



**NATIONAL REVIEW MEETING CUM WORKSHOP  
OF  
STATE GENDER COORDINATORS**

**5<sup>th</sup> - 6<sup>th</sup> September, 2013**

**Venue: At Chandigarh, Haryana**

**Department of School Education & Literacy  
Ministry of Human Resource Development  
Government of India**

**Gender Unit  
Technical Support Group (TSG),  
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<b>SSA</b>	-	Sarva Shiksha Abhiyan
<b>MS</b>	-	Mahila Samakhya
<b>SPD</b>	-	State Project Director
<b>APD</b>	-	Additional Project Director
<b>UNICEF</b>	-	United Nations International Children's Emergency Fund
<b>NCERT</b>	-	National Council of Educational Research and Training
<b>KGBV</b>	-	Kasturba Gandhi Balika Vidyalaya
<b>NPEGEL</b>	-	National Program for Education of Girls at Elementary Level
<b>PAB</b>	-	Project Approval Board
<b>ANM</b>	-	Auxiliary Nurse Midwife
<b>CWSN</b>	-	Children with Special Need
<b>TERI</b>	-	Tata Energy & Research Institute
<b>SIET</b>	-	State Institute of Educational Technology
<b>SMC</b>	-	School Management Committee
<b>CRC</b>	-	Cluster Resource Centre
<b>CRC</b>	-	Convention on Rights of Children
<b>NIOS</b>	-	National institute of Open Schooling
<b>RTI</b>	-	Right to Information
<b>AMSS</b>	-	Assam Mahila Samata Society
<b>CCE</b>	-	Continuous and Comprehensive Evaluation
<b>NMMS</b>	-	National Means cum Merit Scholarship
<b>MPSP</b>	-	Maharashtra Prathamik Shikshan Parishad
<b>NCPCR</b>	-	National Commission for Protection of Child Rights
<b>NIC</b>	-	National Informatics Centre

**Agenda of the Review Meeting cum Workshop of State Gender Coordinators  
on 5<sup>th</sup> and 6<sup>th</sup> September, 2013 at Chandigarh, Haryana**

**Day – I: 5<sup>th</sup> September 2013**

	<b>Session</b>	<b>Resource Person/ Process</b>
09:30 – 10:00	<b>REGISTRATION &amp; TEA</b>	
10:00 – 10:15	<b>Inaugural Session</b> Welcome  <b>Introduction to objectives and expectations from the workshop</b>	Host State  Dr. Maninder Kaur Dwivedi, Director, MHRD, GOI.
10:15 – 12:15	<b>Review – Sharing DISE analysis to show:</b> State, Districts & Blocks with low girls enrolment, High girls dropout and low transition	Ms. Alka Mishra, Sr. Consultant (MIS)/ MHRD
12:15 – 1:30	<b>Review – Online Data Entry status of KGBV</b>  <b>1. PAB Commitments:</b> Civil works /Operationalizing KGBV/ Enrolment  <b>2. Utilization of recurring and non-recurring grant</b>  <b>3. Status of progress under Girls Innovation</b>  <b>4. Relook of the curriculum</b>  <b>5. Inclusion of the physical education classes and training in self-defence for girls at upper primary level</b>  <b>6. Incorporation of the checklist of gender sensitive parameters in classroom transaction and school extra-curricular activities in school monitoring systems</b>	Ms. Kiran Dogra, Consultant (Gender)/ MHRD

	<b>7. Induction of gender module in the annual in-service training programme.</b>	
01:30 – 02:15	<b>LUNCH</b>	
02:15 – 03:00	<b>Session Continued.....</b>	
03:00 – 05:30	<b>Sharing of Best Practices</b> <ul style="list-style-type: none"> <li>• Inclusive KGBVs</li> <li>• Community mobilisation for enrolment of girls in schools</li> </ul> Open House discussion	Presentation by SSA, <b>Andhra Pradesh</b> Presentation by SSA, <b>Madhya Pradesh</b>

**Day –II: 6<sup>th</sup> September 2013**

	<b>Session</b>	<b>Resource Person/ Process</b>
09:30 – 10:30	<b>Addressing educational priorities of girls from marginalised groups:</b> Perspective and Roadmap  Open House discussion	Dr. Razia Patel
10:30 – 01:00	<b>Sharing of Best Practices</b> <ul style="list-style-type: none"> <li>• Gender help desk in Schools</li> <li>• Addressing issues of tribal girls education -Assam</li> <li>• Sports and self defence for girls</li> </ul> Open House discussion	Presentation by Mahila Samakhya, <b>Kerala</b>  Sh. Prashanta Chakrabarty, State Gender Coordinator, <b>Assam</b> Ms. Anupa Tirkey, State Gender Coordinator, <b>Jharkhand</b>
01:00 – 02:00	<b>Sharing of Best Practices</b> <ul style="list-style-type: none"> <li>• Monitoring school and classroom transactions through gender lens</li> <li>• Safety and Security of Girls</li> </ul>	Presentation by SSA, <b>Tamil Nadu</b>  Presentation by Mahila Samakhya, <b>Bihar</b>

	Open House discussion	
02:00 – 02:45	<b>LUNCH</b>	
02:45 – 04:45	<p><b>Sharing of Best Practices</b></p> <ul style="list-style-type: none"> <li>• Gender equity through curriculum and co-curricular activities</li> <li>• Mainstreaming the last mile girls</li> </ul> <p>Open House discussion</p>	<p>Ms. Sunita Srivastava, State Gender Coordinator, <b>Uttar Pradesh</b></p> <p>Presentation by Mahila Samakhya, <b>Gujarat</b></p>
04:45 – 05:00	<p><b>Concluding remarks</b></p> <p><b>Vote of Thanks</b></p>	<p>Dr. Maninder Kaur Dwivedi, Director, MHRD, GOI.</p>

## INTRODUCTION

The national workshop cum review meeting on Gender was held in Haryana, Chandigarh from 5th-6th September, 2013. The workshop was devoted to state presentations, technical presentations, review of the progress and share of best practices under Girls Education and Gender. 74 participants from 23 States/UTs participated in the workshop.

(List of State & District level participant is attached in the Annexure-I)

### **The main objectives of the workshop were:**

- Sharing to DISE analysis to shows state-wise, district-wise and block with low girls enrolment, high girl's dropout and low transition
- To identify the gains and achievements as well as gaps and problems in implementation of the programme meant for girls' education
- Review online Data entry status of KGBV, PAB commitment
- To examine status of girls' education and share the States' experiences in implementing major schemes for girl's education.
- To identify and collate information about the best strategies, successful experiences and innovative interventions
- To examine gender issues in curriculum and pedagogy.
- Best practices on Safety and Security of Girl's

### **Day 1, 5<sup>th</sup> Sept. 2013**

#### **Session 1: Welcome and Overview**

After the registration, the inaugural session started at 10.00 AM with the welcome address by Shri Pankaj Aggarwal, State Project Director, Haryana. He welcomed all the officers came from all over India to participate in the workshop and thanked Ministry of Human Resource and Development, Govt. of India who had shown their confidence in Haryana to host the workshop.

He further informed that Haryana is a developing state of India whose female literacy rate is higher than that of the country's average . There are many welfare schemes in progress for the development of Girl's education in the 14968 Govt. Schools of Haryana. In the State the education is free for all the girls and many scholarships have been granted for motivation of the girls towards education. The last few years have shown that the girl students are doing better than the boys. Only where marks are concerned but also better in pass percentage. Haryana is the only State in which there is women

reservation in teachers, which is 33%. Apart from that Kishori Shakti Yojna & Estri Shakti Puraskar Yojna is have also been implemented and play an important role in Women Empowerment. The Saksar Mahila Samuh has been established to enhance the girl's education. The mid day meal responsibility is also given to the SHG run by women and the positive results can be seen. As per 2011 census data, there is lot of improvement in sex ratio. Many welfare schemes show the positive results in girl's birth rate.

## **Session 2: Introduction to Objectives & Expectations from the workshop**

Dr. Maninder Kaur Dwivedi, Director, MHRD, GOI stated the Objectives of the workshop and expected outcomes.

- To present the real picture of different states as per the gender data.
- To know what they are lacking in, why and how it can be improved.
- To know the scenario/obstacles in progress of various schemes of gender.
- To show the web site's data of different states related to KGBV, Gender etc.
- To know the best practices which were being followed by any state with reference to improvement of girls education.
- To know the practices at different levels being followed by states especially with reference to the girl child with disability.

## **Session 3: Review-Sharing DISE analysis to show: State, Districts & Blocks with low girls enrolment, High girls dropout and low transition**

Ms. Alka Mishra, Sr. Consultant (MIS)/MHRD discussed the Review- sharing DISE analysis to show: State, Districts & Blocks with low girls enrolment, high girl's dropout and low transition. In this presentation the following data was discussed with all the present States result the reason/problems were given by the State representative and solutions suggested by the MHRD Team. The data discussed with all the states were:-

- Percentage Girls; enrolment,
- District- wise percentage of girls,
- blocks with lowest percentage girls,
- transition rate primary to upper primary,
- districts with lowest girls transition,
- blocks with lowest girls transition,
- girls dropout rate,

- districts with high girls dropout,
- blocks with highest girls dropout rate,
- gender gap in GER

Some of the major reasons that emerged from the discussion were-

- Assam: - high dropout rate was due to access.
- Chhattisgarh:- Lowest transition rate was due to migration of families from one place to another.
- Rajasthan:- low girls transition rate was attributed to desert and hilly areas.
- Gujarat:- Gender gap was effected due to migration of the population.
- Andhra Pradesh:-Maximum dropout rate was due to less development especially in Mahbubnagar and Kurnool district.
- Himachal Pradesh: - the reason for low percentage of girls was basically in the interior area.
- Jharkhand: - Low transition rate in Chitra was due to its being a naxalite effected area and at Kunda due to less inter mingling within the community.
- J & K: - Low transition rate was due to access problem (scattered problem) especially in Kishtwar.
- Tripura: - lowest percentage of girls in Dhalai was due to tribal area.

#### **Session 4: Review- Online Data Entry status of KGBV**

Ms. Kiran Dogra, Consultant (Gender), MHRD discussed the online data entry status of KGBV- a review:-

- PAB Commitments: Civil works/ Operationalizing KGBV/ Enrolment: Himachal Pradesh, Chhattisgarh, Haryana, Karnataka, Tripura, Uttarakhand, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Madhya Pradesh, Punjab, Tamil Nadu and Uttar Pradesh had committed that civil works would be completed by December 2013. The status of the same was asked from the state coordinators. Similarly 8 states (includes Gujarat, J&K, Jharkhand, Maharashtra, Manipur, Nagaland, Sikkim and West Bengal) had committed to complete the civil works by March 2014 also updated status was derived.
- In four States (Assam, Bihar, Haryana & Jammu and Kashmir) KGBVs were not opened which are due from March 2013 to July 2013, the

status was updated by the information gathered from the state participants.

- Targets for girl's innovation that were given to different states were discussed with all the concerned states.
- The status of data entry pending was discussed in detail with all the participating states.
- Recurring grant allotted to the states was discussed; reasons for less expenditure and low or high percentage of girl's enrolment were also discussed.
- Category-wise Girls Enrolment in KGBVs at National Level, the significant reduction in number out of school girls at primary and upper primary level was noticed and of course the decrease in enrolment was also discussed with the participants.
- Relook at the curriculum especially for Andhra Pradesh to ensure gender positive and gender sensitive material and messages incorporated was discussed with the state coordinators.
- Induction of a 2-3 day gender training module in the annual in-service training programme.
- Incorporation of the checklist of gender sensitive parameters- which promote gender sensitivity in classroom transaction and school extra-curricular activities in school monitoring systems and in teacher education training.
- Inclusion of the physical education classes to include training in self-defence for girls from the upper primary classes.
- The status of Awareness Campaigns especially in Meghalaya & Sikkim was discussed.

## **LUNCH BREAK**

### **Session 5: Sharing of Best Practices-**

#### **(a) Inclusive KGBVs (State Presentation-Andhra Pradesh)**

AP Govt. School Education (PE-SSA) Dept., in consultation with the Woman Development, Child Welfare and Disabled Welfare Dept., issued G.O 658 in the year 2011 providing opportunity to the CWSN girls to study in the KGBVs. This order recognizes two KGBVs in every district (except Hyderabad and West Godavari where the KGBVs were not sanctioned) as inclusive KGBVs by reserving 20 seats for CWSN.

### **Special provisions for CWSN in Inclusive KGBVs:-**

- 20 seats reserved in each KGBV separately for HI & VI category children
- Two female Special Educators have been posted in each KGBV to teach the CWSN
- CWSN-friendly toilets and ramps are provided
- Separate Resource-room facility provided to teach remedial classes to CWSN
- Braille type-writers, computers with reading software will be available in centers for use by visually challenged children
- Braille text-books supplied to the VI children
- Dark glasses, white canes and talking watches being supplied to all VI and Hearing aids to HI children
- Special TLM is being supplied for CWSN
- Suitable special vocational trainings being introduced in consultation with the experts from NIVH and NIHH
- To teach Drawing & Music classes to HI and VI children, qualified teachers are being positioned
- As a result of the above initiatives, CWSN competed in the State Level Cultural Meet at par with other children

### **An Overview of the KGBVs in AP:-**

- 4 KGBVs were functioning in the state exclusively for CWSN in 4 districts
- Apart from the above, 42 KGBVs in 21 districts are identified as KGBVs
- 893 CWSN are presently pursuing education in these KGBVs
- 84 female special educator posts have been sanctioned

### **(b) Community Mobilization for enrolment of girls in schools (State Presentation-Madhya Pradesh)**

In the presentation the planning for mobilization was discussed. The main points suggested were identification of pockets where more community mobilization is required, Ashram and residential facilities/hostel for tribes especially, in KGBV, priority to SC/ST/Minority/Orphans etc. in enrolment, scholarships to girls from 3<sup>rd</sup> class onward. The plans were suggested for bridging the gender gap and for the girls who are out of school due to one or another reason as cycle distribution to the girls especially to those who came from far areas, scholarships for the girl from primary classes, 50%

reservation among school management committees, 50% reservation for women among teacher recruitments, girls hostels, 207 KGBVs. As per the presenter, Sunanda topper in 10+2 examination will be one day chairmen of Municipal Committee of Nalanda, as she got 91.8 % marks in Maths (it was announced earlier that the topper will be the chairman of Municipal Committee for one day).

### **Session 6: Open house discussion**

In this session the house was open for general discussion and many clarifications were sought by the state presenters as well as from the resource team members. The clarification were given by Dr. Maninder Kaur, Director, MHRD on the issue of the increased in enrolment of girl especially in KGBVs. Meetings, Nukar Sabha etc. with the cooperation of Local community etc. were suggested to convince the parents of the girl child.

### **Day 2, 6<sup>th</sup> Sept. 2013**

### **Session 7: Addressing educational priorities of girls from marginalized groups: Perspective and Roadmaps**

- **Dr. Razia Patel** gave a presentation on “Addressing Educational Priorities of Muslim Girls”. Muslims, which constitute 12.4% of population as per year 2001 census reports, is at lowest level of literacy. The Census report for 2001 indicates the literacy rate amongst Muslims as 59.1 %, and Muslim females as 50.1% against corresponding figures for Christians as 80.3% and 76.2 %, Hindus as 65.1% and 53.2% as per the presentation. The following reasons were told responsible for backwardness of women especially Muslims-
  
- **Internal factors**
  - Poverty and socio economic backwardness
  - Community backwardness in education / Poverty
  - Patriarchy
  - Caste hierarchy
  - Migrant nature of community
  - Minority character
  
- **External Factors**
  - Political constraints leadings to communalization of politics
  - Policies / lack of special focus / vision till recent times

- Inflexible / rigid character of education system
  - Myths about community reflecting in policy making
  - Identity politics
  - Insecurity for community and for women
- **Vision for Muslim women's education**
    - Education for empowerment
    - Aspirations to reflect : Hunar Hisab Himmat
    - Policies leading to mainstreaming of community - no policy to lead to ghettoization
    - Mainstream education character to be secular and gender sensitive to facilitate inclusive character for minorities and girls
    - Parents to be part of education system and schools
- **Actions / Research based Programs**
    - Data Mapping on national level as regards Muslim women's education
    - People Audit of Govt schemes since 1986 till today in context of women education especially minorities
    - A campaign for inducting all children in school, and forming “ local committees” of parents to keep vigil on dropouts in first 4 standards in line with RTE
    - A study of educational aspirations of minorities against our existing educational policies and their implications is needed to further establish global policy related solutions towards restricting the dropouts
    - A model needs to be evolved which will create interest for 1st and second standard students in schooling and will also fulfil parent's aspiration, and after successfully trying the model in selected localities, spread it all over
    - Teacher training modules aiming at reduction of dropouts and their implementation as a part of the curriculum
    - Investigate the curriculum and syllabus and make creative changes.
    - Establish play groups, small creative workshops attached to these schools

## **Session 8: Sharing of best practices-**

### **(a) Gender help desk in schools (Ms. P.E. Usha, Mahila Samakhya, Kerala)**

The presentation was made by Kerala Mahila Samakhya Society on the following issues:-ways to address issues of gender discrimination, gender disparity, gender segregation and gendering by training teachers in

understanding gender concepts and how gender intersects with all other aspects of life, To create a child-friendly environment in the schools and to undo the conditioning and stereotyping with respect to gender, caste, religion, colour and other fragmenting forces and It would enable teachers to analyse their own notions, attitudes and behaviour and critically reflect and building capacities for change.

Gender education for teachers: - This was divided into seven phases

Phase 1- Preparation of concept note

Phase 2 - Preparation of GET module

Phase 3- Train staff of nodal agency

Phase 4- Plan training

Phase 5- Training on basic gender concepts

Phase 6- Training on gender planning in education

Phase 7- Making state curriculum sensitive to gender equality and social justice issues.

Help Desk is for the children and they can call on 0471 – 2913214, for which a committee has been set up at district as well as school level. The objective to set up help desk are- to resolve the various issues that occur in their different developmental stage of children especially of adolescent girls through

- Contacting the different stake holders and find the solutions
- Protection of child rights
- Empowering parents to resolve various issues related to girl child
- Seeking help from experts if needed
- Interacting with the society to make them aware about rights of the children individually and collectively
- Acquiring life skills
- The help desk works as the Mahila Samakhya's Sevinis of Help Desk, Awareness class given to adolescent children, and to parents and PTA, Interventions against child right violation and Provide medical aid, legal aid & emotional support. The impact of the help desk was found quite interesting and they were: - reporting of cases in which Sevinis/federation executives sangha women were able to intervene the local level, School authorities admit the reality and ----- action to act–help desk committee, Other government machineries also become sensitive and survivors rescue/main streaming/rehabilitation program is now becoming a mainstream agenda.

## **(b) Addressing Issues of Tribal girls education- (State Presentation-Assam)**

Shri Prasanta Chakrabarti, State Gender Coordinator, Assam stated in his presentation by giving the example of a girl Ms Rwisumwai Basumatary, a young and bright looking girl, who was forced to drop out from school at 4th standard with the plea of poor economic condition of her family.

She was the eldest of 4 siblings. She was engaged in care of the siblings and as domestic help. In fact, dropping out of school was a common phenomenon for one or the other reason in the remote tribal village where Rwisumwai resided. Rwisumwai's burning desire for education got a way when she was brought into Gossaigaon girls RSTC (formerly RBC). She started her education again. She could fill up of learning gap within short span of time and accordingly, she was mainstreamed in Shantipur Middle English School. Talented girl Rwisumwai flourished in all aspects and in the year 2012, she passed out of high school with flying colour. Rwisumwai is a happy girl now and the role model of other girls in her locality.

The enrolment of tribal children was quite satisfactory i.e. 14% as the population share of tribes in community was only 12 %. But the number of out of schools in tribes is as ----- as 12912 as per DISE 2012-13. The major issues of education of tribal children were categorized mainly in two parts

**1-generic which includes:-** Language Barriers, Multilingual classroom situation, Shifting habitations, First generation learners, Parental apathy, Engaged in house hold activities, Early marriage, Poor monitoring, Social & cultural reservations

**2- specific which includes:-** Natural calamities (flood & erosion) in Dhemaji district, Social conflict (ethnic violence) in Kokrajhar district, Scattered habitations in Karbi Anglong and Dima Hasao districts, Forest area in Kokrajhar District, Shortage of qualified candidates for teachers post, Non-availability of Text book in all minor languages, Unserved Habitation and Superstitious belief.

In order to overcome this issue, Assam has directly adapted in local context the NCERT textbook from class I to VIII of the Core Subjects viz., English, Science, Mathematics, Social Science, Hindi in 10(Ten)

mediums which are Assamese, English, Bengali, **Bodo**, Hindi, Nepali, **Manipuri, Hmar, Garo & Karbi**.

- In addition to these, SCERT- Assam is developing the textbooks in 6(six) Vernacular Languages in class III & IV viz., **Bishnupriya Manipuri, Tiwa, Mising, Tai, Rabha & Deori Language**.
- Special TET was conducted for 6<sup>th</sup> Scheduled districts ( Karbi Anglong, Dima Hasao & Kokrajhar districts are included).
- *Learning to Learn* programme has been initiated on pilot basis in TG areas of Sonitpur district; experience of which will be taken to initiate such programmes in tribal dominated areas
- Public Contact Programmes like meetings, mobilization campaign through cultural group etc were carried out in the violence affected districts of lower Assam (mainly Kokrajhar) for resumption of classes in schools under relief camps and ensuring attendances in the other schools of the districts.
- 1044 nos. of children were provided with Aid and appliances, Braille books, corrective surgery, psychological test, health check up etc in tribal concentrated districts.
- In School Management Committee, member representing from disadvantaged/weaker section (ST community has also been notified under this category) are inducted.
- Radio jingles in tribal languages (Karbi, Bodo, Mising), generic newspaper advertisements in tribal languages, street plays and publicity via mobile theater were done in tribal awareness.
- Docu-feature has been produced focusing issues of education in tribal areas and will be telecasted through local electronic media.
- Local folk group were involved for community mobilization activities. Puppet show, street play were done in special focused areas.
- 729 & 15102 tribal girls are being given special training through RSTC and NRSTCs respectively.

## **LUNCH**

### **(c) Sports and self defence for girls- (State Presentation-Jharkhand)**

Ms. Anupa Tirekey, State Incharge, KGBV gave a presentation on **Empowering Girls through Sports and Physical Activities**. It was informed that in Jharkhand, they have 203 Kasturba Gandhi Balika

Vidyalayas where sports and physical activities are practiced regularly. Some initiatives taken up by the state are:

#### **At State Level**

- Decision taken for the provision to appoint a physical teacher in each KGBV
- Circulation of guidelines to districts regarding the appointment of physical teacher and followed by activities to be done at school.
- Monitored and reviewed at State Level.

#### **At District Level**

- Advertisements published at district level
- Selection of physical teachers by the district level selection committee
- Appointment of one physical teacher in each KGBV
- Implementation, Monitoring, review, documentation and reporting

#### **At School Level**

- Games and sports activities incorporated in daily routine
- Ensuring participation of each and every girl in games/sports
- Selection of teams on the basis of individual performance in games/sports
- Tie-up with various association/organization/body, functioning at district level
- Ensuring participation of girls in sports organized at different level viz. block/district/state/national/international

#### **Positive Observations of the Programme Adopted:**

- Girls started recognizing the importance of knowledge and necessary skills to enhance qualities of their life.
- Through the practice of different games and sports, they developed a sense of self-awareness and a sense of ownership over their mind and body
- Developed self-confidence, determination and self-motivation.
- Increased higher school completion rate
- Enhanced knowledge and Self-esteem (that helps them to develop healthy relationships.)
- Work as catalyst to inspire others
- Good rapport with their peers to share good and bad experiences (way of understanding each other)

- Reduced rate of early marriage, domestic violence and abuse
- Increased opportunities
- Becoming a state/national icon
- Increased leadership qualities

**(d) Monitoring school and classroom transactions through gender lens-  
(State Presentation-Tamil Nadu)**

Mr. A. Maria Rathina Samy, BRTE, State Project Office and Mr. S. Prabu, BRTE, District coordinator, Villupuram gave a presentation in the Girls education in Tamil Nadu and initiatives taken to enhance the same. The net enrolment rate for Primary & Upper Primary was 99.63 and 98.88 respectively.

**MONITORING OF SCHOOL THROUGH ADEPTS:-**

- ADEPTS-Advancement of Educational Performances through Teacher Support.
- Basic Infrastructure and other Facilities.
- School and Classroom Environment.
- Curriculum and Teaching Learning Materials.
- Classroom practices and process.
- Learners' Assessment, Monitoring and Supervision

**MONITORING OF SCHOOLS:-**

- A, B, C Grades are helpful in assessing schools.
- Higher levels of achievement.
- Personal Hygiene and classroom maintenance.
- Campus cleanliness and maintenance.
- Effective utilization of available resource materials.
- Developing integrated personality traits among children.

**QUALITY MONITORING:-**

- Any intervention needed by the Block officers is discussed and remedial actions are initiated.
- NCERT designed formats for monitoring is followed.
- Periodical review at District and State Level is conducted every month.
- Joint Directors are nominated for each revenue district as an officer in-charge to monitor all the activities in the Districts.
- Updation of child's achievement charts, children folios, CCE related activities are ensured in every classroom.

Apart from these efforts are being made to changing classroom environment, given importance in curriculum, syllabus and textbooks about girls education, Awareness Campaign, posters which enrich the knowledge about this, given gender sensitization training to teachers, given self motivation training 'Peengan Thatil Parakkalme' to girl children, vocational training were given to girls.

The facilities provided by the state govt. which are free of cost materials are made available to girls by the State Government, 4 Sets of Uniforms, Text Books (Trimester), Note Books, School Bag, Chapels, Crayons and Color, pencils, Bus Pass, Geometry Box and Atlas.

**(e) Safety and Security of Girls- (State Presentation-Mahila Samakhya, Bihar)**

A presentation was made by Ms. Poonam Kumari, District Programme Coordinator and Ms. Urmila of Mahila Samakhya, Bihar on the issues of the safety and security of girls to get honour in the society and to make their life well in progressive way. It was informed that had the Mahila Samakhya taken many initiatives such as group meeting at local level, inter actions with teenagers, establishment of Meena Manch, organization of various vocational training, celebration of daughter's birth, afforest ration, birth registration, Tikakaran, meeting of parents etc. The activities----- with the young girls included:- Gender based education, health and reproduction education, self defence, cycling, district and state level sports competition, publication of news bulletin, excursion tours, Anemia control.

**(f) Gender equity through curriculum and co-curricular activities-**

This presentation was jointly made by Ms. Sunita Srivastava, Professional, KGBV and Mr. Avinash Verma, State Coordinator Pedagogy. The main focus was ensuring gender equity in curriculum, text books and teachers training and teaching learning processes. For KGBVs a separate curriculum for bridging has been developed (with the support of CARE India), in text books some changes has been made as pictures related to equal participation of girls in various activities, games, discussions etc have been incorporated suitable in text books, stories related to life of women and girls have been added so as to encourage

girls, various dialogue have been changed and preference to girls and women's have been given.

**The dynamics of teaching-learning was also discussed by the presenter as-**

- A curriculum developed to address gender inequality cannot happen in isolation from other aspects of schooling, particularly ways of teaching, learning and interaction within and outside of the class room.
- Equity will not be achieved if the girls are discouraged from speaking and if boys absorb disproportionate amount of teachers' energy.
- Another reason is low expectation of teachers regarding girls' intellectual abilities for example-girls cannot learn mathematics
- Girls' low expectations of themselves contribute to the problem, as result a lack of female teachers in Math and Science.
- The curriculum is only as good as the teachers who deliver it. Despite the gender inequalities outside school, teachers can make a difference inside school.
- For example- If teachers assume that a girl can learn mathematics, it will affect their approach to teaching girls and their expectations of what girls can achieve in the subject
- If teachers are seen as facilitators of learning, rather than merely deliverers of knowledge, then they are obliged to ensure that all children learn.
- So a good quality of teacher's training is required.
- Emphasis was given teacher training based on gender issues, to address the issues of gender-equity and girls leadership, teachers capacity was build on Training of girls in various subject through bridging, Issues related to gender discrimination, Issues related to safety and security that affects learning, Training of girls to challenge unfair cultural practices, Training of girls towards their rights, forms of harassment and violence, Training of girls to respect herself, to respect positive cultural values and individual differences, Educating girls for satisfying, responsible and productive life including work inside and outside the home, Hand book named- "PRAYAS" has been developed for KGBVs and teachers/wardens were trained, Non Negotiable Standards for KGBVs have been developed and circulated, In the year 2005 module- "PEHCHAAN" for teachers' training was developed, 5 days training of around 60,000 teachers of NPEGEL schools was imparted for 680 EBB blocks, Recently orientation of all District coordinators GE was done, Now we have addressed these

issues in training of SMC members, Special focus on issues related to gender and equity, leadership and girls and women's empowerment, has been given in SDP.

**Impact of the Intervention adopted were brilliant as girls are**

- Raising her voice against harassment and rights in the forums like BAAL Sabha and Baal sansad
- Taking lead in various activities like- story telling, reciting poems etc in the forums like Morning assembly
- Giving logics about various incidents
- Discussion about rights and issues related to safety security in open sessions
- Participating in committees and delivering her responsibilities
- Taking lead in various events like- Independence Day, Science and Math event, games event etc

**(G) Mainstreaming the last mile girls-**

The presentation was given by Ms. Trupti Seth, SPD, Mahila Samakhya, Gujarat. She shared that in total 12 districts of Gujarat the coverage is in 3799 villages by 2956 Sanghas and women working in the sanghas are 88429. The mahasanghas are 35 in numbers with total members 43971 and no. of Kishori sanghas are 986 with 14940 Kishories. As the main objectives of the Mahila Samakhya are:-

- Policy-making, intervention and initiatives to target the unreached groups including out-of-school children and youth, those at risk of dropping out of school, geographically isolated groups, and minorities, etc. through members of Sanghs , Mahasanghs ,Kishori Sanghs and MS officials
- Initiatives to promote and support education for girls and women
- To provide support to sustain the retention rate along with the enrolment of girls belonging to deprived communities
- Comprehensive policies on literacy, which also address learning assessment, mother tongue based multilingual literacy programmes and the need to create literate environments
- To enable the adolescents of very marginalized groups to understand in developing gender sensitivity and issues of domestic violence
- To deal with gender stereotype and prejudice

- Life-skills and sustainable education from a lifelong perspective, that is relevant for learners and delivered using alternative and flexible approaches
- Capacity-building of decision-makers in evidence-based policy making and planning, management and budgeting for inclusion
- Equivalency programmes which create synergies between non-formal and formal education systems
- Standards and norms for teacher and facilitator competencies, which address inclusion and learner-centred teaching-learning processes and environments
- To establish the linkages between Sanghs and Kishori Sanghs

**Main activities under Mahila Samakhya:-**

- Monthly meetings, training , workshops on education and other issues
- Main Campaigns to Reach to Un-reached girls
  - Anand Yatra
  - Tanavana
  - Ugata Suraj Ni Dishama –RTE camapign
  - Enrollment celebration where the female literary rate is < 35%
  - Government Schemes
  - Post card campaign

**CONCLUDING SESSION**

Director, MHRD emphasis on the following:

1. Please look and relook at the data with respect to girls for both Planning and Implementation. The areas you need to focus on may be derived from the data for more intense monitoring.
2. Revisit your KGBVs to cross check if:
  - We are actually enrolling never enrolled, dropout and vulnerable girls
  - You may initiate special training for this.
  - Overlapping disabilities like orphan girls, single parent families and girls with disability etc will need to be prioritised within our SC, ST and BPL groups.

3. We must think of flexible approach and solutions to local barriers to education, whether it is of Muslim, ST or Other children.
4. We need to rethink our own roles in promoting gender equality in education. Let us do some introspection and for the next quarterly workshop come back and share our efforts which work and have outcomes, which are clear and visible.

### Annexure-1: List of Participants

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