

Presentations by the states on
KEY ACTION POINTS FOR PROMOTING NON-DISCRIMINATORY CULTURE IN
SCHOOLS

1. Chhattisgarh

- Rotational sitting arrangement in classrooms- a must.
- Rotational selection of class monitors & school monitors or an equitable selection
- Equal participation for both genders in all activities
- Community participation to be made equitable & bias free.
- No work discrimination- all works to be allotted to all pupils.
- Compulsory teacher training for gender for all teachers and must for newly recruited.
- Remove gender bias from text books.

2. Karnataka

- Conducting workshops for teachers & managers to sensitize on the discrimination made in their schools & to prepare a school-wise action plan which contains strategies & activities to overcome discrimination.
- Organizing sharing workshops for teachers to know if the action plan made in the workshop is implemented or not.
- Writing to M.D./M.O., text book society to constitute a committee to analyze the gender disparities in text books and to consider the suggestions of the committee in the revision of textbooks.
- Sensitizing community on the discrimination made in schools through community trainings.

3. Haryana

- In classroom- No discrimination
- Text books
- Outside classroom- Ask teachers to engage girls in housekeeping work, which will break the stereotype role of girls both in school and at home.
- CM: It is required at all levels.
- Teachers Training- Teachers trainings need to be developed and imparted with a gender perspective and the aspect of gender sensitization should be incorporated.

4. Punjab

- Empower learners, especially girls, to overcome disadvantages and develop their capabilities to the fullest.
- Sensitization of teachers should be made in such a way so that involvement of teachers is Maximum. Inputs from reports of studies and research done on various aspects of women should be integrated.
- Regular parents- teachers- meetings (PTMs) and counseling sessions for teachers, parents and children should be conducted.

5. Orissa

- In classroom:
 - Attitudinal training of teachers for non discriminatory classroom transaction.
- Outside classroom
 - Motivation: self/ community mobilization/ teachers/ parents
 - Regular training program to community members and follow up
 - Sharing of role model
 - Text Book: Review and revision of text books (removing gender biased terminology, picture etc.)
- Teacher Training: Regular teacher's training on gender
- Insist not to practice gender biased work.
- Create space for girl child in the field of sports, curricular, co-curricular and academic activities, promoting vocational education, promoting girls, parents, teachers, exposure, outside activities.

6. Madhya Pradesh

- Community mobilization
- Making girl's education a community agenda
- Parents counseling/ community mobilization
- Teachers training: Attitudinal change and gender disparities
- Review of text book:
 - Content and picture,
 - stereotyped role,
 - orientation of authors
- Change in class room process:
 - Preparation of activity based TLM (Gender oriented)
 - Observation
- Training and orientation for officials (DGC, BGC)
- Continuous monitoring

7. Jharkhand

- Class room:
 - Rotation basis
 - Seating arrangement
 - Motivational Training
- Outside: Given equal opportunities in different activities (Games, cultural)
- Community level:
 - Gender based motivational programs through print and electronic media (street plays, documentary films etc.)
 - Community trainings to include gender issues.
 - Lokvachan
- Teachers Training:
 - Incorporate gender issues in teachers training module
 - Self motivation trainings

8. Gujarat (MSA)

- Class room:
 - Using games
 - Songs
 - Stories/ case studies
 - Slogans
 - Pictures
 - Small group discussions
- Outside Class room:
 - Making leaders/ monitors and changing them on rotation basis
 - Sports competition in small groups
 - Organizing *Bal Sabha* (children's meetings)
 - Screening educational films and analysis of learnings from the film.
- Curriculum:
 - Linking the curriculum with the lives and experiences of children.
 - Using ---- language and examples to explain/ communicate the content
- Community:
 - Parents meetings
 - Street plays
 - Relationship between school and community through children.
 - *Prabhat feri*
 - Village community to monitor the schools
 - Slogan writing
 - Relationship/ link between children and community
 - Making the community responsible and sensitive towards education
 - Coordination between school, Panchayet and community.

- Teachers Training
 - To understand the problems faced by teachers.
 - Teachers should be from the local area.
 - On going trainings
 - Coordination between Panchayet and community
 - Equality in education for men and women.
 - Sanitation facilities should be provided in schools
 - Review and planning to be shared between teachers and community.
 - Information and timely implementation of educational planning.
 - To regularly conduct educational researches.

9. Arunachal Pradesh

- Classroom:
 - Seating arrangement should be on weekly rotational basis.
 - Slow learners and CWSN children should be seated in front rows.
 - Equal opportunities should be given to slow learners.
 - Weekly and monthly tests should be conducted compulsorily.
- Outside Classroom:
 - Girls and boys should be equally involved in all indoor and outdoor games.
 - Equal opportunities should be provided in ----- activities.
 - Mid day meal should be should be provided in every school, not in cash but in form of nutrition
 - Every student should be given chance to participate in the assembly activities, such as command giving, presenting good thought, etc.
- Text Book:
 - The text book content should be practical and logical, and should contain relevant pictures.
 - Maximum emphasis should be on grammar composition. It should be 50% of the language curriculum.
- Community:
 - VECs play vital role at community level. VECs should be strengthened.
 - Teachers can play important role in mobilizing the community.
- Teachers Training
 - Teachers are the backbone and builders of a nation.
 - Teachers should be selected on the basis of their competence.
 - Teachers should be provided good quality teachers training.
 - B.Ed. should be the minimum qualification of the selected teachers.

10. Gujarat (SSA)

- Classroom:
 - In social science subject, give importance to reproduction of household, the labor force and human and cultural resources.
 - **Language curriculum**
- Teachers training: integrate the studies and opinions of experts in adolescent trainings.
- Develop individual capabilities in students
- Enable and promote girls to study through various innovative activities.

11. Assam

- Training to teachers on gender issues.
- Community mobilization activities should be initiated at cluster/ block level in the state through gender and **CM** component of SSA.
- People should be motivated through the use of media and cultural activities. (Street plays, songs, etc.)
- To prepare text books from a non-discrimination point of view, workshops/ trainings should be organized with SCERT and other concerned people of respective states.
- MHRD will have to take initiative in all above areas.

12. Tamil Nadu

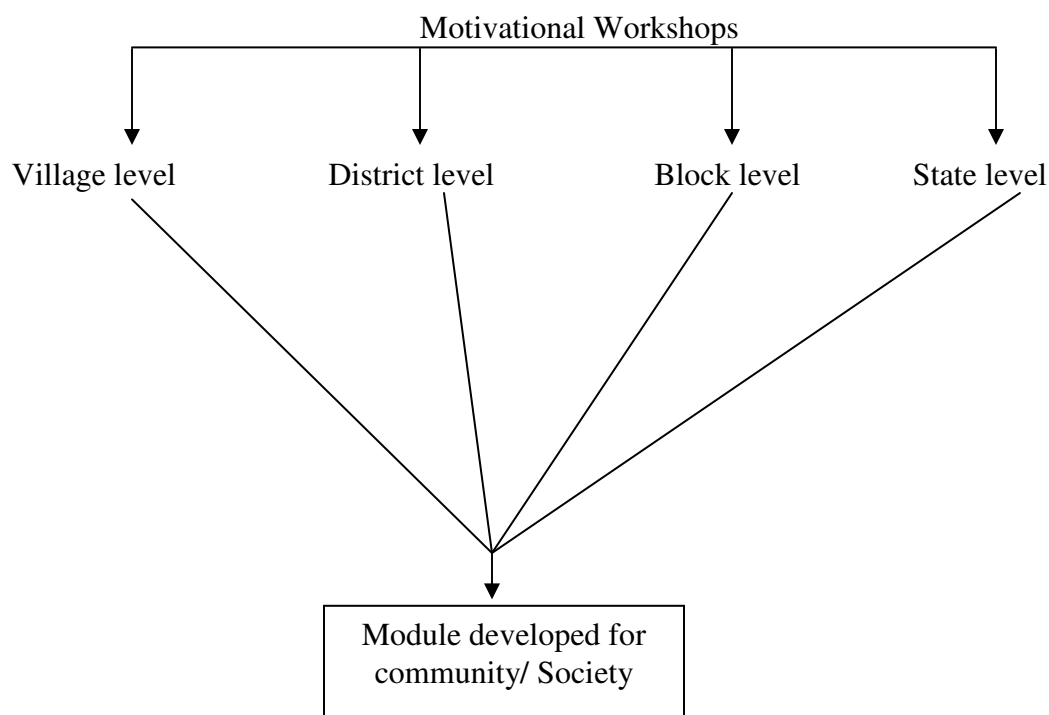
- Class room: There is urgent need to make class rooms proceedings as democratic. Gender parity is a major objective not just in terms of enrolment and retention of girls, but in all areas of class room transactions, taking into account girls, boys and differently able children. The class room should be a platform to break the boundaries imposed on girls.
- Outside: Though schools are viewed as instruments of social change to promote education and values, the atmosphere inside or outside the school are same. Programs like KGBV and NPEGEL provide a level playing field for girls to excel.
- Text Book: School text books depict gender based division of domestic work. This has to change.
- Community level: We have already created awareness in society regarding the importance of women's education. After the advent of SSA, many schemes are implemented for enrolment and retention of girls in schools. This is where community should be more involved.

13. Uttar Pradesh

- Classroom
 - Boys and girls should be given the responsibility of classroom monitor by rotation.
 - Seating arrangement should be such that girls and boys sit together and not separate, and it should be on rotation basis.
 - Boys and girls should be given the responsibility of library management in rotation.
 - **Common questioning for whole class**- everybody in the class should have same freedom and opportunities to raise questions.
- Outside Classroom
 - Both girls and boys should be motivated and provided with opportunities to participate in all activities in general assembly and morning assembly, like prayer, physical exercise, songs, debate, cultural activity etc.
 - School prayers be secular in nature and should not reflect images of god/ goddesses.
 - Girls will be motivated and given equal opportunity to participate in all cultural activities.
 - Girls will be motivated and given equal opportunity to participate in all games and sports.
- Text Books:
 - Text book material and visuals including examples and questions will be selected in such a way which will convey gender equity & equality.
 - Illustrations/ visuals must include both girls and boys.
- Community level
 - Raising gender discrimination issues in VEC meetings and training programs.
 - Raising social discrimination issues in VEC meetings and training programs.
- Teachers Training: Participatory, interactive sessions should be there in teachers trainings.

14. Uttarakhand

- Classroom
 - No separate seating arrangement for girls & boys
 - No separate dress code for boys and girls.
 - To give equal opportunity to all in all spheres.
 - Teachers not to use religion, community, caste or gender biased language
 - Work allocation to be such that it discourages any form of discrimination and breaks the stereotype.
- Outside Classroom: Equal opportunities should be given to all students in assembly activities.
- Text Book: All articles, pictures which depict discrimination should be removed.
- Teacher Training: A separate module should be developed addressing the issues of discrimination.



15. Jammu & Kashmir

- Class room
 - There should be democratic culture in classroom
 - **There should be two way transition**
 - It should be the space for breaking boundaries imposed on girls
 - Teachers should have gender perspective while facilitating classroom transaction.
- Outside
 - There should be conducive environment for girls in school
 - There should be congenial relationship between teachers, teachers and community, students and teachers and students and parents.
- Text Books: Text books should be timely reviewed and upgraded to include the perspective on gender.
- Community participation in shaping the education system of the state is the centrality and essence of the hour and principle norm of SSA.
- Teachers Training: Education system of the state depends on the in-depth training packages given to teachers to overcome the social, cultural, economic and gender related hurdles in education.
- Recruitment Policy of the state needs to be changed.