on Practices of Stress Management	Dr. Surakshit Goswami, Yoga Expert, Times of India

4th August, Friday, 2017

Time	Themes	Resource Persons
9:30 A.M. – 11:00 A.M.	Being Self Reliant : Vocational Education for Economic Empowerment of Girls	Prof. Poonam Agrawal, Head, DGS
11:00 A.M. – 11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Preparation of Action Plan by Participants	DGS Faculty
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Preparation of Action Plan by Participants	DGS Faculty
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Valedictory	DGS Faculty

List of Resource Persons

S.No.	NCERT Faculty	Other Experts
1.	Prof. Poonam Agrawal, Head DGS	Dr. Surakshit Goswami
2.	Prof. Mona Yadav, DGS	Dr. Sarita Anand, Lady Irwin College, Delhi University
3.	Prof. Mily Roy Anand, DGS	Ms. Punita Gupta, Aditi Mahavidyalaya, Delhi University
4.	Dr. Harish Meena, DESS	Prof. Yugraj Singh, GCTE, Dharamshala, Himachal Pradesh
5.	Dr. Bharti, DEGSN	
6.	Dr. Indu Kumar , CIET	

List of Participants for the Capacity Building of Secondary Teachers from Schedule Caste Concentrated Areas of Northern Region on Gender Issues in Education

S.No.	Name	Official Address	Residential Address
1.	Rakesh Kumar	Teacher , Govt. Higher Secondary, School, Hiranagar, Jammu and Kashmir	V.P.O. Mela, Tehsil Hiranagar, Distt. – Kathua, Jammu and Kashmir -184144 096971-74885 Email : ghsshgr@gmail.com
2.	Navneet	Teacher, Govt. High School, Thandapani, Distt. Rajouri, Jammu and Kashmir	Ward No.7, Sunder Bani, Distt. - Rajouri, Jammu and Kashmir 09419613955, 8803584425 Email : guptanavneet09@gmail.com
3.	Showkat Ahmad Lone	Distt. - Coordinator Gender, Chief Education Office, Kulgam, Mini Secretrait Office, Distt.-Kulgam - 192231, Jammu and Kashmir	R/o Nasirabad (Kanipora), Distt. - Kulgam, Kashmir, Jammu and Kashmir - 192231 01931-260555, 094199-60654, 088038-01957, Email : gsahmadlone@gmail.com
4.	Imtiyaz Ahmad Khan	Distt. - Co-ordinator Gender (Master), Dept. of Education/Chief Education Office Anantnag, DC Office, Complex, (Mini Seretariat), Anantnag, Jammu and Kashmir	Gopal Pora, Kalan P/o Martand, Distt. Anantnag, Jammu and Kashmir - 192125 01932-223525, 094190-90590, 09596200463 Email : Khanimtiyaz6171@gmail.com
5.	Javid Ahmad Dar	EMIS & Gender Coordinator Baramulla, Dept. of Education/Chief Education Office Baramulla Jammu and Kashmir	Tangwari Payeen , P/o - Kalantra Payeen Wagoora Baramulla Jammu and Kashmir 095963-31959,01952-234549 Email : Javid.8213@gmail.com

6.	Nazir Ahmad Malik	Master (Distt. Coordinator Gender) , DIET Kupwara, Education Department, District Institute of Education & Trainings Kupwara, Jammu and Kashmir	Gulshan Kasmi Drugmulla, The. Drugmulla, District Kupwara, Jammu and Kashmir 099064-84345, 077808-78687 Email : namalik786@gmail.com
7.	Anita Raina	Teacher, Govt. Girls Middle School, Muthi, Jammu , Jammu and Kashmir	Ward No. 67, Village Muthi, Near Ram Temple Jammu, 094197-05260
8.	Rakhi Atri	Research Officer State Institute of Education , Jammu, Muthi, Jammu, Jammu and Kashmir	7-A, Mohinder Nagar, Canal Road, Jammu - 180001, 097975-90326, 019125-98179 Email : siej@gmail.com , rakhiatri1501@gmail.com
9.	Alka Sharma	Research Officer , State Institute of Education, Jammu, Jammu and Kashmir	381-shastri Nagar, Jammu , Jammu and Kashmir, 094192-41450 Email : siej@gmail.com , alkasanjeevsharma@gmail.com
10.	Tapasya Sharma	Research Officer, State Institute of Education, Jammu, Muthi, Jammu, Jammu and Kashmir	115-Kachi Chawani, Jammu, Jammu and Kashmir - 180001 090860-48578, 019125-98179 Email : siej@gmail.com , tapasyajamwal@gmail.com
11.	Yash Paul Sharma	Master, Govt. High School, Gurha Manhasan (Zone Jourian) Distt. Jammu, Jammu and Kashmir	R/o Ghari Bishana P/o Jorian, Akhnoor, Distt. – Jammu, Jammu and Kashmir 094691-50258
12.	Sadia Chowdhary	Teacher, Govt. High School, Qasim Nagar Bahu Fort, Jammu, Jammu and Kashmir	H.No. 108, Lane No. 2, Vidhata Nagar, Bathindi, Jammu 084920-43990 Email : sadiach0061@gmail.com

13.	Rakesh Kumar	Teacher, Education, Zonal Education, Officer Thathri, Jammu and Kashmir	R/o Thalela, B.P.O. Bhella, Teh. Thathri Doda, Jammu and Kashmir 098589-13312 Email : rakeshkumarsharan@gmail.com
14.	Ashok Kumar	Master, Chief Education Officer, Kistwar, Jammu and Kashmir	R/o Hardev Nagar Shanna Thakraie, Distt.- Kishtwar - 182204 094920-03640
15.	Surjit Lal	Lecturer in English, GSSS, Karari, Punjab	V.P.O. Sudana, Via Kala Bakra, Distt. - Jalandhar, Punjab, 097819-88484 Email : surjitlalsahota@gmail.com
16.	Ashok Kumar	Lecturer in English, Govt. Sr. Sec. School Pattar, Kalan, Jalandhar, Punjab	65, Arujun Kumar NR. ST. Soldier Divine, Public School Jalandhar 0181-2421513 Email : ashoksahota1969@gmail.com
17.	Rajinder Singh	Science Mastar, Govt. High School, Changarwan, Mukerian, Distt. - Hoshiarpur, Punjab	V.P.O. Badla, The. Dasuya, Distt. - Hoshiarpur, Punjab – 144205 088376-33883, 094635-77415 Email : rajinderrattri67@gmail.com
18.	Pushap Lata	Science Mistress, Govt. High School, Dehriwal (Pathankot), P.O. - Sarana, Distt. - Pathankot, Punjab - 145025	Kothi No. 4, Rajinder Nagar, Near 4 Marla, College Road Pathankot, Punjab 145001 094631-52574 Email : pushaplata1966@gmail.com
19.	Bhavna Sharma	Science Mistress, Govt. High School Sarna, (Pathankot) P.O. Sarna, Distt. - Pathankot, Punjab	Near Church, New Shastri Nagar, Pathankot, Punjab, 094635-16641 Email : bhavnasharma286@gmail.com

20.	Amar Jyoti Mangat	Lecturer in English, Govt. Sr. Sec. School, Rukn, Begu (Ferozepur), Punjab	Shaheed Bhagat Singh, State Technical Campus, (4/6), Moga Road, Ferozepur, Punjab 095010-07562, 098767-37626 Email : ghs.ruknabegufzr@gmail.com
21.	Pawan Kumar Jagg	Science Master, GMS Pankhuh Comp. GSSS, Hardokhundpur, Hoshiarpur, Punjab	# 1170- -T- 3, Talwar T/S, Hoshiarpur, Punjab 094170-19639 Email : pawanjaggi29@gmail.com
22.	Akash Deep	Master, Govt. Sr. Sec. School, Chandbaja, Distt. - Fardkot, Punjab	# B-11/451, Bobby Tent House Street, Near M.G.M. School Faridkot, Punjab 151203 097808-00187 (Principal) 097799-00625 Email : akash000188@gmail.com
23.	Sushil Kumar	PGT (Maths), Govt. Sr. Sec. School, Burma Papri, District - Sirmour, Himachal Pradesh	Village Krahlar, P.O. Kuthera, District & Tehsil Hamirpur, Himachal Pradesh 094188-80928 Email : sksushi66@gmail.com
24.	Gurmeet Singh	Lecturer (Punjabi), Govt. Sr. Sec. School, Arayian Wala Kalan, Faridkot, Punjab	Giani Zail Singh Avenue, Faridkot, Punjab 95010-15176 Email : gurmeetbobby76@gmail.com

Power Point Presentation by Resource Persons of Capacity Building of Secondary Teachers from SC Concentrated Areas of Northern Region on Gender Issues in Education

<p align="center">Addressing Gender Issues in Education at Secondary Stage</p> <p align="center">Presented by: Prof. Mona Yadav DGS, NCERT</p>	<p align="center">GENDER</p> <ul style="list-style-type: none"> ■ Difference between Gender and Sex? ■ Are women born women and men born men? ■ Is it related to women? ■ What do we understand by Gender? ■ What is gender discrimination? ■ Gender Issues in Education? 														
<p>Definition</p> <ul style="list-style-type: none"> ■ Sex: Physiological or biological characteristics of a person, which indicate whether the person is a woman or a man. ■ Gender: Gender is a social construct. Gender refers to the socio-cultural definition of men and women, the way societies distinguish them and assign them social roles. 	<p align="center">GENDER & SEX</p> <table border="1"> <thead> <tr> <th>SEX</th> <th>GENDER</th> </tr> </thead> <tbody> <tr> <td>Man/Women/Transgender (Male/Female/Hijra)</td> <td>Feminine/Masculine</td> </tr> <tr> <td>Natural</td> <td>Socio-cultural/Human Made</td> </tr> <tr> <td>Biological (Visible differences in genitalia and related differences in procreative function)</td> <td>Refers to masculine and feminine qualities, behaviour patterns, roles and responsibilities, etc.</td> </tr> <tr> <td>Born with</td> <td>Not born with, Learned through socialization</td> </tr> <tr> <td>Constant, Same everywhere</td> <td>Variable, changes from time to time, culture to culture and even family to family.</td> </tr> <tr> <td>Can not be changed</td> <td>Changeable, Time and Place</td> </tr> </tbody> </table>	SEX	GENDER	Man/Women/Transgender (Male/Female/Hijra)	Feminine/Masculine	Natural	Socio-cultural/Human Made	Biological (Visible differences in genitalia and related differences in procreative function)	Refers to masculine and feminine qualities, behaviour patterns, roles and responsibilities, etc.	Born with	Not born with, Learned through socialization	Constant, Same everywhere	Variable, changes from time to time, culture to culture and even family to family.	Can not be changed	Changeable, Time and Place
SEX	GENDER														
Man/Women/Transgender (Male/Female/Hijra)	Feminine/Masculine														
Natural	Socio-cultural/Human Made														
Biological (Visible differences in genitalia and related differences in procreative function)	Refers to masculine and feminine qualities, behaviour patterns, roles and responsibilities, etc.														
Born with	Not born with, Learned through socialization														
Constant, Same everywhere	Variable, changes from time to time, culture to culture and even family to family.														
Can not be changed	Changeable, Time and Place														
<p>Socially constructed through:</p> <ul style="list-style-type: none"> ■ Dress: What to wear, How to wear? ■ Attributes: How women are expected to behave and what qualities women are supposed to have and how men are expected to behave the qualities that they are supposed to have? ■ Roles and responsibilities: what roles are women meant to take and what roles men are meant to take? ■ Verbal appellations. ■ Activity exposures. 	<p align="center">Factors that are responsible?</p> <ul style="list-style-type: none"> ■ Media ■ Films ■ Market ■ Language ■ Family ■ School ■ Textbooks ■ Society ■ Employment opportunities 														



Gender Issues in Education : Concerns

Right to Life : Sex Ratio Unfavorable to Girls

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

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

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

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

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

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

Infant Mortality – Denial of Rights to Survival

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

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

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

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

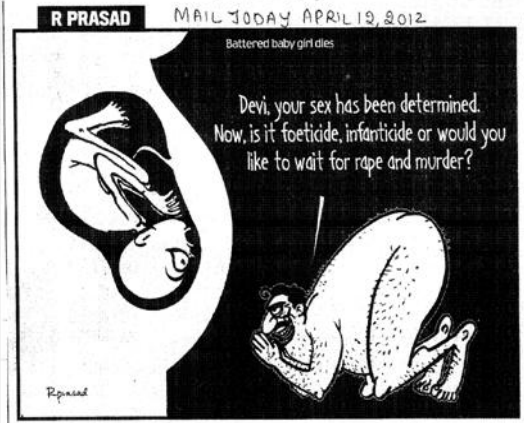
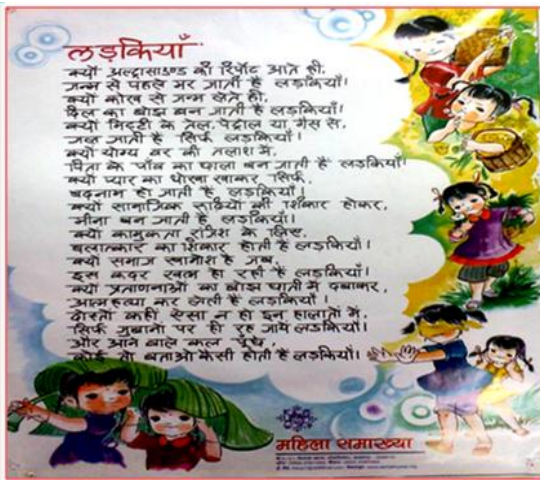
Source: UNFPA supported study on "Adverse Sex Ratio in Rajasthan"

At what cost...

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

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

Source: UNFPA supported study on "Infanticide in Rajasthan - Censes and Practices"



Docs aborting daughters: Study

Sanchita Sharma
 ■ sanchita@indianexpress.com

NEW DELHI: Doctors have fewer daughters than the average Indian, which indicates that they may be using illegal sex-selection abortions to have more sons, reports a study in the international journal, Demography.

The fact that doctors are responsible for implementing the Prenatal Diagnostic Techniques Act, which bans fetal sex determination for non-medical reasons, makes the findings all the more shocking.

Illegal use of technologies such as ultrasound has seen India's child sex ratio (number of girls per 1,000 boys under the age of 6) fall from 927 in 2001 to 914 in a decade, show the 2011

Census data.
 In the families where one or both parents are doctors, the overall child sex ratio is 907 as compared to India's 914, found the study that tracked 946 families of MBBS students who took admission in Nagpur's government medical college and hospital between 1980 and 1985 and went on to have children by 2011.

The child sex ratio was a lower 900 in single-child families.

IN FAMILIES WHERE ONE OR BOTH PARENTS ARE DOCTORS, THE OVERALL CHILD SEX RATIO IS 907 AS COMPARED TO INDIA'S 914. FINDS THE STUDY.

Globally, child sex ratio is 986. If the first child was a son, the chances of the second child being a girl were higher, but if the first child was a girl, the average sex ratio of the second plunged to 589, indicating a very strong sex-selection bias," said lead author Dr Archana B Patel, head of the department of paediatrics at the Indira Gandhi Government Medical College, Nagpur.

The ratio was even more skewed in three-child families. "The sex ratio for the third child was 1,000 in families with two sons, but dropped to 600 if one of the older siblings was a girl, and to 455 if both were girls," she said.

Overall, the likelihood of a girl being born if the family already had a daughter dropped 38%.


CONTINUED ON PAGE 6

Heterogeneous Gendered Realities: Challenging Education

Rural girls' educational accessibility


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

 <p>SC/ST girls' schooling</p> <p>Poor SC/ST, parents are unable to send their children to free schools because of costs other than the tuition fee and they have to forego the income from children's work. The most vulnerable among these are girls.</p> <p>Muslims girls' education: financial constraints and Communal factors</p> <p>Contrary to prevalent stereotypes about forces of conservatism being the cases for low levels of education, financial constraints seem to outweigh parental oppositions as women's chief obstacle to continuing studies</p>	 <p>Implications of violence, conflict and displacement for education :</p> <p>Violence and violent conflict, both in the public and domestic realms, affect the mental health of individuals, have serious impact on education in general and girls in particular, the 2002 communal carnage in Gujarat has seriously impacted the access to educational opportunities of Muslim girls, both in the immediate and long term context.</p>
 <ul style="list-style-type: none"> • And in areas like North-East and Kashmir the education system has been severely affected by the impact of violence, conflict and displacement but the problem has still not been addressed. These violent conflicts as witnessed in Gujarat, Kashmir and Manipur have resulted in militant notions of masculinity for boys and sexual violence for girls. • The impact of domestic violence on children too is considerable and affects their self-confidence and performance in school. Education has not focused on equipping the young to reflect upon issues of violence and violent conflicts, nor to deal with the resultant trauma. 	 <p>SECURITY OF GIRLS</p> <ul style="list-style-type: none"> • Girls' lives are often conditioned around the possibility of violence. Acts of violence exert additional power over girls because the stigma of violence is often attached more to a girl than to her perpetrator. – Judith Bruce, 2011 • There has been a growing instance of crime against girls and women across the country reported in electronic and print media especially regarding rape, sexual assault and molestation. • There is urgent need to deal with this issue by effective implementation of laws and through our education system, so as to modify the social and cultural patterns of conduct of men and women and to eliminate prejudices.
 <p>Delhi Gang rape</p> <p>NEW DELHI: In a new low for a city already notorious as India's rape capital, on 16 December 2012, a 23-year-old physiotherapy student was left battling for her life after being brutally beaten up and raped by at least five drunken men in a private bus which was audaciously driven around south Delhi localities on Sunday night even as the crime was being committed inside.</p> <p>The unconscious victim and her male friend, who too was badly beaten, were stripped and thrown off near the Mahipalpur flyover on NH-8 after being assaulted for almost an hour. The men dragged the woman to the rear of the bus, beating her with the rod and raping her while the bus driver continued to drive. Medical reports later suggested that the woman suffered serious injuries to her abdomen, intestines and genitals due to the assault, and doctors say that the damage indicates that a blunt object (suspected to be the iron rod) may have been used for penetration. That rod was later described by police as being a rusted, L-shaped implement of the type used as a wheel jack handle. She died from her injuries thirteen days later while undergoing emergency treatment in Singapore for brain and gastrointestinal damage.</p> <p><small>Source: Times of India, 18 Dec 2012</small></p>	 <p>PJ is a seventeen year old girl and studied upto the seventh standard. She has an elder brother who is married, doing a job and settled in the city. PJ is staying in a village with her father and taking care of household tasks. Since the last one month she has started remaining aloof. The teacher noticed it and informed the father. The father did not take any action. During the visit of the brother the teacher mentioned it to him. He took her to the doctor where PJ expressed painful urination and defecation. She refused to let the doctor examine her. The doctor suspected a case of sexual abuse. He took PJ in confidence and got the information about her past for her.</p>




After the death of his wife, PJ's father sexually abused her. PJ failed to explicitly express the situation with her brother and bhabhi (sister-in-law). She many times pleaded with her brother to take her along with him, but they refused thinking that her being with their father would help to take care of his daily needs!!

Imrana's Story ... (Saheli News letter May-August 2005)




On the night of June 3, 2005, 28 year old Imrana was raped at gunpoint by her father-in-law, Ali Mohammed. Immediately, Imrana told her mother-in-law and sister-in-law who emotionally supported her, but suggested she stay silent about the crime. Yet she broke down and told her maternal sister-in-law the entire story a day later. Enraged, her brothers rushed to the village and beat up the father-in-law. Immediately, the whole village got involved, and Imrana's natal family went to the community panchayat to seek justice. Much to their horror, they found that the panchayat, led by the local clergy, declared that the rape had made Imrana corrupted or forbidden (haraam) for her husband, Noor Ilahi, and she could therefore no longer live with him. Moreover, they decreed that since she had had 'sexual contact' with the rapist, she would now have to marry him! Aghast, her family appealed to the Islamic seminary of Darul Uloom Deoband, only to find this horrific 'verdict' confirmed as a so-called *Fatwa* or diktat.



But this has only been the start of the injustice against Imrana. For, as in the case of Shahnaz Shaikh, Shah Bano and Gudiya before her, Imrana's fight too has become mired in Hindu-Muslim debates, the question of Muslim Personal Law versus a Uniform Civil Code and blatant political opportunism. But at the same time. It is evident that there is an increasing hold of community and the clergy over women's lives and this hold is becoming fiercer. And as usual, lost in the midst of all this, are key questions on women's rights: in this case, the central issue violence and the need to ensure justice of Imrana.

Communalization of Education


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

Schools of religious denomination and limitations to girls' education


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


Challenges to Globalization

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




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

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




Language as a new marker of Discrimination against Girls

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



Girls with disabilities – doubly discriminated :


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




The issue of retention

• While the overall enrolment of girls has increased the dropout rate of girls from marginalized and rural sections, especially from the upper primary level upwards is extremely high. Reasons cited are -


- Lack of interest in studies,
- Hostile environments,
- Poor teaching,
- Non comprehension and difficulties of coping.
- Unfriendly atmosphere in schools
- Doubt about the usefulness of schooling

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



Education as Means of Socialization ?


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



Curriculum and Pedagogy


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

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




*In My textbooks I learned that only men
Are kings and soldiers.
Till I read a book in which famous,
Queens ruled and fought against enemies.
In my textbooks I learned that only men
Are doctors.
When I went to a doctor I saw that
She was a woman.
In my textbook I learned that only men
Do farming in my country,
Until, on a train journey I saw women
Working in the fields.
I have learned that I have a lot to learn by seeing.*

- Pooja, Ramya, Anuj, Utkarsh
students of Class VII, Baroda



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




What is the hidden curriculum of gender in schools?

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




Gendered play in School

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



- The play space boundaries used by girls are usually clearly demarcated before play– either naturally or by the girls themselves – and do not involve the girls moving more than 10 feet away from the central location of play. The boys, however, use whatever space is available and even playgrounds in the vicinity of the school.
- Even in formal games/sports it is boys who typically participate. The games usually offered involve longer duration of stay in school, and play with equipment. Besides, the physical/ games/ sports instructor is usually male. (Source: Meera Oke, Director, SOHAM-Training Research Development, Pune)



Pedagogy

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

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



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



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



The Teacher as facilitator :

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



The importance of sexuality education:

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



Strategies

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



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

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

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

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

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

Making Domains Of Knowledge Gender Inclusive

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

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

 <ul style="list-style-type: none"> ■ Science education should develop a focus on the gendered dimensions of science in education and in the life-worlds of learners. Aspects to include: <ul style="list-style-type: none"> - Sex of male and female decided by the male sex chromosome and not by females. - Cognisance of the fact that physical capacities are differentiated in men and women, and cannot be compared- for example men's ability to lift heavier loads, or run faster vs. greater stamina and longevity of life in women, or a higher threshold levels for the tolerance of pain. Recognise the differential abilities of both sexes, rather than categories one as stronger than the other 	 <ul style="list-style-type: none"> - Problems and exercises, as well as texts that reflect the reality of women's lives and experiences and also highlight contributions of women scientists - Laboratory work that highlights scientific dimensions of work in the domestic sector also, for example chemistry in the kitchen
 <ul style="list-style-type: none"> - Problems and exercises, as well as texts that reflect the reality of women's lives and experiences and also highlight contributions of women scientists - Laboratory work that highlights scientific dimensions of work in the domestic sector also, for example chemistry in the kitchen 	 <ul style="list-style-type: none"> - An understanding of women's roles in preserving the environment and reasons for this, such as the impact of deforestation on women's lives and their role in the Chipko movement - Recognition of ways in which technology can affect women's lives. Gendered aspects of contraceptive and reproductive technologies, female foeticide etc. need to be discussed.
 <p>In Mathematics, a Focus on conscious De-mystifying and De-masculinising is absolutely necessary:</p> <p>Particular attention needs to be paid to the language of mathematical problems which bear little relation to children's use of language in everyday life and in addition construct a gender stereotyped image of the social world, or one where women are simply absent.</p>	 <ul style="list-style-type: none"> - Systems to make scientific and mathematical language accessible to girls and first generation learners need to be set up. - The contributions of women mathematicians, and processes underlying everyday mathematics done by women both within the home and outside need to be included

Gender, Caste, Religion & Class as intersecting & Integrated, not an "add-on" to curriculum (Class 7)

Breaking stereotypes

Engine drivers are men. But 27-year-old Laxmi Labra, from a poor tribal family in Jharkhand has begun to change things. She is the first woman engine driver for Northern Railways.

Laxmi's parents are not literate but they struggled and overcame many hardships to make sure their children got an education. Laxmi studied in a government school. Even in school, Laxmi helped with the housework and did odd jobs. She studied hard and did well and then went on to get a diploma in electronics. She then took the railway board exam and passed it on her first attempt.

Laxmi says, "I love challenges and the moment somebody says it is not for girls, I make sure I go ahead and do it." Laxmi has had to do this several times in her life – when she wanted to take electronics; when she rode motorcycles at the polytechnic; and when she decided to become an engine driver.

Her philosophy is simple – "As long as I am having fun without harming anyone, as long as I am doing well and helping my parents, why should I not lead a lifestyle of my choice!"

(Adapted from Driving Her Train by Neeta Lal, Women's Features Service)



Establish that Gender is Not A women's Issue – it is a People's Issue; Boys have to be trained to Confront Themselves and Patriarchy.

Action Research A Strategy to achieve Gender Equality

By
Prof. Poonam Agrawal
Head, DGS, NCERT
profdrpoonam@gmail.com

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

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

It is versatile tool for school/classroom reforms.

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

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

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

Certain Assumptions

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

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



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

to describe research in a "natural" setting

to change the way the researcher interacts with that setting

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



the process : cyclical

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



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



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



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

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



Teacher has to be a "reflective practitioner"

an action research approach to teaching can be used to

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

Face a Challenge

Focus on

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

Analyze with Validity and Reliability

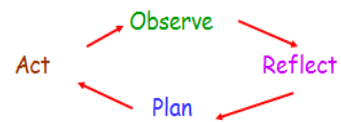
Interpret

Observe for Effects

Devise action plan

Implement

In simple terms we can say the cycle is



- The cycle can begin at any step
- Can begin with a very small effort
- Prompted by a desire to improve the situation

- Problem could be global solution local
- Problem could be local, solution local
- Problem could be local, solution global
- Problem could be global, solution global

Action Research by Teachers/ Teachers Educators is a unique tool to address problems/ issues related to gender.

Because of

- Their complexity
- Their magnitude



What is unique with gender issues –

They are deep rooted in

- Up bringing
- Thinking
- Behaviour
- Way of life
- Sub-Conscience

We often don't realise when and where are we being unfair



From Scotland

the relationship between gender and education is complex and changing

In the past

Differences were formalized into different Provisions

To prepare boys and girls for different roles as adults

Today educational policy no longer recommends separate provision,




But


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

research into the early years of education reveals

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




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




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

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



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

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




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

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

effectiveness of equal opportunities, policies in schools.

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



Do you think you have a role of Play?

Do you think Teachers have a role of Play?

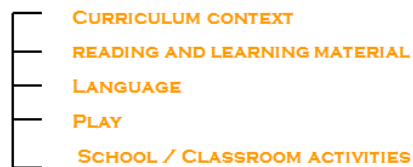
What role you can play

What role teachers can play and how?



Issues will be

- Enrolment
- Retention
- Stereotyping




- 
- Performance / Achievement

- Behaviour

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

* And other staff in school

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

- Relationships :
- Developing or Challenging gender roles



Action Research Approaches?



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



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

A case Study Girls into Physics: Action Research Angie Daly et.al, 2009
The project, run in partnership with the National Network of Science Learning Centres, **involved supporting teachers from 100 schools in carrying out action research. @@@**



How to approach a gender issue with action research

Issue : Performance in Mathematics

Approaches

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



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

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

Chose and

BEING SELF-RELIANT VOCATIONAL EDUCATION FOR EMPOWERMENT OF GIRLS

By
Prof. Poonam Agrawal
Head, Department of Gender Studies
NCERT
profdrpoonam@gmail.com

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

EDUCATION AND SKILL DEVELOPMENT ARE TWO IMPORTANT DETERMINANTS OF EMPOWERMENT

'Appropriately' educated and skilled Human Resource (HR)



instrumental in accruing other assets such as

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

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

India's achievements in gender equity are mixed

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

New Scheme

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

has greater provisions for partnerships and involvement of industry

Reforms in New Scheme of VE

Objectives

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

The National Skill Qualification Framework (NSQF)

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

NSQF Design		
Level	General Education Qualifications	TVET qualifications
10	Doctorates	NCC 8
9	Masters	NCC 7
8	Post Graduate Certificates, Post Graduate Diplomas and Bachelor Degrees (Honours)	NCC 6
7	Bachelor Degrees and Graduate Diplomas	NCC 5
6	Graduate Certificates/Advanced Diplomas	NCC 4
5	Diplomas	NCC 3
4	Class XII (General Academic/ Vocational Education)	NCC 2
3	Class XI (General Academic/ Vocational Education)	National Competence Certificate 1 (NCC1)
2	Class X	NCWP-2
1	Class IX	National Certificate for Work Preparation 1

Creation of New Management Structure

XI FYP proposed a comprehensive National Skill Development Mission: led to creation of a three tier institutional structure in 2008

- ▣ National Council on Skill Development (NCSD) chaired by the Prime Minister
- ▣ National Skill Development Coordination Board (NSDCB) chaired by the Deputy Chairperson, Planning Commission
- ▣ National Skill Development Corporation (NSDC)

Main Provisions under Framework

- ▣ Framework would be market driven.
- ▣ Courses would be modular.
- ▣ Each module will lead to certificate of attainment.
- ▣ Provision of recognition of prior learning.
- ▣ Flexibility in delivery mode and training design.
- ▣ Diversity in range of courses and training options.

Determination of standards

National Policy on Skill Development envisaged creation of Sector Skill Councils (SSCs), through the NSDC, for performing a wide range of functions, the most important of which are determination of competency standards and qualifications, and accreditation

Sector Skill Councils

- ▣ Till 2015, there were 31 Sector Skill Councils
- ▣ Agriculture, Apparels, Automotive, Aviation & AeroSpace, Beauty & Wellness, BFSI, Capital Goods, Construction, Electronics & Hardware, Food Processing, Gems & Jewellery, Handicrafts, Healthcare, Infrastructure Equipment, Iron & Steel, IT-ITeS, Leather, Life Sciences, Logistics, Media, Mining, Oil & Gas, Plumbing, Power, Retail, Rubber, Security, Sports, Telecom, Textiles & Handlooms, Tourism & Hospitality

List of ITI courses available after 8th

Engineering

- ▣ Mechanic Refrigeration and Air Conditioner
- ▣ Wireman, Pattern Maker, Mechanic Agriculture, Welder (Gas & Electric), Carpenter, Plumber

Non Engineering

- ▣ Cutting & Sewing, Embroidery & Needle Worker, Weaving of Fancy Fabric

What is latest...

Ministry of Skill Development and Entrepreneurship –

- ▣ Launching – Skill India Mission
- ▣ Unveiling new National Policy for Skill Development and Entrepreneurship
- ▣ Rolling out Pradhan Mantri Kaushal Vikas Yojana

What is latest...

- ▣ In order to provide job-oriented courses and make the students' independent after their 8th and 10th class, the present Govt has decided that those students who would pursue their ITI diploma after these classes must be considered on par with 10th and 12th class students.

India : A Young Nation

Approximately a quarter of the world's population (24%) resides in South Asia, a large percentage of which is in the productive age and youth and resides in India.

Projections by the United Nations reveal that South Asia will contribute to the majority of growth in the world's working age population over the next several decades. India being the major contributor.

At the same time an estimate reveals a global shortage in skilled HR to the tune of 56 million by 2020.

Thus we can be the hub for potentially employable and skilled, competitive HR, giving equal opportunities to girls also.

There is a need for developing skills for both local employment and for those who seek to migrate

- ▣ For Girls' Empowerment, policy is to adopt non discrimination in Skill development
- ▣ Develop skill sets needed by the economy rather than guided by gender, don't promote gender stereotyping.

Projected Employment – 2025

Source: India Soars High – KPMG Report, February 2016

Following selected sectors are expected to create about 67 % of additional jobs during the next decade

- ▣ • Auto and auto components
- ▣ • Food processing
- ▣ • Retail
- ▣ • Handlooms and handicrafts
- ▣ • Tourism, hospitality and travel
- ▣ • Building, construction and real estate
- ▣ • Textile and clothing

Some schemes for girls to benefit from :

- Sabla or Rajiv Gandhi Scheme for Empowerment of Adolescent Girls – aims at Vocational training for girls > 16 years for economic empowerment

- SHG

Website of Ministry of Women and Child Development explains after training

- how to set up enterprise
- how to form SHGs

Linkage with local industry/ entrepreneurs/ training or skill development organisations/ NGOs etc.

We must equip our girls with

- ❑ knowledge and expertise (skills),
- ❑ technology,
- ❑ entrepreneurial character and
- ❑ management skills

create space, environment and support systems in which they can utilize such investment in them.

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

PUNITA GUPTA
ADITI MAHAVIDYALAYA
UNIVERSITY OF DELHI

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

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

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

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

• TYPES OF GENDER-BASED VIOLENCE

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

SITES OF GENDER-BASED VIOLENCE

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

COMMUNITY/SOCIETY

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

STATE

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

SOURCE: PREVENTION OF DOMESTIC VIOLENCE AND TRAFFICKING IN HUMAN BEINGS TRAINING MANUAL, WAVE000 INTERNATIONAL, 1970, URBANE, 2001, AVAILABLE AT http://www.wave000.org/General/Publications/0001_manual.pdf

SUMMING UP

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

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

SOURCE: UNFPA Gender PACT Series No. 10, AVAILABLE AT http://www.unfpa.org/ba/docs/Gendocs/gdovw/01001_unfpa01series.pdf

• WHAT A GENDER PERSPECTIVE ON VIOLENCE IS ?

• A GENDER PERSPECTIVE:

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

A GENDER PERSPECTIVE ON VIOLENCE AGAINST WOMEN ACHIEVES CHANGE BY:

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

SOURCE: TEAM CIVIC IN PESQUISAS: A GENDER PERSPECTIVE ON VIOLENCE. 01.06.2012. AVAILABLE AT: <http://www.unwomen.org/resources/team-civil>

- **JUSTIFICATIONS FOR VIOLENCE FREQUENTLY EVOLVE FROM GENDER NORMS – THAT IS, SOCIAL NORMS ABOUT THE PROPER ROLES AND RESPONSIBILITIES OF MEN AND WOMEN. WHAT ARE EXAMPLES OF TRADITIONAL GENDER ROLES?**

• WHAT QUALITIES ARE CONSIDERED "MALE" OR "FEMALE"?

- MASCULINITY IS OFTEN ASSOCIATED WITH CHARACTERISTICS SUCH AS AGGRESSIVENESS, COMPETITIVENESS, DOMINANCE, STRENGTH, COURAGE AND CONTROL. FEMININITY IS, ON THE OTHER HAND, ASSOCIATED WITH WEAKNESS, GENTLENESS, TOLERANCE, PASSIVITY AND EMOTION. THESE CHARACTERISTICS RESULT FROM A COMBINATION OF BIOLOGICAL, CULTURAL AND SOCIAL INFLUENCES AND RELATE TO OUR UNDERSTANDING OF POWER IN SOCIETY AS A WHOLE.
- **HOW DOES THE INTERACTION BETWEEN GENDER AND SOCIAL VARIABLES SUCH AS RACE, ETHNICITY, SOCIOECONOMIC CLASS, ETC. AFFECT WOMENS' EXPERIENCES OF VIOLENCE?**

GENDER-BASED VIOLENCE: A HUMAN RIGHTS VIOLATION

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

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

- WHAT **DEFINITION OF THE TERM** "VIOLENCE AGAINST WOMEN" IS GIVEN IN THE DECLARATION?

- WHAT IS THE **MAIN CAUSE** FOR VIOLENCE AGAINST WOMEN AS IDENTIFIED IN THE DECLARATION? W WHAT TYPES OF VIOLENCE ARE UNDERLINED AND WHAT SPECIFIC VIOLENCE ACTS ARE ENUMERATED IN THE DECLARATION?

- WHAT **MAJOR SITES OF VIOLENCE** AGAINST WOMEN DOES THE DECLARATION DEFINE?

- THE HISTORIC **SIGNIFICANCE OF THE DECLARATION** LIES IN THE IDENTIFICATION OF PRACTICAL MEASURES NEEDED TO COMBAT GENDER VIOLENCE. PRECISELY WHAT ACTIONS DOES THE DECLARATION RECOMMEND TO THE STATES?

- THE DECLARATION WAS THE FIRST INTERNATIONAL DOCUMENT WHICH DEFINED VIOLENCE AGAINST WOMEN WITH A BROADER GENDER-BASED FRAMEWORK AND **IDENTIFIED THE FAMILY, THE COMMUNITY AND THE STATE AS MAJOR SITES OF GENDER-BASED VIOLENCE.**

- THE DECLARATION'S BASIC ASSERTION IS THAT VIOLENCE AGAINST WOMEN ARISES FROM HISTORIC **INEQUALITY BETWEEN MEN AND WOMEN** THAT RESULTS IN THE DOMINATION OF MEN OVER WOMEN AND CAUSES GENDER DISCRIMINATION. IT EMPHASIZES THAT VIOLENCE IS ONE OF THE CRUCIAL SOCIAL MECHANISMS "... **BY WHICH WOMEN ARE FORCED INTO A SUBORDINATE POSITION COMPARED WITH MEN.**" W SINCE THE ADOPTION OF THE DECLARATION, INTERNATIONAL LAW CAN BE INTERPRETED TO DEFINE GENDER-BASED VIOLENCE AS A HUMAN RIGHTS VIOLATION.

- THE HISTORIC SIGNIFICANCE OF THE DECLARATION LIES IN THE IDENTIFICATION OF PRACTICAL MEASURES NEEDED TO COMBAT GENDER-BASED VIOLENCE. THE DECLARATION REFLECTS GROWING INTERNATIONAL CONCERN ABOUT THE PROBLEM AND CALLS ON STATES TO DEVELOP NATIONAL ACTION PLANS TO PROMOTE THE PROTECTION OF WOMEN AGAINST ANY FORM OF VIOLENCE, CREATE EFFECTIVE LEGISLATIVE REMEDIES TO ELIMINATE SUCH VIOLENCE, **REVIEW AND REFORM LEGISLATION AND LAW ENFORCEMENT POLICES TO ENSURE PROPER PROTECTION OF WOMENS RIGHTS.**

- FURTHERMORE, THE DECLARATION RECOMMENDS THAT STATES ADOPT MEASURES IN THE FIELD OF EDUCATION TO MODIFY "...THE **SOCIAL AND CULTURAL PATTERNS OF CONDUCT OF MEN AND WOMEN AND TO ELIMINATE PREJUDICES, CUSTOMARY PRACTICES AND ALL OTHER PRACTICES BASED ON THE IDEA OF THE INFERIORITY OR SUPERIORITY OF EITHER OF THE SEXES AND ON STEREOTYPED ROLES FOR MEN AND WOMEN.**"

- FINALLY, IT IS OF GREAT IMPORTANCE FOR BOTH LAW ENFORCEMENT AGRIVIES AND NGOs THAT THE DECLARATION STATES CLEARLY THAT **VIOLENCE AGAINST WOMEN CONSTITUTES A VIOLATION OF WOMENS FUNDAMENTAL RIGHTS AND FREEDOM. THIS GENDER-BASED VIOLENCE IS INCOMPATIBLE WITH THE VALUES OF A DEMOCRATIC STATE AND THE RULE OF LAW.**

• **SOME LEGAL RIGHTS ONE SHOULD KNOW (FOR WOMEN)**

• **RIGHT TO FREE AID**

WHEN A WOMAN GOES TO THE POLICE STATION WITHOUT BEING ACCOMPANIED BY A LAWYER SHE IS EITHER QUOTED WRONG, IGNORED OR HUMILIATED FOR HER STATEMENTS. SHE SHOULD BE AWARE OF THE FACT THAT SHE HAS A RIGHT TO GET THE LEGAL AID AND THAT SHE SHOULD DEMAND FOR IT. "ACCORDING TO A DELHI HIGH COURT RULING, WHENEVER A RAPE IS REPORTED, THE SENIOR HOUSE OFFICER HAS TO BRING THIS TO THE NOTICE OF THE DELHI LEGAL SERVICES AUTHORITY. THE LEGAL BODY THEN ARRANGES FOR A LAWYER FOR THE VICTIM."

• **RIGHT TO PRIVACY**

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

• **RIGHT TO UNTIMELY REGISTRATION**

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

• **RIGHT TO VIRTUAL COMPLAINTS**

ACCORDING TO THE GUIDELINES ISSUED BY THE DELHI POLICE, A WOMAN HAS THE PRIVILEGE OF LODGING A COMPLAINT VIA EMAIL OR REGISTERED POST. IF, FOR SOME REASON, A WOMAN CANT GO TO THE POLICE STATION, SHE CAN SEND A WRITTEN COMPLAINT THROUGH AN EMAIL OR REGISTERED POST ADDRESSED TO A SENIOR POLICE OFFICER OF THE LEVEL OF DEPUTY COMMISSIONER OR COMMISSIONER OF POLICE. THE OFFICER THEN DIRECTS THE SHO OF THE POLICE STATION, OF THE AREA WHERE THE INCIDENT OCCURRED, TO CONDUCT PROPER VERIFICATION OF THE COMPLAINANT AND LODGE AN FIR. THE POLICE CAN THEN COME OVER TO THE RESIDENCE OF THE VICTIM TO TAKE HER STATEMENT.

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

RIGHT TO ZERO FIR

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

• **RIGHT TO NO ARREST**

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

• **RIGHT TO NOT BEING CALLED TO THE POLICE STATION**

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

• **RIGHT TO CONFIDENTIALITY**

UNDER NO CIRCUMSTANCES CAN THE IDENTITY OF A RAPE VICTIM BE REVEALED. NEITHER THE POLICE NOR MEDIA CAN MAKE KNOWN THE NAME OF THE VICTIM IN PUBLIC. SECTION 228-A OF THE INDIAN PENAL CODE MAKES THE DISCLOSURE OF A VICTIM'S IDENTITY A PUNISHABLE OFFENSE. PRINTING OR PUBLISHING THE NAME OR ANY MATTER WHICH MAY MAKE KNOWN THE IDENTITY OF A WOMAN AGAINST WHOM AN OFFENSE HAS BEEN COMMITTED IS PUNISHABLE. THIS IS DONE TO PREVENT SOCIAL VICTIMIZATION OR OSTRACISM OF THE VICTIM OF A SEXUAL OFFENSE. EVEN WHILE A JUDGMENT IS IN PROGRESS AT THE HIGH COURT OR A LOWER COURT, THE NAME OF THE VICTIM IS NOT INDICATED, SHE IS ONLY DESCRIBED AS 'VICTIM' IN THE JUDGMENT.

• **RIGHT TOWARDS CRIME AND NOT A MEDICAL CONDITION**

A CASE OF RAPE CANT BE DISMISSED EVEN IF THE DOCTOR SAYS THAT RAPE HAS NOT TAKEN PLACE. A VICTIM OF RAPE NEEDS TO BE MEDICALLY EXAMINED AS PER SECTION 164 A OF THE CRIMINAL PROCEDURE CODE, AND ONLY THE REPORT CAN ACT AS PROOF. "A WOMAN HAS THE RIGHT TO HAVE A COPY OF THE MEDICAL REPORT FROM THE DOCTOR. RAPE IS CRIME AND NOT A MEDICAL CONDITION. IT IS A LEGAL TERM AND NOT A DIAGNOSIS TO BE MADE BY THE MEDICAL OFFICER TREATING THE VICTIM. THE ONLY STATEMENT THAT CAN BE MADE BY THE MEDICAL OFFICER IS THAT THERE IS EVIDENCE OF RECENT SEXUAL ACTIVITY. WHETHER THE RAPE HAS OCCURRED OR NOT IS A LEGAL CONCLUSION AND THE DOCTOR CANT DECIDE ON THIS."

• **RIGHT TO NO SEXUAL HARASSMENT**

IT IS THE DUTY OF EVERY EMPLOYER TO CREATE A SEXUAL HARASSMENT COMPLAINTS COMMITTEE WITHIN THE ORGANIZATION FOR COMPLAINTS. ACCORDING TO A GUIDELINE ISSUED BY THE SUPREME COURT, IT IS MANDATORY FOR ALL FIRMS, PUBLIC AND PRIVATE, TO SET UP THESE COMMITTEES TO RESOLVE MATTERS OF SEXUAL HARASSMENT. IT IS ALSO NECESSARY THAT THE COMMITTEE BE HEADED BY A WOMAN AND COMPRISE OF 50% WOMEN, AS MEMBERS. ALSO, ONE OF THE MEMBERS SHOULD BE FROM A WOMEN'S WELFARE GROUP.

POCSO ACT,2012

• **PROTECTION OF CHILDREN FROM SEXUAL OFFENCES**

• THE ACT DEFINES A CHILD AS ANY PERSON BELOW EIGHTEEN YEARS OF AGE, AND REGARDS THE BEST INTERESTS AND WELL-BEING OF THE CHILD AS BEING OF PARAMOUNT IMPORTANCE AT EVERY STAGE, TO ENSURE THE HEALTHY PHYSICAL, EMOTIONAL, INTELLECTUAL AND SOCIAL DEVELOPMENT OF THE CHILD. IT DEFINES DIFFERENT FORMS OF SEXUAL ABUSE, INCLUDING PENETRATIVE AND NON-PENETRATIVE ASSAULT, AS WELL AS SEXUAL HARASSMENT AND PORNOGRAPHY, AND DEEMS A SEXUAL ASSAULT TO BE "AGGRAVATED" UNDER CERTAIN CIRCUMSTANCES, SUCH AS WHEN THE ABUSED CHILD IS MENTALLY ILL OR WHEN THE ABUSE IS COMMITTED BY A PERSON IN A POSITION OF TRUST OR AUTHORITY VIS-À-VIS THE CHILD, LIKE A FAMILY MEMBER, POLICE OFFICER, TEACHER, OR DOCTOR. PEOPLE WHO TRAFFIC CHILDREN FOR SEXUAL PURPOSES ARE ALSO PUNISHABLE UNDER THE PROVISIONS RELATING TO ABETMENT IN THE ACT. THE ACT PRESCRIBES STRINGENT PUNISHMENT GRADED AS PER THE GRAVITY OF THE OFFENCE, WITH A MAXIMUM TERM OF RIGOROUS IMPRISONMENT FOR LIFE, AND FINE.

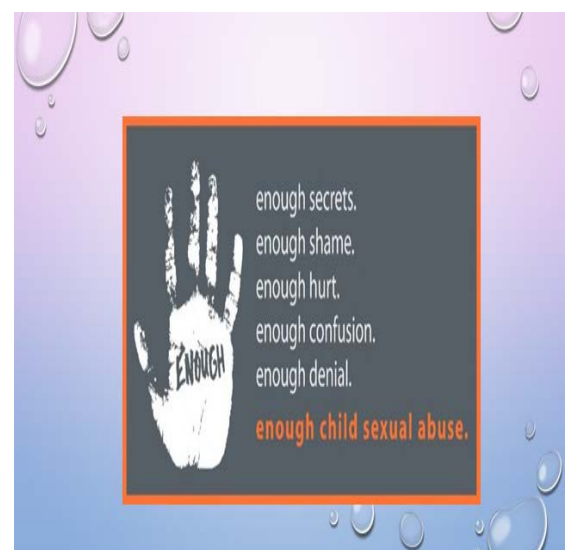
Before they turn 18...

1 in 6 boys experience some form of sexual abuse

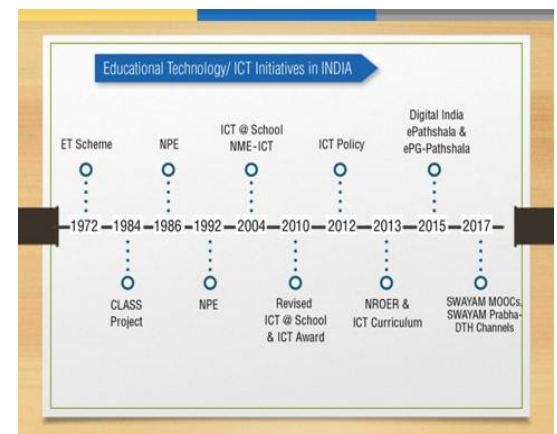
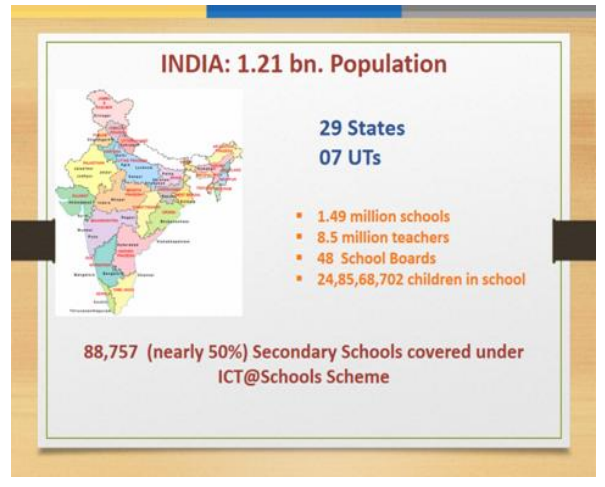
1 in 4 girls experience some form of sexual abuse



- THE ACT OFFERS SEVERAL PROCEDURAL AND SUBSTANTIVE RELIEFS TO A CHILD VICTIM, WHICH INCLUDES:
- CHILD-FRIENDLY PROCESSES
- EMERGENCY MEDICAL CARE
- CARE AND PROTECTION
- COMPENSATION
- PUNISHMENT




ICT Initiatives in School Education
INCLUSION OF GENDER



Policy Directions at National Level

- ICT@Schools Scheme at Secondary and Senior Secondary Education Level
- CAL Program at Elementary Education Level
- National ICT Policy for School Education
- Digital India (2015) Campaign-Skill, Scale and Speed

Digital India Campaign 2015

Envisions

Digital Infrastructure as a Core Utility to Every Citizen

Governance and Services on Demand

Digital Empowerment of Citizens

ICT Initiatives in School Education

- Creation of ICT infrastructure and development of e-Contents
- ICT Curriculum for teachers and students
- ePathshala Web portal & mobile app (Android, iOS, Windows)
- MOOCs on SWAYAM
- Open Educational Repository : NROER
- DTH-TV Channel -SWAYAM PRABHA (Kishore Manch)
- Partnership with States – SCERTs and SIETs
- Evaluation of ICT implementation

e-Content Development

- Syllabus based e-contents in all subjects areas (EVS, Science, Social Science, Mathematics and Languages) are being developed.
- e-Contents – image, audios, videos, interactive, graphics, animations, digital books, digital maps etc.
- E-contents developed by other agencies are being reviewed on a continuous basis
- E-contents are being validated and disseminated through telecast (DTH-TV Channel, DD) / portals (epathshala.nic.in, epathshala.gov.in, nroer.gov.in), mobile apps

e-Pathshala

- To create e-books of the resources developed by NCERT, SCERT/ SIEs, State boards etc. in multiple languages for students, teachers, teacher educators and parents
- A web portal (epathshala.nic.in, epathshala.gov.in) and mobile apps (Android, iOS and Windows) contains 2,841 audios and videos, 650 e-books (e-pubs) and 504 flip books.
- Organised 12 training programs, a resource team of 450 MRPs/ KRPs have been created across 30 States/UTs.
- Haryana State digitised its textbooks, created a mobile App i.e., MERI EPUSTAK with support from CIET-NCERT
- Andhra Pradesh, Delhi, Haryana, Karnataka, Telangana and Uttar Pradesh have started text book digitisation with support from CIET-NCERT and have contributed 65 e-books.

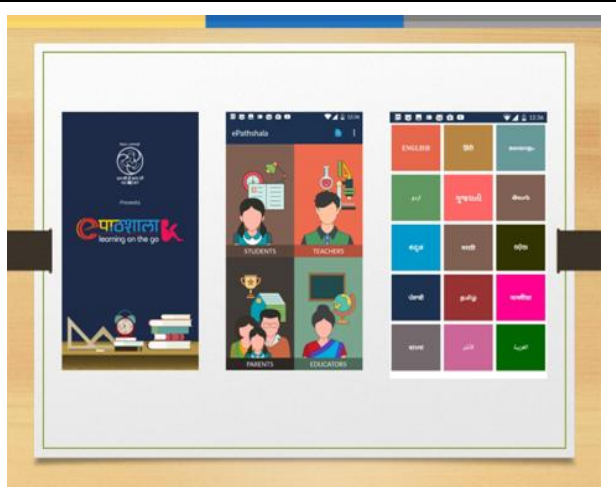
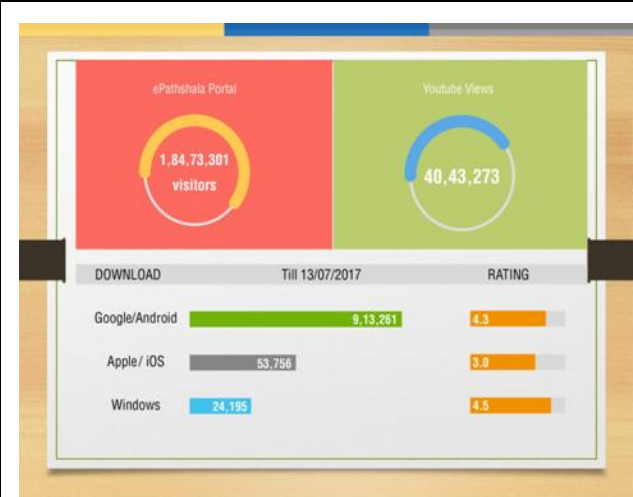
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
National Council of Educational Research and Training

eपाठशाला
learning on the go

DOWNLOAD
the app today

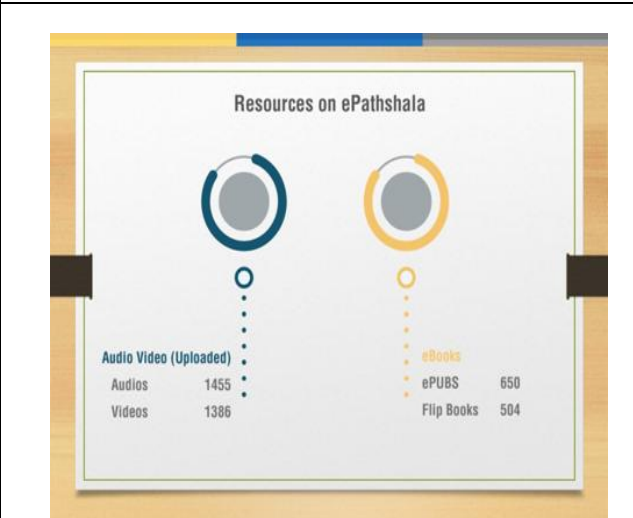
Viewers: 1,84,73,301

epathshala.gov.in



PINDICS Mobile App

- PINDICS App is developed for self-assessment of performance by school teachers
- App rating on Google play store 4.8 out of 5
- 666 App downloads from Google play store



National Repository of Open Educational Resources (NROER)

- ✓ NROER both online (<http://nroer.gov.in/welcome>) and offline (School Server) is a storehouse of 10,504 e-content.
- ✓ Content is mapped with the themes NCERT Curriculum
- ✓ Telangana and Karnataka state have been oriented to create OER platforms, e-content development and creation of metadata.
- ✓ New section on teachers, interest groups, schools and partner showcase designed.
- ✓ Partners: State (10), Organisations (13 organisations) and Individuals (1) contributed on NROER



SWAYAM PRABHA (Kishore Manch: A 24x7 TV-Channel)

- Launched on 9th July, 2017 by Hon'ble President of India
- Everyday 4 hours fresh slot is telecast and repeated 5 times in 24 hours
- For feedback from the stakeholders, email ID ciet.kishoremanch@gmail.com
- Toll free no. (1800111265, 1800112199) has been created
- The transmission quality of programmes monitored by BISAG & CIET .
- Academic Advisory Board constituted to facilitate development of quality content
- Accessible through DD's Direct-to-home television (DTH-TV) network, which is generally available



School MOOCs on SWAYAM

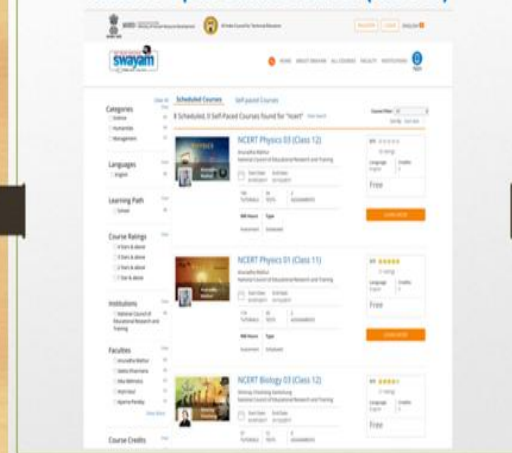
Launched on 9th July, 2017 by MHRD-GOI, having eight courses for students of classes XI-XII

NCERT plans to develop and start 16 more courses in 12 subject areas (Accountancy, Business Studies, Biology, Chemistry, Economics, History, Geography, mathematics, Physics, Political science, Psychology and Sociology) for classes XI-XII by September 2017

So far 2442 students are registered in 8 courses

Academic Advisory Council and Subject Matter Expert Groups are constituted for creation of quality content

Massive Open Online Courses (MOOCs)



In-Service Teachers Professional Development

- Envision for Continuous Professional Development (CPD) and lifelong learning for teachers integrating content, pedagogy and technology
- The courses integrate concerns regarding gender, adolescence, environmental concerns, inclusion etc. along with subject specific content.
- Materials are developed in four quadrants (eTexts, Self Assessments, Weblinks/References, eTutorials-Videos)
- 3 courses are piloted. Modules for five courses are being developed (Need based courses can be customized). Plan to start the courses by September
- Certification shall be done by NCERT/ SCERTs
- Support being provided to states for customizing courses like Karnataka.



<p>Teaching and Learning at Primary Level</p> <p>5 Modules</p>	<p>Teaching of Science at Upper Primary Stage</p> <p>40 Modules</p>	<p>Teaching and Learning at Upper Primary Level</p> <p>7 Modules</p>	<p>Diploma in Guidance and Counselling</p> <p>14 Modules</p>
<p>Teaching and Learning at Secondary Level</p> <p>7 Modules</p>	<p>Local Mapping for Schools</p> <p>9 Modules</p>	<p>ICT in Education - Induction</p> <p>20 Modules</p>	<p>Online course on Action Research in Education</p> <p>5 Modules</p>

Students Evaluation of Teachers Performance

- Prepared tools with guidelines for implementation
- Piloted in 6 schools
- Translated in Hindi
- Revised guideline in English and Hindi have been submitted to MHRD
- Will be shared with states during conference with SCERTs

ICT in Education Curriculum for School System



Online course portal - <http://ictcurriculum.gov.in/>

Piloted student course- 588 Navodayiya schools

200 master trainers in 6 states

Core team of 450 MRPs/ KRPs across 30 states.

State Implementation of teacher course - 8000 teachers of Karnataka

State implementation of student course - Delhi and Telangana

Use of Technology : Future Plans

- Developing online courses for students, teachers and teacher educators in more subject areas
- Branding of e-pathshala : Development of more utility mobile apps – Learning outcomes, Students assessment, Yoga etc
- Revival/creation of EDUSAT network for teacher training on a large scale to overcome limitations of cascade mode
- Provision of more DTH TV Channels for dissemination of e-contents in regional languages in school education.
- Creating learning community and connecting schools, teachers and other stakeholders through NROER
- Use of DTH network for teacher training through live programme

Convergence of Technology, Resources & Services



Reaching the unreached and bridging the digital divide

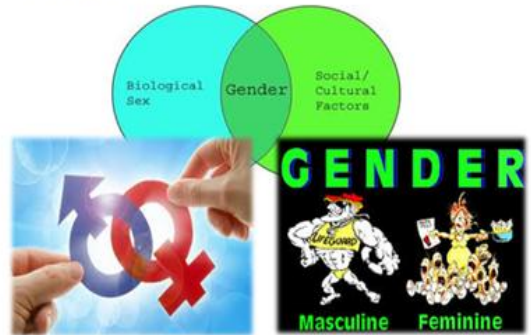
Thank You

Dr. Indu Kumar
Associate Professor
Head, Programme & Research
Division
CIET, NCERT
induk.babra@gmail.com

The Gender - Media Connection

Dr. Sarita Anand
Associate Professor
Dept. Development Communication & Extension
Lady Irwin College
University of Delhi

What is Gender?



Social Construction of Gender



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



The construction never stops.....



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

Gender Stereotypes...does media play a role?

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



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

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



Consequences of 'Negative Stereotypes' attached to women

- Relative Powerlessness
- Limited Range of Occupations
- Loss of Academic Potential
- Lack of Respect for Women's Abilities and
- Low Self-esteem among Women

ALL women expected to follow and those who do not are perceived to be clever and manipulative
 Low productivity of women outside home and therefore to the nation- India is 135th on the human Development index in the world because of their poor health, education and participation in development

Gender portrayal in various forms of Media

- Advertisements
- Films
- Television
- Print

In Advertisements...common features

Popular celebrities are often seen as role models... creating reinforcements



Reinforcing 'the unsaid norms'

Pain...do only women suffer from pain?



Are all men doctors?

Revital...Kyunki Thakna manaa hai!



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

Some attempts - to Change Stereotypes

Women as 'Decision makers'



Men becoming conscious of their Looks and portrayal of physical attributes

Some men like to take care of children..

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

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



Women: close to culture, submissive, patient, homely

Some have attempted to Change the narrative



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



DOMINATING



HERO



BOSS

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



Decision makers



Gender in Print...outward modernity but core conservative



Revolutionizing Print....much needed



New Media



ONLINE
MAIL DISTRIBUTION
TARGETED
TRAFFIC
FACEBOOK
RSS FEEDS

Women & New Media



Health Worker using mobile Kunji



Women participating in Community Radio, a



RJ in Kashmir

New Media are more gender sensitive

Women Participation

- Women's views and voices are marginalized
- Men's voices dominate in hard news
- Men dominate as spokespersons and experts
- Women are more likely to be portrayed as victims

Reporters and Presenters

- News is mainly reported by men
- Female reporters are more likely to cover 'soft' news

News Content

- Women are not the central focus of a story
- THIRD GENDER IS MISSING or is made extra often ridiculed
- Need to be sensitive and create an enabling environment to have their contribution in our society.... A short video

Follow-up of Capacity Building Programme for Secondary Teachers from SC Concentrated Areas of Northern Region on Gender Issues in Education (26th February – 1st March, 2018)

In the capacity building programme held at Dharamashala, the participants prepared action plan related to gender concerns and education and empowerment of SC girls. They were provided with six months to carry out their action plans in their field areas. After six months as a follow-up of the capacity building programme the trained participants presented the work carried out by them in their field areas in the workshop held at NIE, NCERT from 26th February – 1st March, 2018. In the four days workshop fourteen participants from the states of Jammu and Kashmir, Punjab and Himachal Pradesh made presentations.

Brief Summary of the Presentations made by the Participants

All the participants made power point presentations, some of them even prepared videos of the work carried out by them in their field areas. Highlights of the presentations made by them are as under:

- After receiving the training specially, the male participants changed their attitude towards gender. They became sensitized and started helping in the household chores equally with their partners. The female teachers also started taking such responsibilities which were discharged only by male teachers.
- In the school, the colleagues were sensitized on the gender issues.
- The cluster was visited and an orientation programme was organised for two hundred teachers on gender issues in education
- The contractual teachers working at primary level having not much qualification were also sensitized on gender issues through the training programme.
- The community members especially the senior citizen who were mostly ex-service person were also sensitized and engaged in improving the quality of schools.
- Some of the participants even identified students who were slow learners belonging to SC community and counselled them and their parents for their educational improvement. Remedial classes were also held for these girls and they were taught through alternative methods of teaching.

- Group counselling was done for girls and the parents of gujjar community of Jammu and Kashmir for motivating them to attend school regularly.
- Some of the participants addressed the socialisation issues with the help of video, debates, role plays and discussions.
- The self confidence of children was improved by increasing participation in the morning assembly. Students presented their views on gender and discussions were held on topics related to gender.
- Inter school competitions were organised in the form of poster-making, poems and plays related to female foeticide, child labour, juvenile crime etc. Children were also made to analyse newspaper clippings related to social issues. Rallies were organised on Beti Bachao Beti Padoo.
- One of the students of class X got gift voucher from FM Radio, Jammu for speaking on 'women in armed forces'.
- Clubs like jagriti club and gender empowerment clubs were also constituted by participants in the schools. Panel discussions and debates were organised in these clubs related to changing of mindset towards SC community, breaking gender stereotypes and for empowerment of SC girls.
- Nukkad Natak, book exhibition and radio talks were also organised related to gender concerns.
- Videos like slap a girl, first Indian transgender police officer, chuppi todo, gender bender were shown to students of upper primary and secondary stages and discussions were held on issues related to violence, stereo typical mindset, eve-teasing and women role models. The students were sensitized towards the transgender issues and the mindset of the Indian society towards them.
- Some of the participants sensitized children and teachers on issues related to children with special needs especially girls.
- Panchayat members were sensitized on girl child education and made aware about laws related to women by inviting the police personnels. One of the participant even sensitized police personnels and bank workers on gender issues.
- Articles related to gender concerns were also written by one of the participants in the local newspaper.

- The participants also made students aware about the various schemes related to SC girls. The students were also given guidance and counselling related to careers.
- The issues related to low achievement of boys was also addressed by one of the participant.
- The participants of border areas held meetings with community members in collaboration with local MLAs and army for motivating parents to send their girls to school regularly.
- Gender analysis of the textbooks of their state was also done by some of the participants of the training programme.

Some of the exemplar work undertaken by the participants

Ms. Sadia Chowdhary, Teacher, Govt. High School, Qasim Nagar Bahu Fort, J&K

Case Study

Name : Dhani and Kapil

Class : 1st and 2nd

Govt. High School, Qasim Nagar, Jammu

Identification : *Students were silent, were not interested in studies, not well dressed and had hygiene issue*

Problem : *Broken family/Parental Dispute*

Problem Solving:

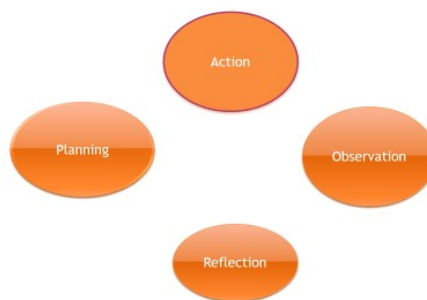
I and other teachers talked with the student and came to know that they are not living with their mother from the past few months, they were living with their grandmother. Due to some personal conflict between parents they are living separately. Mother of the students is not allowed to go the 'Sasural' and meet her children. She used to come to school just to see her children and sometimes bring tiffin for them. Children were becoming silent and emotionally traumatized. Their grandmother had issues with their mother and she was sent back to her parents' house.

We talked and counselled their mother and grandmother but the father did not come for counselling. It took us 2-3 months to mentally make them understand that their children are suffering emotionally and lagging behind in their studies. With the help of school management committee members the mother was made aware about the laws for women, as a result of which she was sent back to her home. Adjustments are still going on in their family, between their parents but now the children are more relaxed, lively, copies are well maintained and they are well dressed up too.

Shri Rakesh Kumar, Teacher, Govt. Higher Secondary School, Hiranagar, Jammu and Kashmir



ACTION RESEARCH CIRCLE



VISIT TO DIFFERENT SCHOOLS

- Teacher visit different schools and for his first step ,he start Action Step by teaching a topic of mathematics based on **SURFACE AREA AND VOLUME**



ACTION

- In this step teacher teaches the lesson in the class normally as usual using some normal teaching aids viz. Black board, chalks, duster etc.

ACTION

- Example: Teacher explained the concept of Surface Area and Volume:

Surface Area



CURVED /LATERAL SURFACE AREA OF A REGULAR SOLID:

CURVED OR LATERAL SURFACE AREA OF A REGULAR SOLID =BASE PERIMETER X HEIGHT.

- EXAMPLE :
1. LATERAL S. AREA OF CUBOID = BASE PERIMETER X HEIGHT
= $2 \times (L + B) \times H$
 2. CURVED S. AREA OF R.C.CYLINDER = B. PERIMETRER X HEIGHT
= $2\pi R \times H$
= $2 \pi RH$
 3. TOTAL SURFACE AREA OF CUBOID = $2 (LB + BH + HL)$
 4. TOTAL SURFACE AREA OF R.C.CYLINDER = $2 \pi R (H + R)$

CURVED /LATERAL SURFACE AREA OF A REGULAR SOLID:

- L. S. Area of cuboid= $2(L+B) \times h$
- Total surface area of cuboid = $2 (lb + bh + hl)$
- curved s. area of Rc.cylinder= $2\pi r \times h$
= $2 \pi rh$
- Total surface area of r.c.cylinder = $2 \pi r (h + r)$



OBSERVATION

- First step ACTION is followed by next step Observation in which the teacher recapitulate the topic by asking the simple questions related to the topic taught to students in the action step in the form of objectives and fill ups.

REFLECTION

- The teacher deduct that two girls one of which wearing spectacles and the other one wearing a hearing machine which were actually the **children with special need** and the three girls sitting at the backside and were restless were unable to give the proper answer. These children did not follow the concept properly.

PLANNING :

- Then by deducting the problems of these particular students, teacher plans to re-teach the lesson by making suitable sitting arrangement and making the use of ICT (**Information And Communication Technology**) and by using suitable teaching aids.

RE-ACTION

- After planning his lesson, in this step teacher teaches the same lesson in the class using special teaching aids and making proper sitting arrangements by keeping the CWSN in the front row and the restless children to do the activity related to the topic.





RE-OBSERVATION

- After teaching the lesson by using special teaching aids and by making proper sitting arrangement the teacher recapitulate the topic again by asking the simple questions related to the topic in the form of objectives and fill ups . The teacher found that a lot of improvement has seen and the children learn the concept from the basic and there was no need to cramming.



CONCLUSION

- ◉ Action Research can help us a lot in teaching a complicated concept to the children specially in the inclusive class where all type of the children viz. boys, girls, CWSN all sit in the same classroom and learn same topic by the same teacher.

Smt. Amar Jyoti Mangat, Lecturer in English, Govt. Sr. Sec. School, Rukn, Begu (Firozpur), Punjab

**WORKSHOP AT NIE , NCERT CAMPUS ,
NEW DELHI ON CAPACITY BUILDING
PROGRAMME FOR SECONDARY
TEACHERS FROM SC CONCENTRATED
AREAS OF NORTHERN REGION ON
GENDER ISSUES IN EDUCATION FROM
26.02.2018 TO 01.03.2018.
UNDER THE ESTEEMED GUIDANCE OF
DR. POONAM AND DR. MONA YADAV .**

*SC Girls
Concentrated Areas
Barriers And
Problems*

*Chart making and
poster making
competitions*



*Yoga As An
Essential Part Of
Life*



*Gender -Based Violence
(GBV) and Self-defence (Karate, Tae-Kwon-Do , etc.)
training for 60 days for girls*



*Rallies For Gender Equality
And Women Empowerment*



*Seminars For Gender Equality
And Women Empowerment ,
Maternal And Neonatal Health
, Gender Related Bottlenecks
And Barriers*



*Awareness regarding
Water ,sanitation and
hygiene (WASH) project*



*Focus On Girls
With Disabilities*



Role Of Media



*Skit , Choreography ,
Etc. For The Promotion
Of Beti Bachao, Beti
Padhao*



*Career Guidance
Seminars For SC
And All Students*



*Tree Plantation For
Clean And Green
Society*



PRESENTED BY :
Mrs. AMAR JYOTI MANGAT
(STATE AWARDEE)
GOVT. SEN. SEC. SCHOOL ,RUKNA BEGU
FEROZEPUR(PUNJAB)
09876737626



ACTION RESEARCH

By :- Navneet Gupta
Teacher
Govt. High School
Thandapani
Rajouri (J&K)

IDENTIFICATION OF PROBLEM

Two girls of class 7th of Govt. High School Thandapani
as Slow Learners

CASE STUDIED

Both girls are class 7th students of government high school thanda pani, Rajouri (J&K).
Kajal Devi is residing 2km away from school . Her father is in Indian army. Her mother is educated upto 10th standard only. Perhaps less educated and incomplete family hampering her studies.
2nd girl named Kajal Devi (SC) lives in kacha house. Her father is a tractor driver and less educated . Her mother studied upto 8th standard. Perhaps low education and poor economic condition hampering her studies.

OBSERVATION

1. Absentism in the class
2. Regular habit of back benching
3. Zero involvement in the class
4. Non coopeartion of other students
5. Hesitation and inferiority complex

On an average two girls show less attendance as compared to other students



Girls are in the habit of sitting on the back benches and even other students also do not give them chance to come on the front



Girls do not get involve themselves in the classroom teaching learning process



Other class students are seems to be non cooperative to them



ACTION

1. Shifting/ Mixing
2. Motivation
3. Individual Attention
4. Group Discussion

Students are made to sit in front desks on rotation basis and with good students



Motivation is provided to both students as well as parents regarding importance of studies



Special attention is provided to these students in terms of homework , class tests etc.



Group discussion was started in the class in order to do away with the shyness of these students



Reflection

- Shifting in the class results increased level of involvement in the class
- Development of confidence among the target girls
- Progress in results shown although at slower pace

Plan

- ✓ Special regular attention will be given to these girls in future also so that their momentum should build up.
- ✓ Sharing of responsibility will help in the modification of behavior also

Shri Surjit Lal, Lecturer in English, GSSS, Karari, Punjab and Shri Ashok Kumar, Lecturer, Govt. Sr. Sec. School Pattar Kalan, Jalandhar, Punjab

INAUGURATION OF GENDER EMPOWERMENT CLUB (GEC)



DATED : 5/12/2017

INAUGURATION OF GENDER EMPOWERMENT CLUB IN GOVT. SER.SEC. SCHOOL BHARGO NAGAR JALANDHAR BY S. SATNAM SINGH DEO(SS) JALANDHAR, PRINCIPAL NIRMALA KUMARI,SH. SURJIT LAL DISTT. GUIDANCE COUNSELLOR AND ASHOK SAHOTA CLUSTER GUIDANCE RESOURCE PERSON JALANDHAR

Capacity Building of Teachers from Sr. Sec. Schools in Distt. Jalandhar , Punjab (Dated:11-9-2017)



Incharges of legal aid and Jagriti clubs already working in schools at Jalaandhar. In each School The Club has Consist with School Principal,Two Teachers, 20 Students, Two P.t.a Members (preferable women) and a Mahila Police Adhikari.

Gender inequality (A Capacity Building Programme 28/1/18)



Many countries have laws that give less inheritance of ancestral property for women compared to men. Cultural stereotypes, which can dictate specific roles both men and women.

Programming for Gender Equality and Women and Girls' Empowerment (a seminar on 25/8/17)



1. Women's leadership and political participation
2. women's economic empowerment sets a direct path towards gender equality
3. Violence against women and girls is a grave violation of human rights. It negatively affects women's general well-being and prevents women from fully participating in society.

There are 1.8 billion young people aged 10-24 in the world—the largest youth population ever Of these, 600 million are adolescent girls and young women.

Pledge for Promoting Gender Responsive Adolescent Health (Dated: 05-01-2018)



ADOLESCENTS HAVE SIGNIFICANT NEEDS FOR HEALTH SERVICES. THEY POSE DIFFERENT CHALLENGES FOR THE HEALTH - CARE SYSTEM THAN CHILDREN AND ADULTS, DUE TO THEIR RAPIDLY EVOLVING PHYSICAL INTELLECTUAL AND EMOTIONAL DEVELOPMENT.

Book Exhibition On Gender Based Violence (GBV) Dated: 17-12-2017



Gender based violence, especially School Related Gender-Based Violence (SRGBV) continues to keep girls out of school or affect their performance in school and hangs between a decision on the girl's beautiful future and parent's desire to keep them safe. GBV is classified into psychological, physical, or sexual factors but it is categorized under violation of human rights. Practical solutions to address this pressing issue includes sensitivity training for both, the children and specially the teachers, so that they can maintain a GBV free atmosphere

Gender-related bottlenecks and barriers (Group Counselling on dated 30-11-2017)



Cultural barriers may include differing languages, differing practices as related to medical procedures, and different conceptions of gender and sexuality. These barriers can lead to serious miscommunications between parties with differing cultural backgrounds.

Gender Differences With in the Workplace: A seminar Organised in Canara Bank Jalandhar(Dated: 20/2/18)



Gender differences involve both physical and emotional factors. They are essentially the characteristics that influence male and female behavior in the workplace. These influences may stem from psychological factors, such as upbringing or physical factors, such as an employee's capability to perform job duties. Differences also stem from gender stereotypes related to men and women. So, The stereotype assessment is that women belong in the home while men work and provide support. Stereotypes often lead to sex discrimination in the workplace.

Role of Media in Gender Issue

Dated: 20-01-2018



कपूर पिंड स्कूल में मास काउंसलिंग कार्यक्रम का आयोजन

कपूर पिंड स्कूल में मास काउंसलिंग कार्यक्रम का आयोजन किया गया। कार्यक्रम में मास काउंसलरों ने छात्रों को लिंग भेदभाव के बारे में शिक्षित किया। कार्यक्रम में मास काउंसलरों ने छात्रों को लिंग भेदभाव के बारे में शिक्षित किया।

ने स्कूल में लिंग भेदभाव के विषय पर मास काउंसलरों ने छात्रों को लिंग भेदभाव के बारे में शिक्षित किया। कार्यक्रम में मास काउंसलरों ने छात्रों को लिंग भेदभाव के बारे में शिक्षित किया।

Welfare Schemes for SC Girls students:

Messdem Bharat (NGO) achieve their role as a means of empowerment and social transformation especially girls in rural Area. Moreover the urban poor living in slums Area.



Community Participation

Identifying same sex role models in the community. As part of the society to include stories of female leaders from diverse backgrounds, who have made their mark in different fields of excellence.



Teachers Role as a Counselor

To help, teachers to define their role as counselor. To sensitize them to the enabling role. That they can play in developing a sense of self identity in girls



The Community Participation in Rallies with Gender Issues

Dated: 21-2-2018



The Open Platform like Nukkar Meetings, Door to Door Survey and Mohalla Contact Programme was arrange by Messdem Bharat in sophisticated area.



Ashok Sahota
Lect. English
Career Guidance Resource Person
Govt. Ser Sec. School (Boys)
Bhargo Nagar Jalandhar

Email:
ashoksahota1969@gmail.com

Mobile:
9464012013

Ashok Sahota
National Convener

☎ 0181-2421513
94640-12013

ਸ੍ਰੀ ਆਸ਼ੋਕ ਸਾਹੋਤਾ ਸੰਗਤ ਸੇਵਾ ਸੰਗਤ



Messdem Bharat

Multiwest Employees Sangh For Social Democracy (Regd.)

☎ ashoksahota1969@gmail.com

H.O. - 65, Bagriha, Arjun Nagar, Chak Hussaina, Lama Pind Road, Jai. (PB). 144 009

THANK YOU

Follow-up of Capacity Building Programme for Secondary Teachers on Gender Issues in Education from SC Concentrated Areas of Northern Region

(26th February – 1st March, 2018)

Programme Schedule

26th February, Monday, 2018

Time	Themes	Resource Persons
9:30 a.m. – 10:00 a.m.	Registration	
10:00 a.m. – 11:00 a.m.	Welcome Remarks	Prof. Poonam Agrawal, Head, DGS Prof. Mona Yadav
11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:00 p.m.	Interaction with the participants on their action plan	Prof. Poonam Agrawal and Prof. Mona Yadav
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	Presentation by participants from Jammu followed by discussion	Prof. Mona Yadav
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Presentation by participants from Jammu followed by discussion	Prof. Mona Yadav

27th February, Tuesday, 2018

Time	Themes	Resource Persons
9:30 a.m. – 11:00 a.m.	Presentation by participants from Jammu followed by discussion	Prof. Mona Yadav and Prof. Mily Roy Anand, DGS
11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:00 p.m.	Presentation by participants from Jammu followed by discussion	Prof. Mona Yadav and Prof. Mily Roy Anand, DGS
1:00 p.m. – 2:00 p.m.	Lunch	

2:00 p.m. – 3:30 p.m.	Presentation by participants from Jammu followed by discussion	Prof. Mona Yadav
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Presentation by participants from Himachal Pradesh followed by discussion	Prof. Mona Yadav

28th February, Wednesday, 2018

Time	Themes	Resource Persons
9:30 a.m. – 11:00 a.m.	Presentation by participants from Punjab followed by discussion	Prof. Mona Yadav
11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:00 p.m.	Presentation by participants from Punjab followed by discussion	Prof. Mona Yadav
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	Presentation by participants from Punjab followed by discussion	Prof. Mona Yadav
3:30 p.m. – 4:00 p.m.	Tea	
4:00 p.m. – 5:30 p.m.	Analysis of textual material from a gender perspective	Prof. Mona Yadav

1st March, Thursday, 2018

Time	Themes	Resource Persons
9:30 a.m. – 11:00 a.m.	Analysis of textual material from a gender perspective	Prof. Mona Yadav
11:00 a.m. – 11:30 a.m.	Tea	
11:30 a.m. – 1:30 p.m.	Video viewing and Discussions on the Video	Prof. Mona Yadav
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 5:30 p.m.	Next Steps and Wrapping up	Prof. Poonam Agrawal and Prof. Mona Yadav

List of Participants for the Follow-up of Capacity Building Programme for Secondary Teachers on Gender Issues in Education from SC Concentrated Areas of Northern Region

S.No.	Name	Official Address	Residential Address
1.	Shri Sushil Kumar	PGT (Maths), Govt. Sr. Sec. School, Burma Papri, District - Sirmour, Himachal Pradesh	Village Krahlar, P.O. Kuthera, District & Tehsil Hamirpur, Himachal Pradesh 094188-80928 Email : sksushi66@gmail.com
2.	Shri Akash Deep	Master, Govt. Sr. Sec. School, Chandbaja, Distt. - Fardkot, Punjab	# B-11/451, Bobby Tent House Street, Near M.G.M. School Faridkot, Punjab - 151203 097808-00187 (Principal) 097799-00625 Email : akash000188@gmail.com
3.	Shri Ashok Kumar	Lecturer Govt. Sr. Sec. School Pattar Kalan, Jalandhar, Punjab	65, Arjun Kumar NR. ST. Soldier, Divine Public School Jalandhar, 0181-2421513 Email : ashoksahota1969@gmail.com
4.	Ms. Sadia Chowdhary	Teacher, Govt. High School, Qasim Nagar Bahu Fort, Jammu, Jammu and Kashmir	H.No. 108, Lane No. 2, Vidhata Nagar, Bathindi, Jammu 084920-43990 Email: sadiach0061@gmail.com
5.	Shri Amar Jyoti Mangat	Lecturer in English, Govt. Sr. Sec. School, Rukn, Begu (Firozpur), Punjab	Shaheed Bhagat Singh, State Technical Campus, (4/6), Moga Road, Firozpur, Punjab 095010-07562, 098767-37626 Email : ghs.ruknabegufzr@gmail.com
6.	Shri Gurmeet Singh	Shri Gurmeet Singh, Lecturer (Punjabi) Govt. Sr. Sec. School, Arayian Wala Kalan, Faridkot, (Punjab)	Giani Zail Singh Avenue, Faridkot, Punjab 95010-15176 Email : gurmeetbobby76@gmail.com

7.	Shri Rakesh Kumar	Teacher Govt. Higher Secondary School, Hiranagar, Jammu and Kashmir	V.P.O. Mela, Tehsil Hiranagar, Distt. Kathua Jammu and Kashmir – 184144 096971-74885 ghsshgr@gmail.com
8.	Shri Navneet Gupta	Teacher, Govt. High School, Thandapani, Distt. Rajouri, Jammu and Kashmir	Ward No.7, Sunder Bani, Distt. - Rajouri, Jammu and Kashmir 09419613955, 8803584425 Email : guptanavneet09@gmail.com
9.	Shri Yash Paul Sharma	Master, Govt. High School, Gurha Manhasan (Zone Jourian) Distt. Jammu, Jammu and Kashmir	R/o Ghari Bishana P/o Jorian, Akhnoor, Distt. – Jammu, Jammu and Kashmir 094691-50258
10.	Shri Rakesh Kumar	Teacher, Education, Zonal Education, Officer Thathri, Jammu and Kashmir	R/o Thalela, B.P.O. Bhella, Teh. Thathri Doda, Jammu and Kashmir 098589-13312 Email : rakeshkumarsharan@gmail.com
11.	Ms. Tapasya Sharma	Research Officer, State Institute of Education, Jammu, Muthi, Jammu, Jammu and Kashmir	115-Kachi Chawani, Jammu, Jammu and Kashmir - 180001 090860-48578, 019125-98179 Email : siej@gmail.com , tapasyajamwal@gmail.com
12.	Ms. Rakhi Atri	Research Officer State Institute of Education , Jammu, Muthi, Jammu, Jammu and Kashmir	7-A, Mohinder Nagar, Canal Road, Jammu - 180001, 097975-90326, 019125-98179 Email : siej@gmail.com , rakhiatri1501@gmail.com
13.	Ms. Anita Raina	Teacher, Govt. Girls Middle School, Muthi, Jammu, Jammu and Kashmir	Ward No. 67, Village Muthi, Near Ram Temple Jammu, 094197-05260
14.	Ms. Alka Sharma	Research Officer , State Institute of Education, Jammu, Jammu and Kashmir	381-shastri Nagar, Jammu , Jammu and Kashmir, 094192-41450 Email : siej@gmail.com , alkasanjeevsharma@gmail.com

CAPACITY BUILDING OF SECONDARY TEACHERS FROM SC CONCENTRATED AREAS OF NORTHERN REGION ON GENDER ISSUES IN EDUCATION 31-07-2017 TO 04-08-2017 ORGANISED BY N.C.E.R.T NEW DELHI & G.C.T.E DHARAMSHALA



1st Row Sitting On Chairs :- Bhavna Sharma, Amar Jyoti Mangat, Poonam Agrawal (Head Dept. of Gender Studies), Surakshit Goswami (International Yoga Expert), Suresh Sharma (Associate Professor),

Mona Yadav (Programme Co-ordinator), Yug Raj Singh (Associate Professor), Ramesh Chander :- Yash Paul Sharma, Rajinder Singh, Malik Nazir, Rakesh Kumar, Surjit Lal, Ashok Kumar,

Showkat Ahmad Lone, Alka Sharma, Sadia Chowdhary, Pushap Lata, Anita Rana, Tapasya Sharma, Rakhi Atri

3rd Row Standing :- Akash Deep, Navneet Gupta, Sushil kumar, Pawan Kumar, Imtiyaz Ahmad Khan, Gurmeet Singh, Javid Ahmad Dar, Rakesh Kumar