

Dr. YADUKUMAR M  
ASSISTANT PROFESSOR  
KUMADVATHI COLLEGE OF EDUCATION  
SHIKARIPURA

## **UNIT – III**

# **GENDER INEQUALITY IN THE SCHOOLS**

3.1 In the structure of knowledge

3.2 In the development of curriculum and text books.

3.3 In the classroom - girl friendly school, co-education and single sex schooling.

3.4 In the management of the school and education system.

## 3.1 In the structure of knowledge

- Meaning of gender equality
- Benefits of gender equality
- What does gender equality look like?
- How can we make gender equality a reality?

# Meaning of gender equality

**Gender equality** is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including:

economic participation, decision-making and when the different behaviours, aspirations and needs of women and men are equally valued and favoured.

**Gender equality** is when people of all genders have equal rights, responsibilities and opportunities. Everyone is affected by gender inequality - women, men, trans and gender diverse people, children and families. It impacts people of all ages and backgrounds.

**Gender equality** means that all genders are free to pursue whatever career, lifestyle choice and abilities they want without discrimination. Their rights, opportunities and access to society are not different based on their gender. Gender equality does not necessarily mean that everyone is treated exactly the same. Their different needs and dreams are valued equally. Gender equity is often discussed at the same time as gender equality for this reason. Since society has favoured men for so long, men have many advantages. Equity fills in the gaps so everyone else can “catch up” to men. It addresses discrimination and imbalances in society so that equality can become a reality.

# **Benefits of gender equality**

Achieving gender equality will have a significant positive impact on the world.

Here are just a few of the benefits:

## Better business

Studies show that gender diversity improves an organization's innovation and productivity. When women are given equal education (and as a result, equal job opportunities) compared to men, the businesses they join thrive.



## **Better economy**

When women can participate in the economy in the same way as men, the economy does better. Closing the gender pay gap plays a significant role in this.

## **Reduced poverty**

Girls and women make up the world's poorest populations. Because they aren't given equal education, job opportunities and income, cycles of poverty repeat themselves. By giving women the same opportunities as men, it would raise up entire families from poverty and reduce the world's poverty rate.

## Better health

Because of barriers like income and lack of education, access to good healthcare is often challenging for women. Even without those obstacles, women are often not taken seriously. There's also less research on conditions that mostly affect women. If gender equality became realized in healthcare, women would get better care, leading to improvements in a society's overall health. Studies also show that gender equality has a link to the improvement of children's health. Women with equal education and income can care for their children better.

# What does gender equality look like?

What would gender equality mean in practice? How would the world be different?

Here are just a few of the outcomes:

# **More girls would be educated**

A lack of education is one of the most significant results of gender inequality. If girls' education was given the same priority as boys', more girls would be in school. This would set them up for better job opportunities and income in the future.

## **More women would be in the workplace (and workplace leadership)**

Currently, women are not as represented as men in the workplace, especially in leadership. If barriers to their success were removed, they would be better represented.

# **Families would be stronger**

Men are negatively affected by gender inequality. This is especially clear when it comes to paid family leave. Because women are considered the primary caregivers for children, men are often unable to get time off. This is also true when it comes to caring for older family members. If both men and women were able to take time off for family without discrimination based on gender, it would strengthen families.

## **More women would participate in politics**

Most political systems are still biased in favour of men. If gender equality was realized, the world would see a lot more women engaged in the political process. This includes political leadership



# How can we make gender equality a reality?

The world is a long way from achieving gender equality. What needs to happen for it to become real? There are three essential actions:

# Awareness

The first step toward any progress is awareness. If a society isn't able to acknowledge gender inequality, changes will be nearly impossible. To make gender equality a reality, people need to be aware of the current state of affairs and the benefits of change.

# **Education**

Many believe that the most significant obstacle to gender equality is unequal access to education. Without the same education as boys, girls are limited in their income and job prospects. This has a domino effect in every area of their lives. To tackle gender inequality at the start, education for girls and women needs to be a top priority.

# Legislative support

There are many laws and systems in place that fuel gender inequality. To break those systems down, laws that discriminate need to be repealed and new laws put in place. These laws hold organizations and institutions accountable. Governments, legislators, and activists all play a part in this process.

**Gender inequality**

# Gender inequality

Gender inequality is the social process by which men and women are not treated as equals. The treatment may arise from distinctions regarding biology, psychology or cultural norms. Some of these distinctions are empirically-grounded while others appear to be socially constructed.

**Causes of gender inequality:**

# 1. Uneven access to education

Around the world, women still have less access to education than men.  $\frac{1}{4}$  of young women between 15-24 will not finish primary school. That group makes up 58% of the people not completing that basic education. Of all the illiterate people in the world,  $\frac{2}{3}$  are women. When girls are not educated on the same level as boys, it has a huge effect on their future and the kinds of opportunities they'll get.



## **2. Lack of employment equality**

Only few countries in the world give women the same legal work rights as men. In fact, most economies give women only  $\frac{3}{4}$  the rights of men. Studies show that if employment became a more even playing field, it has a positive domino effect on other areas prone to gender inequality.

### 3. Job segregation

One of the causes for gender inequality within employment is the division of jobs. In most societies, there's an inherent belief that men are simply better equipped to handle certain jobs. Most of the time, those are the jobs that pay the best. This discrimination results in lower income for women. Women also take on the primary responsibility for unpaid labour, so even as they participate in the paid workforce, they have extra work that never gets recognized financially.

## 4. Lack of legal protections

According to research from the World Bank, over one billion women don't have legal protection against domestic sexual violence or domestic economic violence. Both have a significant impact on women's ability to thrive and live in freedom. In many countries, there's also a lack of legal protections against harassment in the workplace, at school, and in public. These places become unsafe and without protection, women frequently have to make decisions that compromise and limit their goals.

## 5. Lack of bodily autonomy

Many women around the world do not have authority over their own bodies or when they become parents. Accessing birth control is frequently very difficult. According to the World Health Organization, over 200 million women who don't want to get pregnant are not using contraception. There are various reasons for this such as a lack of options, limited access, and cultural/religious opposition. On a global scale, about 40% of pregnancies are not planned and while 50% of them do end in abortion, 38% result in births. These mothers often become financially dependent on another person or the state, losing their freedom.

## 6. Poor medical care

In addition to limited access to contraception, women overall receive lower-quality medical care than men. This is linked to other gender inequality reasons such as a lack of education and job opportunities, which results in more women being in poverty. They are less likely to be able to afford good healthcare. There's also been less research into diseases that affect women more than men, such as autoimmune disorders and chronic pain conditions. Many women also experience discrimination and dismissal from their doctors, broadening the gender gap in healthcare quality.

## **7. Lack of religious freedom**

When religious freedom is attacked, women suffer the most. In a study, researchers were also able to connect religious intolerance with women's ability to participate in the economy. When there's more religious freedom, an economy becomes more stable.

## **8. Lack of political representation**

Despite progress in this area over the years, women are still grossly underrepresented in government and the political process. This means that certain issues that female politicians tend to bring up such as parental leave and childcare, pensions, gender equality laws and gender-based violence are often neglected.

## 9. Racism

It would be impossible to talk about gender inequality without talking about racism. It affects what jobs women of color are able to get and how much they're paid, as well as how they are viewed by legal and healthcare systems. Gender inequality and racism have been closely-linked for a long time. According to Sally Kitch, a professor and author, European settlers in Virginia decided what work could be taxed based on the race of the woman performing the work. African women's work was "labor," so it was taxable, while work performed by English women was "domestic" and not taxable. The pay gaps between white women and women of color continues that legacy of discrimination and contributes to gender inequality.



# 10. Societal mindsets

It's less tangible than some of the other causes on this list, but the overall mindset of a society has a significant impact on gender inequality. How society determines the differences and value of men vs. women plays a starring role in every arena, whether it's employment or the legal system or healthcare. Beliefs about gender run deep and even though progress can be made through laws and structural changes, there's often a pushback following times of major change. It's also common for everyone (men and women) to ignore other areas of gender inequality when there's progress, such as better representation for women in leadership. These types of mindsets prop up gender inequality and delay significant change.

## **3.2 In the development of curriculum and text books**

**According to D. K. Wheeler (1978),**

Curriculum is “the planned experiences offered to the learner under the guidance of the school”.

## **Kerr (1968) defines curriculum as**

“All the learning, which is planned and guided by school whether it is carried on in groups or individually”.

## **Oluoch (1982) observes that**

A curriculum is “all that is planned to enable the students acquire and develop the desired knowledge, skills and attitudes”.

**As per J. Wiles & J. Bondi (1989),**

Curriculum is “a goal or set of values, which are activated through a development process culminating in classroom experiences for student”.

## **A. Glatthorn (1987) gives the definition as**

“plans made for guiding learning in schools usually represented in retrievable documents of several levels of generality and the actualization of those plans in the classroom as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment which also influences what is learned”.

## **From the above definitions, we can conclude that**

curriculum is the planned experiences that an educational institution sets forth in order to develop knowledge, skills, and attitudes among learners. The concept of curriculum goes much deeper than the formal official documents set by the government. It is taught in classes and brings with it the interpretations, beliefs, assumptions, and values of teachers, thus changing it into an ‘as taught’ curriculum.



# **Gender Issues in the Aspects of a Curriculum**

# Language and Gender

Some curricular objectives show that the language used is gender biased. Language communicates the status of being male or female and the status of being assertive or submissive.

It is very often seen that 'he' is used as the universal pronoun. There are several terms used, which are **masculine in nature**.

Some of the common terms used are **man**kind, **man**,  
polic**man**, fire**man**, chair**man**, waiter, business**man**,  
steward, first bats**man** , brotherhood , **man**ning,  
**man**power, security **man**, mail**man**/post**man**,  
brotherly, the story of **man**, **man**made, etc.

These terms can be replaced with neutral terms  
which do not specify any gender.

# Curriculum Structure and Gender

It is more often seen that a curriculum is **designed to cater to the cultural beliefs** when it comes to gender. The activities and programmes are so structured as to fit into the perceptions of the society.

Girls are believed to be **delicate and aesthetic**, while the boys are considered to be **strong and powerful**.

Hence, activities like **singing and dancing are planned for girls**, while physically stimulating activities like **sports and games are planned for boys**.

Certain forms of dances are considered to be feminine, while certain forms of sports are considered to be masculine. Although not much difference is made in choice of subjects among boys and girls, yet in their execution there is difference.

# Classroom Processes and Gender

Teachers' and students' perception find a big place in the teaching- learning process.

Girls are considered to be more **responsible and hardworking**, while boys are considered to be **indifferent and aggressive**.

As a result, school and **classroom activities are organised in such a manner to cater to these perceptions**.

Boys are seen as leaders, while expectations in terms of academic performance are higher from girls.

Teachers give more attention to boys to respond and participate in the classroom, while timid and shy girls are not paid equal attention. Boys have disproportionate share of contributions in the whole class interaction partly due to their being selected by the teacher more frequently than girls and also due to their ability to create both positive and negative conditions, which attracts the teacher's attention and facilitates their participation and dominant position in classroom interaction.

## Content of Instructional Material and Gender

In the Indian context, textbooks are important repository of knowledge. Since textbooks try to reflect the culture and traditions of a place, any gender inequality prevalent in the society makes its way into the textbooks too. The visibility of women is low in textbooks compared with men. Underrepresentation of women is clearly evident in almost all textbooks, be it the freedom struggle or history, more men appear than women.

Visuals and exercises in the textbooks portray gender stereotypes. Women and men are identified with stereotypical attributes such as **brave, heroic, honest and strong are portrayed as male**, while **caring, self-sacrificing, love and kindness as female attributes**.

Some shift is seen lately, where efforts are being made by the NCERT to bring about equality in relation to gender in textbooks.

**Several studies have shown that textbooks reinforce traditional views of masculinity and femininity and encourage children to accept a traditional gender order.**



For example, a recent study conducted by Kostas (2019) found that female characters in textbooks of primary education were portrayed mainly as mothers and housewives, whilst male characters were identified as breadwinners. Additionally, teachers often use materials, including texts, images or examples that reinforce stereotyped roles.

Typical examples given include roles of the

- father (reading the newspaper) - the mother (serving dinner)
- the doctor (male) and the nurse (female)
- playing ball (boy) - combing doll's hair (girl)

By doing this, teachers also promote gender bias, which favours girls as well. **Bullying and noise-making for boys and politeness and gentleness for girls is another example.**

Gender bias does not only favour males over females; it can also go the other way around. They are both negative when considering a healthy relationship between the teacher and the learner.

Gender inequality in curriculum exposes indications that female and male learners are not treated equally in various types of curriculum. There are two types of curricula: formal and informal. Formal curricula are introduced by a government or an educational institution. Moreover they are defined as sets of objectives, content, resources and assessment. Informal curricula, also defined as hidden or unofficial, refer to attitudes, values, beliefs, assumptions, behaviours and undeclared agendas underlying the learning process. These are formulated by individuals, families, societies, religions, cultures and traditions.

# Gender Equal Curriculum

Several ideas must have crossed your mind in formulating a gender equal curriculum. Now let us further discuss more strategies in having a gender equal curriculum. In order to create a gender equal curriculum, one has to pay attention to the important aspects of education, which can ensure equality. Before suggesting the strategies, **let us study the opinions put forward by different experts in different historic educational documents about the relevance of curriculum for girls in education and schools.**

## **3.2 In the development of curriculum and text books**

## **According to D. K. Wheeler (1978)**

Curriculum is “the planned experiences offered to the learner under the guidance of the school”.

## **Kerr (1968) defines curriculum as**

“All the learning, which is planned and guided by school whether it is carried on in groups or individually”.

## **Oluoch (1982) observes that**

A curriculum is “all that is planned to enable the students acquire and develop the desired knowledge, skills and attitudes”.



**As per J. Wiles & J. Bondi (1989),**

Curriculum is “a goal or set of values, which are activated through a development process culminating in classroom experiences for student”.

## **A. Glatthorn (1987) gives the definition as**

“plans made for guiding learning in schools usually represented in retrievable documents of several levels of generality and the actualization of those plans in the classroom as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment which also influences what is learned”.

## **From the above definitions, we can conclude that**

curriculum is the planned experiences that an educational institution sets forth in order to develop knowledge, skills, and attitudes among learners. The concept of curriculum goes much deeper than the formal official documents set by the government. It is taught in classes and brings with it the interpretations, beliefs, assumptions, and values of teachers, thus changing it into an ‘as taught’ curriculum.

# **Gender Issues in the Aspects of a Curriculum**

# Language and Gender

Some curricular objectives show that the language used is gender biased. Language communicates the status of being male or female and the status of being assertive or submissive.

It is very often seen that 'he' is used as the universal pronoun. There are several terms used, which are **masculine in nature**.

Some of the common terms used are **man**kind, polic**man**, fire**man**, chair**man**, waiter, business**man**, steward, first bats**man** , brotherhood , **man**ning, **man**power, security **man**, mail**man**/post**man**, brotherly, the story of **man**, **man**made, etc.

These terms can be replaced with neutral terms which do not specify any gender.

# Curriculum Structure and Gender

It is more often seen that a curriculum is **designed to cater to the cultural beliefs** when it comes to gender. The activities and programmes are so structured as to fit into the perceptions of the society.

Girls are believed to be **delicate and aesthetic**, while the boys are considered to be **strong and powerful**.

Hence, activities like **singing and dancing are planned for girls**, while physically stimulating activities like **sports and games are planned for boys**.

Certain forms of dances are considered to be feminine, while certain forms of sports are considered to be masculine. Although not much difference is made in choice of subjects among boys and girls, yet in their execution there is difference.

# Classroom Processes and Gender

Teachers' and students' perception find a big place in the teaching- learning process.

Girls are considered to be more **responsible and hardworking**, while boys are considered to be **indifferent and aggressive**.

As a result, school and **classroom activities are organised in such a manner to cater to these perceptions**.

Boys are seen as leaders, while expectations in terms of academic performance are higher from girls.



Teachers give more attention to boys to respond and participate in the classroom, while timid and shy girls are not paid equal attention. Boys have disproportionate share of contributions in the whole class interaction partly due to their being selected by the teacher more frequently than girls and also due to their ability to create both positive and negative conditions, which attracts the teacher's attention and facilitates their participation and dominant position in classroom interaction.

## Content of Instructional Material and Gender

In the Indian context, textbooks are important repository of knowledge. Since textbooks try to reflect the culture and traditions of a place, any gender inequality prevalent in the society makes its way into the textbooks too. The visibility of women is low in textbooks compared with men. Underrepresentation of women is clearly evident in almost all textbooks, be it the freedom struggle or history, more men appear than women.

Visuals and exercises in the textbooks portray gender stereotypes. Women and men are identified with stereotypical attributes such as **brave, heroic, honest and strong are portrayed as male**, while **caring, self-sacrificing, love and kindness as female attributes**.

Some shift is seen lately, where efforts are being made by the NCERT to bring about equality in relation to gender in textbooks.

**Several studies have shown that textbooks reinforce traditional views of masculinity and femininity and encourage children to accept a traditional gender order.**

For example, a recent study conducted by Kostas (2019) found that female characters in textbooks of primary education were portrayed mainly **as mothers and housewives**, whilst male characters were identified as **breadwinners**. Additionally, teachers often use materials, including texts, images or examples that reinforce stereotyped roles.

Typical examples given include roles of the

- father (reading the newspaper) - the mother (serving dinner)
- the doctor (male) and the nurse (female)
- playing ball (boy) - combing doll's hair (girl)

By doing this, teachers also promote gender bias, which favours girls as well. **Bullying and noise-making for boys and politeness and gentleness for girls is another example.**

Gender bias does not only favour males over females; it can also go the other way around. They are both negative when considering a healthy relationship between the teacher and the learner.

Gender inequality in curriculum exposes indications that female and male learners are not treated equally in various types of curriculum. There are two types of curricula: formal and informal. Formal curricula are introduced by a government or an educational institution. Moreover they are defined as sets of objectives, content, resources and assessment. Informal curricula, also defined as hidden or unofficial, refer to attitudes, values, beliefs, assumptions, behaviours and undeclared agendas underlying the learning process. These are formulated by individuals, families, societies, religions, cultures and traditions.

# Gender Equal Curriculum

In order to create a gender equal curriculum, one has to pay attention to the important aspects of education, which can ensure equality. Before suggesting the strategies, let us study the opinions put forward by different experts in different historic educational documents about the relevance of curriculum for girls in education and schools.

## **University Education Commission**

After India became independent, the first Governmental Act to organise the education system in the light of independence was the setting up of the **University Education Commission**, headed by Dr. Sarvapalli Radhakrishnan, to suggest improvements and extensions that may be desirable to suit the requirements of the country.



- Widely acclaimed, the report of the Commission on the issue of women's education referred that, “Women's present education is entirely irrelevant to the life they have to lead. It is not only a waste but often a definite disability.”
- “The present system of women's education, based as it is upon men's needs, does not in any way make them fit for coping with the problems of daily life.”

“The modern educated Indian women are neither happy nor contented nor socially useful. She is misfit in life. She is highly suppressed and needs opportunities for self-expression. The new education must provide this opportunity”.

The most important development in the field of women's education during the post-independence period was the setting up of a **National Committee for women's education under the Chairmanship of Durgabai Deshmukh in 1959** which examined comprehensively the problems of women's education. As a result of the recommendations of this committee a **National Council for the education of women** was set up in 1959 with Durgabai Deshmukh as its first chairman.

A major break-through in this area was achieved with the setting up of **Hansa Mehta Committee in 1961 by the National Council for Women's Education.**

This committee examined in detail, the present curricula of school education and its relevance to individual and social needs of women in the prevailing circumstances of the country. The most **salient feature of Hansa Mehta Committee** was that it felt that a **woman can pursue a career of her own choice without disturbing her role as a mother or house-wife.** The committee observed that: “We, therefore, recommend that the education of women should be so planned as to enable them to **follow a career of their choice without,** in any way, **neglecting their responsibilities for child-rearing and home-making.**”

## **Bhaktavalsalam Committee**

The national council for women education at its meeting held in **April 1963** appointed a small committee under the chairmanship **Bhaktavalsalam** Chief Minister of **Madras** to look into the causes of lack of public support particularly in areas for girls education and to enlist public cooperation. **The committee presented a detailed report with recommendations to improve the status of women's education.**

## **Kothari Education Commission (1964-66)**

Another break-through in the direction of gender equality in curriculum was achieved by the recommendations of Indian Education Commission popularly known as Kothari Commission (1964-66). The commission agreed with the recommendations made by the National Council on Women's Education (1958-59) and Hansa Mehta Committee(1961) Regarding :

(a) Educating the public to overcome the traditional prejudices against the education of girls

(b) Popularization of mixed primary schools and wherever possible, opening of separate schools for girls at the higher primary stage etc.

The Kothari Commission (1964-66) also recognized the significance and importance of girl's education in nation-building. According to the commission: "For the full development of our human resources, for the improvement of homes, and for moulding the character of children during the most impressionable years of infancy, the education of woman is of even greater importance than that of man." The commission fully endorsed the recommendations of Hansa Mehta Committee on the issue of differentiation of curriculum for boys and girls.



According to the commission, while courses on home science, music and fine arts should be provided at the secondary stage on a large scale, they should not be made compulsory for girls. Special efforts should be made to encourage girls to study mathematics or science at the secondary stage.

At the higher secondary stage female students should have free access to courses in arts, humanities, science and technology. However, technical and vocational courses need to be emphasized.

The commission was also of the view that the education of **women should be regarded as a major programme in education** in the years to come and a bold and determined effort should be made to face the difficulties involved and bridge the existing gap between the education of men and women in as short a time as possible.

However, irrespective of the provisions and recommendations of various commissions and committees the gender gap in education continued to exist in the years that followed. Certain subjects and areas were still considered to be masculine and exclusively male dominated.

Girls continued to be satisfied with home-science, arts and music, etc., while boys had a whole range of diversified courses in the area of science, technology, medicine, engineering, etc.

## **Committee on the Status of Women in India**

Another pioneer effort in the direction of gender equality in curriculum was made in 1971 with the appointment of a Committee on the Status of Women in India by a resolution of the **Ministry of Education and Social Welfare**, dated September 02, 1971.

The committee submitted its report in **December 1974**. **This committee observed:** the traditional view regarding women's status had resulted in an emphasis on **differentiated curricula for girls**, with accent on subjects which are considered especially suitable for them such as **domestic science, needle-work, or fine arts**. This also resulted in the failure to provide subjects such as **sciences and mathematics** in most of the girls' institutions.

This practice was challenged by the committee on differentiation of curricula for boys and girls (1964) which recommended a common course at all levels to counteract the influence of traditional attitudes which regard certain tasks as ‘manly’ and others as ‘womanly’. The Education Commission (1966) endorsed these recommendations. The Committee said “We found wide acceptance of this new trend of thought, but some states continue to describe different curricula for boys and girls”.

The following are the salient recommendations of this committee:

- i) There should be a common **course of general education** till the end of class X with all optional courses open to boys and girls;
- ii) Simple needle craft, music and dancing should be **taught to all children** at the primary stage;
- iii) From the middle stage, **variations may be permitted under work experience** with no compulsion or exclusion for students of either sex;
- iv) **Vocational and technical** courses in class XI and XII should **be open to girls**;



v) At the university stage more relevant and useful courses should be introduced for all students. The Committee entrusted educational institutions with the responsibility to respond to the deep-rooted attitude of inequality between the sexes that are built in the minds of men and women through socialization process.

The year 1975 witnessed a renewed interest and general awareness worldwide on various issues relating to women. In a significant development the United Nations declared 1975 as the International Women's year in order to concentrate attention on the advancement of women all over the world. The year provided various governments an opportunity to assess their present achievements and plan future actions for women's equality.

In India also a strong need was felt to wage a war against social inequalities and traditional attitudes which affect women not only in the education and employment but in the whole range of opportunities in life. As a result of the sustained efforts of the government and various nongovernment agencies and the mixing of the cultures of the East and the West and due to technological advances, a visible change was seen in people's attitude towards the fairer sex. As a result, girls stepped out of the confines of their homes and joined various educational institutions.

Hardly any area of knowledge was left untouched by girls during the decade which followed. The literacy rate of women improved to a considerable extent, and women started opting for courses which were predominantly male-dominated. A renewed need was felt to restructure the existing system of education to meet the challenges of a high-tech future society. This resulted in the National Policy on Education (1986) and its subsequent Programme of Action which was revised in 1991.

## **National Policy on Education (1986) and Programme of Action (1991)**

The most remarkable feature of this policy is its emphasis on a ‘positive interventionist role in the empowerment of women’ and its emphasis on the need to gear the entire system. Accordingly, the ‘equality of the sexes’ was included as one of the components among ten identified components of national core curriculum. The new education policy observed that serious thought needs to be given to the restructuring of the curriculum so that the objective of women’s equality in education is facilitated.

The POA recommends that the Women's cell of NCERT be given the responsibility for preparing the component of the core curriculum relating to 'women's equality'. The POA also mentions that this cell should accelerate its work of eliminating sexist bias and sex stereo types from school text books. The POA emphasizes that the policy of 'non-discrimination' will be pursued vigorously to eliminate sex stereotype in vocational and professional courses and to promote women's participation in non-traditional occupations as well as in the existing and emerging technologies.

It endorses non-differentiated curricula for boys and girls that will provide equal opportunity to women in all courses and open more and more technical and vocational institutes and polytechnics for women.

As a result of the sustained efforts of various government and nongovernment agencies the 'home science syndrome' is slowly fading away. The tag of masculine and feminine subjects is breaking fast as there is hardly any discipline of knowledge where women have not set their foot.

The connotation that women are lower in intelligence is no more valid as research in the area of intelligence reveals that women are in no way inferior to men, and the differences in their academic and professional achievements are due, mainly, to lack of adequate opportunity or to the influence of traditional cultural patterns. This has been supported by various examples where women proved themselves as good as, if not better than, their male counterparts in various fields of academic, professional, social and political life.



Though there is no visible curriculum differentiation on the basis of gender, yet discrimination persists in several subtle ways. Certain subjects and sub-areas of a discipline are considered better for women than others even today. Gender stereotype in text books, in the transaction of teaching-learning, in class room management, etc. is still prevalent.

Therefore, a conscious and sustained effort is needed to create awareness not only among the general public, parents and children but also among the planners, administrators, educationists, teachers, etc., on these issues. In-service and pre-service training programmes need to include such topics which help the teachers not only to identify and remove gender bias from text-books but also to play the role of agents of change for the empowerment of women. In sum, there is a need for sincere and sustained efforts from all quarters and agencies.

### 1.5.3.2. Developing School Curriculum for Gender Equality

Development of the curriculum to address gender inequality cannot happen in isolation from other aspects of schooling, particularly of teaching, learning and interaction within the classroom. Whatever the content of the curriculum, equity will not be achieved if girls are discouraged from speaking, if boys absorb a disproportionate amount of the teachers energy, nor if the physical environment does not support equal access to education.

**Co-Education  
&  
Single-sex education**

# What is Co-Education?

Co-education is a system where both the genders (male and female) participate in the same learning centre or an educational institution. In this process, both the genders would benefit equally in learning or attaining knowledge from the institution.

# Importance of Co-education:

- Co-education refers to providing education to both girls and boys together, without any discrimination (specifically gender discrimination). This is the actual meaning of coeducation explained in simple terms.
- In ancient times, Greece was the only country that allowed coeducation. But as time passed by, most of the countries in the world have adopted coeducation into their systems.
- The reason why coeducation is important is that it awakens the spirit of equality and comradeship among all students without any discrimination.

# Co-education in India:

- In the term co-education, the prefix co means together, the meaning of coeducation is nothing but educating or teaching both girls and boys together i.e, it can be in schools, colleges or universities. India is no backward in this case and you can see coeducation being part of the educational system widely in India.
- As per mythology, during the Vedic age, women were treated highly and also given a high status in society. During that time coeducation was practiced in ancient India.
- But slowly coeducation was not encouraged much in India and it turns out to be a debatable matter.

- At the time of British rule, though coeducation had got a boost, only a negligible percentage of girls got the privilege of studying in co-education institutions.
- But with time passing by, now education given higher importance not only for boys but for girls too. Also, people have understood the reasons why co-ed schools are better. As a result, we can see the number of co-ed institutions increasing all over India.
- In this modern era, the co-education can be listed at various levels, they are
  - Primary school
  - High school
  - College / University



# Types of Co-education:

- **At home:** Parents can teach their sons and daughters together to read, write and other things.
- **Nursery school:** Students both play and learn together.
- **Primary school:** Boys and girls take classes in the same environment.
- **College /University:** University students discuss and learn together.
- **Training or practical courses:** Preferences not provided to any gender.

# Advantages of Co-Education System:

- A good education system is said to be progressive only if it respects both the genders and giving the same education under a single roof.
- Co-education institutions help in laying the foundation for both the genders to learn how to co-exist with respect and dignity. Here are a few points that explain the advantages of the co-education system.

# 1. Develops mutual respect:

- Co-education allows both the genders to mingle with each other and to know how to co-exist with respect.
- By this process of getting mingle under one learning institution, they develop a mutual understanding. And there is no place of hesitation or partiality among the genders when it comes to performing activities like cultural, academics or sports.
- People get to know how to respect each other and their emotional level. You get to know each other's strengths and weaknesses and develop the ability to accept them as they are.

## **2. Helps to overcome the fear of the opposite gender:**

- In general, there are a lot of differences in the behaviour of both the genders which brings in fear and hesitance in striking a conversation, this fear can be for a boy or a girl.
- This kind of shyness, hesitation or fear can overcome when they put up in a co-education system where they will compel to talk and create a friendly environment without any fear.
- It is a very natural phenomenon where both the genders have to be together to face the world, your senior could be a male or a female and you would have to create a friendly environment and must be at ease with the opposite sex.
- Hence, co-education would help them to know the opposite sex better, creating a comfort zone where communication is easier.

# 3. Healthy competition:

- Competition is always an essential part of any kind of challenge in life be it personal or professional. And especially in education, it is good to have healthy competition among peers which lets you learn how to cope with your failures early in life no matter who the winner is.
- When it comes to opposite genders it would be more competitive because of your ego, and this is one good way to improve the personal standards so that you don't get personal on every failure.
- So, co-education systems nurture challenges among the opposite genders in a healthy way, that helps you to maintain your dignity. It also educates you to face your failures and learn from them rather than turn them into the revengeful act.

## 4. Develops self-esteem among the genders:

- Self-esteem is very essential and has to be built in a good way and the best place to start with it is the learning institutions where you can face all types of personality early in your life.
- Co-education learning centres help to lay the early foundation for maintaining dignity and self-esteem.
- Many institutions give extra attention to students who feel that they are less worthy than others and offer counselling sessions that help in building up their personality and making them stronger to face the world.
- Co-education helps both the genders to respect each other's self-esteem and build confidence about themselves, helping them to step out in the open without feeling intimidated.

## **5. Encourages the survival in the future:**

- Survival in the future for any of the gender in today's world can happen only when we learn to co-exist.
- Working together to making a marriage successful is all about teamwork and the effort given by both males and females. Team building activities in early stages help both the genders to learn how to co-exist and this can only be provided in the co-educational system.
- In this way, co-education is an essential part of the education system which pushes the genders to work together and blend to survive in this brutal world.

# 6. Character enhancement

- A recent study reveals that children tend to behave very decently in a civilized manner in the presence of other gender provided they have been in this scenario for long.
- This is very essential in an institution set up as well as it will have a huge impact on their front for the people of the opposite sex to behave well with each other.
- Hence, co-education plays an important role in character building. They emphasize the fact that they have to respect and listen to the opposite sex as they listen and respect one from their own.



# 7. No space for discrimination:

- Quarrel among peers is very common to be it at home, workplace or educational institutions. This may happen due to no proper understanding, misconceptions, miss-communications, uncomfortable, **no respect for other sex and ignorance**.
- All this can only be improved when there is a good understanding between the two. This is very much reduced in a co-education system as they understand better each other and hence, reducing the bad behaviour and harsh reactions from each other.
- So, the co-education system reduces any kind of discrimination and increases respect towards the opposite sex.

# 8. Resource handling

- Be it any country there will be a shortage of lecturers if there are separate institutions or centres for genders right from school to college. It might be very difficult to fill in, even if there would be a huge demand for teachers.
- It also breeds monetary loss to the government or a private institution when they invest a huge amount for separate lecturers teaching the same thing to students across institutions. Hence, the co-education system has the advantage of proper resource handling.

## **9. Promotes a controlled environment:**

- When both genders are put up in the same environment, there are more possibilities of following good ethics, disciplined use of language and proper dressing, etc.
- You would know what the needs are of the opposite gender and how they behave helping you to avoid unfavourable situations.
- Co-education supports a good decent environment with more value-based education emphasizing respect and love for each other.

## **Disadvantages of Co-Education system:**

- Every establishment has pros as well as cons and hence we need to look at every angle before we decide in which direction we have to go.
- Though there are many advantages of having a co-education system, our society still puts forward a few inhibitions which do not accept the concept. Mentioned here are few disadvantages or bad effects of co-education. They are,

# **1. Chances of distractions could be more:**

- Teenage is a very dangerous phase in anybody's life. It is very common among teens to undergo psychological changes when they are in the company of the other gender and feel attracted to them.
- And especially, where they are in a process of defining their career path, it could cause a lot of distractions and might disturb their knowledge gain period.
- Hence, parents often wonder if co-education institutions would be the right choice for their kin to learn or whether they should avoid the co-education system.

## 2. Unethical activities

- Crimes have become common when both genders are put up in the same educational environment.
- There might be a lot of characteristic changes among boys and girls. When they mismatch, some ferocious kids tend to commit various harassments, physical toughness, and emotional stress to people around them.
- The weaker lot can suffer at the hands of the opposite sex pushing them into depression and other psychological problems. Hence, people hesitate to support the co-education system to ensure that their kids are in a safe environment and this is especially for the girls.

### **3. More involvement in personal feelings:**

- As the saying goes, the opposite things attract each other, it applies to the human world also. Attractions among the opposite genders are the most commonly used excuse to avoid the co-education system.
- It is natural to get physically attracted to the other gender at a crucial age of life where curiosity takes over your heart. So, parents feel co-education is a risky task to take forward as they can have easy access to distractions within the institutions.
- An emotional involvement at an early stage can come with a lot of baggage that can force a child to deviate from their goals.

## **4. Unwanted arguments and issues can create an unhealthy environment:**

- Both genders come from different schools of thought and hence contradiction of thoughts is common among boys and girls. If the arguments are not handled in a proper behaviour then it can sometimes lead to unwanted arguments and might divert from their studies.
- It can lead to a lot of complaints and parents making the rounds at the school for improper behaviour from their kin. This will also make the teachers get troubled a lot because of their behavior and an irritated teacher can never give their 100% towards teaching.
- This is what worries any parent when they come to know that the issues in the school are costing his or her kin's studies and hence pushing them to select a convent rather than co-educational institutions.



## **5. Reduces the options for schools or colleges for the genders:**

- With schools and colleges dedicated towards a single-gender, creates a lot of shortage for the opposite genders to apply.
- If the demand for teachers increases, then the demand for institutions based on gender also increases.
- Establishing an institution is an expensive affair which may not be a feasible option to implement all over the world. There can be a scenario where you have more supply of students but less number of institutions to work with it.
- Dedicated institutions can also lead to a lot of discomfort in handling the other gender when it comes to working in a professional world creating issues in your career path and growth.

# Conclusion of Co-Education System:

- There are both advantages as well as disadvantages for any kind of education system including the co-education system. Good social environment will nurture the positives of society and help in dealing with the negatives in a dignified manner.
- There is no educational system in the world that has eradicated the negatives of the society but a co-educational system can work towards mending the gap between the genders and building a bridge of friendship.
- In this promising era of empowerment, though the debate on coeducation is going on, it is very essential to have a co-education system to fit the survival of an environment where both the genders have their place.

# Single-sex education

Single-sex education is an ancient approach that is gaining popularity these days. While it has been around for quite some time in private schools, it is now becoming a preferred option even in public schools. What is so attractive about single-sex schools and single-sex education in general? What are its advantages and disadvantages? Read on to find out more.

# What is Single-sex Education?

Single-gender education can be defined as an education administered where the environment consists of only one gender. The major difference between co-ed schools and single-sex schools are the students. While coeducational learning happens in classrooms which have both boys and girls, single-sex education happens in classrooms which have either boys or girls.

# What are the Benefits of Single-Sex Education?

Some children thrive in an environment which has members of the same gender while some children do better in a co-ed school. It really depends on how you raise your children and how they adjust to different environments. Below are some advantages of sending your children to a single-gender school:

# 1. A More Relaxing Environment

Many single-sex schools can be more relaxing for boys and girls as they don't have social pressures to worry about, such as impressing the opposite gender. They can be themselves in classrooms and can speak out openly and honestly. They will be more willing to take risks because they won't have to worry about saving face in front of the opposite gender. Usually, the environments in single-sex classrooms are buzzing with constant talking and ideas. Everyone contributes freely in discussions whereas sometimes in co-ed schools, students have to be coerced to take part in class discussions. Also, the feelings of strong brotherhood or sisterhood are nurtured in a single-sex environment.

## 2. A More Specific Curriculum

Single-sex classrooms give the teacher an opportunity to tailor the curriculum. They can design the curriculum in a way that students connect with it. For example, at an all-girls school, the teacher can read books which are of more interest to girls and speak more about their concerns. Jane Eyre or other books with strong, inspiring heroines can be studied in-depth. On the other hand, in an all-boys school, the teacher can teach Hamlet which involves a father-son relationship, and other stories of boys coming-of-age. Single-sex schools allow students to concentrate on such topics.

### **3. Lesser Cliques**

Single-sex schools, particularly girls' schools, have lesser cliques. They do not have to worry about being seen as popular or impressing boys, which allows them to focus on their studies and forge good friendships with other girls. Similarly, in boys' schools, the pressure of appearing cool in front of girls is reduced, and hence children tend to be more generous towards their peers and less prone to forming groups that exclude others.



# 4. Breaking Gender Stereotypes

Students in single-sex schools can be interested or show interest in unconventional subjects without embarrassment. In a boys' school, male dancers, singers or authors can be invited to speak of their art and boys can ask questions without feeling shy as they would in a coed school. This holds true for subjects like drama, visual arts, and digital arts. In a girls' school, female athletes or engineers can come and freely give talks where girls can show interest without being branded as too nerdy or tomboyish. Therefore, single-sex schools can free students from gender stereotypes and carry their experiences ahead with them even into their futures. It will prepare them better to face the world and be confident.

# What are the Disadvantages of Single-Sex Education?

If there are so many pros of single-sex education, there have to be a few cons as well. Here are a few single-gender education disadvantages:

# 1. Less Socialising

Girls and boys in single-sex schools may miss out on learning how to socialise with the opposite gender, which can lead them to feel shy or uncomfortable meeting their counterparts outside school. When they face other children of the opposite gender, they don't always know how to react, as they are unfamiliar with the environment.

## **2. More Cattiness**

In girls' schools, being only around girls can lead to more cattiness among groups and bullying in some cases. Same is the case in an all-boys school.

### **3. Less Exposure**

Coed schools give opportunities for girls and boys to become true friends with each other and create a foundation for supportive relationships with the opposite sex. Opportunities like these are not available in single-sex schools.

## **4. Less Time Spent with Friends**

Many single-sex schools are far away, so parents usually put their children in a hostel, which means that they spend the week at the hostel and come back during weekends to stay at home. This deprives them the opportunity to see their school friends over the weekend and spend time with them outside the school.

## **5. Less Positive Influence**

Some experts argue that in single-sex schools, the genders miss out on the opportunity to positively influence each other. Boys mature slower and miss out on girls positively affecting them while growing up.

## **6. Harder to Assimilate in The Future**

Since single-sex schools offer a safer, cushier environment, students find it hard to adjust to a mixed-gender society in the future. They might not know how to handle the opposite sex and may experience something akin to a culture shock when they go out into the world on their own.



# Coeducation vs Single-Gender Education – How to Decide Which is Best for Your Child?

- Coming to the million-dollar question – whether or not is single-sex education better for your child; the best way to decide is to do thorough research about the school you have in your mind. Visit the school and check out the place, structure of the curriculum, whether the teachers are well-equipped to teach it, and if the school has the same values as your family. Consider your child's wishes as well, because children should have a major say. Think about the environment will allow your children and their respective strengths to flourish. You can also strike a balance between both worlds. For example, you can send your child to a single-sex school and still encourage mingling with the opposite sex during extra-curricular activities away from school or during the weekend.

The bottom line is that single-sex education is actually a throwback to the type of education that existed before the 19th century. It has come back in an evolved and modernised form mainly in the way it is implemented. There is no single verdict on whether it is beneficial or disadvantageous to the children of today. As a parent, it is solely your decision.

### **3.3 In the classroom - Girl friendly school, Co-education and Single sex schooling**

# Classroom Transaction in relation to Gender Issues

Classroom transaction and interaction forms an important part of education. Every student and teacher comes face to face in a classroom set-up. The students get influenced by the teacher in more than one way inside the classroom. There are many aspects which are included in the classroom transaction beginning from the communication to the seating arrangement. There are ample opportunities where the student can experience equality or inequality related to their Gender. Hence the classroom transaction should be carefully planned and executed by the teacher.

# **Gender Issues in Classroom Transaction**

**1. Stereotyping :** Most often students in the classroom are stereotyped based on their Gender. The girls are considered calm and well-mannered while the boys are thought of as noisy and hyperactive. The jobs assigned to the girls and boys too reflect this stereotyping. The girls are assigned jobs like sweeping and cleaning while boys are asked to carry things.

**2. Gender Bias in Classroom Language :** The words used in any language are predominantly masculine in nature. For e.g. mankind, brotherhood etc. This also carries into the classroom knowingly or unknowingly. Gender specific terms get used even when they could be replaced by gender neutral terms.

**3. Gender bias through Body Language:** Teacher in the classroom has more of her attention towards boys because of the pre-notion that boys get distracted easily while girls remain well behaved.



**4. Gender unfriendly seating arrangement:** Boys and girls are made to sit separately which reduces their mutual interaction. This could also divide the teacher attention as the teacher could be inclined towards one gender and rest might be devoid of opportunities.

**5. Stereotype in transaction of subjects:** There is a myth that boys are good in mathematics and science while the girls are good in languages. This belief leads to stereotyping in the transaction of subjects. Boys get more opportunities in mathematics and science subjects while the girls are given more opportunities in languages.

## **6. Gender Stereotypes in addressing students:**

Adjectives like beautiful, pretty, obedient, and submissive for girls and brave, courageous, strong, handsome for boys are used which lay a burden of Gender expectations on students.

# **Gender Friendly Classroom Transaction**

**1. Establish Gender Friendly Rules:** It is important for a teacher to establish a set of rules from the very beginning that promote equality. An effective way to do this is to create class rules with students. Ask students to suggest ideas for how to keep an equal and respectful classroom. This permits the teacher to point to the rules as something that the whole class has agreed on. It is very important to include rules of respecting the students, respecting the teachers and participating in class.

## **2. Have a classroom seating plan that supports equal participation:**

If you find that certain students regardless of their gender are not participating in class try to change your class seating plan. Teachers tend to interact the most with students sitting closest to them. For this reason, it is important to change the seating order to give all students to sit near the teacher.

**3. Using Group Work:** Often there will be some students, male or female who are not comfortable speaking in front of the class. But they may feel more comfortable speaking in small groups. In order to give all students an opportunity to take part in class, try doing some activities in small groups of three to four students.

**4. Addressing Students Equally:** One of the main opportunities students have to participate in class is when they are answering teacher's questions. Teachers need to call on or talk to both female and male students in a balanced way. Research shows that both male and female teachers often call on male students to speak in class more often than female students.



**5. Provide enough wait time to answer questions:** Some students male or female may need time to think about the answer to a question when called on by a teacher. When calling on students who seem to wait longer to answer a question make sure to give students at least five seconds. Research shows that giving students more time to answer will increase the number of students who participate.

**6. Use Gender Neutral Language:** Sometimes in English people use male pronouns when referring to a group. But, this can make female students feel left out. Teachers should use gender neutral pronouns whenever possible. One example is, instead of saying “guys” when referring to a class or group say ‘everybody’ or ‘everyone’.

**7. Body Language:** Teachers may not realize that their body language with female students might be different from what it is with male students. Whenever male or female students are talking, use respectful, listening body language. Face the listener, do not walk away, and do not interrupt students. Also move to different areas of the classroom while speaking. This is important because students sitting farther from the teacher tend to participate less.

**8. Discipline:** Be aware when male students insult female students, or female students insult male students. If the insults appear to be gender-based, students may be discouraged from participating in class in the future. Be quick to intervene and discipline the students making insults. This shows students of either gender that they will be supported. However it is important that both male and female students are given the same disciplinary reaction for the same actions.

# **Subject Transaction in the Classroom for Gender Equality**

# Science

Science is based on hands on and inquiry based approach. It is hoped that after going through the content of Science at the secondary stage, children's spirit of inquiry would be ignited. They would become curious to know the natural phenomena existing around them and continue their journey of exploration, invention and application.

# Gender Equality in the transaction of science

## content

- Give example of women scientist wherever relevant in themes where women have contributed
- In all experiment involve boys and girls
- In all project work engage boys and girls
- Gender inclusive activities can be highlighted in the discussion on themes such as The Fundamental Unit of Life, Natural Resources, Improvement in Food Resources, Life Processes, Heredity and Evolution and Our Environment etc.

- In discussion on Food Resources you may mention the role of both men and women in production of different types of crops.
- Themes related to Animal Husbandry may include the role of women in feeding, breeding and in disease control.
- Themes related to chemical reactions and equation may include home based example such as preparation of pickles, jams etc.



## **Mathematics**

Mathematics at the secondary stage should give learners the opportunity for exploring mathematical concepts through reasoning and logical thinking. Attempt should be made to link children with their lived realities in the teaching and learning of mathematics.

# Gender Equality in the transaction of Mathematics

## content

- Mention names of Women mathematicians
- Involve Boys and Girls in conduction of different activities and projects.
- In themes related to Statistics you may present gender disaggregated data on Enrolment, Dropout, and Declining Sex Ratio of India and States

# **Social Studies**

Social science forms an integral component of general education up to the secondary stage. It helps adolescent learners to understand contemporary society from the perspective of continuity and change. It enables them to get an in-depth understanding of their immediate environment and the world in which they live. It includes subjects like History, Geography, Political Science and Economics. This domain of knowledge provides information on diversity, difference, issues that impact the lives of all sections of society that encompass gender, class, caste, religion and location. The subject also includes strategies to address conflicting issues of developing societies of the world including India.

# Gender Equality in the transaction of Social Studies content

- Discuss the role of women in Indian freedom movement.
- Discuss to what extent the contribution of women is portrayed in text books.
- Write a brief biography on the lives of revolutionary women in our country like SalumaradaTimmkka, Indira Gandhi etc.
- Encourage children to think of social issues from holistic point of view.
- Organize a discussion on activities done by men and women in agricultural, industrial, and service sectors of our economy.
- Present data related to demographic composition of Indian population, literacy rate, sex ratio, enrolment, and dropout rates and discuss about each of these issues.

- Project work can be given on analysing government of India's budget and its sectorial allocation for the last five years from gender perspective.
- Discuss about the contribution of men and women for art, architecture and fine arts and make them understand that the society has grown with the contribution of both men and women.
- Discuss the role of men and women in Indian families
- Make students collect data about women achievers in recent years and also the situations which contributed for their achievement.
- Encourage students to interview men and women achievers and find out if there are any differences in the path of their development
- Biographies of women environmentalists can be prepared.
- Encourage students to prepare data sheets on the involvement of men and women in Indian politics.
- Have quiz and debates on the hurdles of gender equality in Indian context.

# Gender Equality in the Transaction of Language

## Classes

Language is not only a means of communication but is a medium through which most of our knowledge of disciplines is acquired. Language structures reality and is a marker of identity.

Human society depends on language as a means of communication, formation of thought and accumulation and transmission of expressions. The goals of a language curriculum are two fold: attainment of a basic proficiency, and the development of language as an instrument for basic interpersonal communication and later for abstract thought and knowledge acquisition. Language learning is essentially acquiring skills of listening, speaking, reading and writing in an integrated manner for learners from diverse context.

# Gender Equality Activities in the Context of Language Teaching

- You can prepare a project on eminent women in the field of language and literature.
- Thoughts of eminent Indian thinkers on women can be collected and translated in different languages.
- Poems of great poets of India on gender equality can be compiled and translated.
- In language classes you should attempt to use gender inclusive words such as them, us, you, instead of him / her.
- You may ask children to write essay on gender equality.

# Girl friendly school



# Female teachers in classroom

- Appointing female teachers in a school.
- By this girl can share their personal problems without hesitation.

# Toilet facility

- Provide Separate toilet facility for girls and boys
- Maintain proper hygiene in the toilet.
- Manage proper water facility in the toilet.

# Seating arrangement

- Separate seating arrangement for boys and girls is provided
- Comfortable furniture's arranged in a classroom suitable to seating for girls

# Teaching Learning Materials Available

- Textbooks
- Supplementary/Resource Materials
- Stationary Items
- When providing these materials in classroom don't do discrimination for girls.

# Bulletin Boards

- Bulletin boards should be user Friendly.
- Give opportunity for girls to display the information
- Display the information related to girls awareness and safety measures information.

# Roles Assigned

- Give priority for girls also to assign the roles in classroom.
- Assign the roles for girls as their possibility.

# Monitors

- Give opportunity for girls also to monitoring the classroom.
- Give leadership characters in the classroom.
- Give responsible work for girls also in the classroom.

# Assignment of Responsibility

- Don't discriminate the for boys and girls when assigning tasks like these
- Cleaning Classrooms, Black Boards, Bulletin Board, any other.
- Getting Water, Chalk, Duster, Copies, Books, Register.



# Create Different Groups

- Give proper weightage for both girls and boys in formation of :
- Academic Groups: Such as debate and quiz, reading, Writing essay, Any other.
- Cultural group : Such as music, dance, any other

# Participation in Classroom

- Give equal opportunity for the girls to answer in a classroom
- Encourage the girls to answer without shy
- Give frequent opportunity for girls to answer

# Counsellors

- Appoint counsellors in a school.
- By this girl student can take personal guidance and counselling from the counsellors.

# Health check up

- Provide Periodical health check up facility for girls.
- Arrange health awareness programmes frequently.
- Provide nutritional supplement whenever necessary.

# Drinking water

- Provide separate drinking water facility for girls and boys.
- Maintain available of clean water to drink

# Waiting room

- Provide waiting room for girls to take rest if they feel ill health condition and hygiene personal problems.