

## **A) For School Management:**

- School management committee and head of institutions should give more attention to stop discrimination against girls. They should motivate teachers to treat and encourage girls and boys equally and encourage girls in the manner they encourage boys.
- There should be provisions for a sweeper from the Zilla Parishad office.
- Proper furniture should be provided for children and teachers in the schools including newly built schools.
- The management should ensure that there are separate toilets for girls and female teachers in the schools.
- All schools should be equipped with adequate infrastructure facilities like subject wise and class wise rooms with proper sitting arrangements for girls, spacious playgrounds, well equipped libraries, sanitation facilities, running water taps and proper lighting arrangements.
- Mother/teachers' club should be organized to make mothers aware of their daughter's capabilities.
- Mothers, girl students and the teachers club should organize and hold orientation workshops once a month under the guidance of a female doctor to educate girls and their parents on health and hygiene.
- Self defense training activities like Judo or Karate for girls should be conducted in the schools.
- A healthy and gender safe environment should be created in schools.
- A counseling body / center should be set up for girls' to share their grievances and to give counseling to parents from time to time.
- The school management must ensure in providing security to women teachers and girls and safeguard them from harassment. They should hold training programs, in-service programmes for teachers to improve and update their knowledge and skills and learn about modern teaching techniques, activity based teaching and innovative and creative learning using audio-visual aids.

## **B) For Teachers:**

- Teachers should treat both girls and boys equally and also pay attention to curriculum/text books and point out discriminatory practices.
- Teachers should encourage holistic development of students.
- Teachers should provide equal opportunities to both boys and girls.
- Teachers must avoid using gender discriminating and the use of stereotype languages and traditional practices. They should be very alert and sensitive towards girls. They must motivate girls to aim for academic excellence in studies.
- Teacher should draw the attention of heads of unions towards discriminatory and stereotype examples during lessons, if found any.

## **C) For Unions:**

- Unions should pressurize, lobby, campaign and advocate on non discriminatory practices against girls in curriculum and text books.
- The government and teachers' unions to continue their support to eradicate discriminatory practices against girls.
- Unions should make their members aware of discriminatory practices against the girl child and their negative impact.
- Teachers' unions should make strong efforts to bring about changes in the curriculum. Proper constructive steps must be taken to replace and transform the gender discriminatory and stereotype images of women in the curriculum contents with uniform quality education for all.
- Unions should advise teachers to practice equality and non discrimination.
- Teachers and principles should ensure in providing equal opportunities while preparing the plan of action for schools and classes.

## **D) General Guidelines**

- If we want to develop a concept for a gender friendly school, we should exclude discriminatory practices from the lessons, textbooks and curriculum including extra curricular activities.
- Hold discussions on discriminatory practices and stereotype language with the children and fellow colleagues particularly women teachers.
- There should be a monitoring system which can control the wrong inputs given by the teacher based on the traditional philosophy.

- Instead of selecting materials available from literature, write-ups, etc. workshops should be organized by the textbook bureau, hold discussions and ask the bureau to write a lesson on a given theme.
- Principals should be made aware of co-curricular activities and their importance.
- Principals have to organize competitions like cricket, kushtii, cooking and sewing for boys and girls.
- Equal distribution of work should be made while preparing the school action plan.
- Every school should have sufficient number of toilets for girls and women teachers.
- Health programmes should be organized from time to time for girls and women teachers..
- Girls should get equal opportunities in sports like boys in games and out door sports.
- In inter school competitions girls must be given opportunities to show their talent.
- Girls' parents should be told during Parents Teacher Association meetings that girls need exposure (in exhibitions, camps etc.) to develop confidence in themselves.
- Teachers should try to develop an attitude in them and in the girl child that girls are not inferior to boys in any respect.
- Problems like menstruation, eve teasing, child abuse etc. should be handled by the teacher without embarrassing the girl child.
- There must be a consultant / counselor in co-education and girls' schools where she can share and discuss any personal problem and difficulties without hesitation.
- Lady counselor must be appointed in the critical period of adolescent girls.
- Due to domestic workload a girl child must not be punished for not doing her homework.
- Toilets for girls should be arranged by the concerned authority / ies.
- A lady physical instructor should be appointed in schools.
- The participation of girls in co-curriculum activities must be ensured.
- Operation of the GARIMA and HELPLINE must be advocated by the management for safety from school to home

## **HIGHLIGHTS OF THE RESEARCH**

- There are different sports and games for girls and boys in the schools.
- Generally girls are sweeping the classrooms and cleaning the floor whereas heavy work is done by boys.
- At school functions traditional work is done by girls only.
- Girls are sincere therefore they study well and get good marks.
- There is a general opinion that girls work systematically.
- In textbooks we see only boys pictured in sports i.e. cricket, kite flying, etc whereas girls are doing domestic work at functions and boys monitoring.
- In the pictures in the textbooks, we see that women are cooking and intellectual work is being done by the men.
- Lessons on the women are less.
- Work is divided into two parts i.e. for boys and girls.
- Contents in the text books are not addressing gender discrimination seriously.
- Teachers are always giving examples based on tradition and their own culture.
- Women and girls are mostly given second position.
- Many myths are giving negative pictures of girls e.g. if a girl is educated, it might be more difficult to get a groom who is highly educated than her.
- Girls are weak in studies because they have to look after their younger siblings.
- Girls' parents are having a careless attitude towards their daughters and are much less sensitive towards them..
- Poor parents do not pay attention towards their daughters and are discriminating their own children.
- It is often seen in social functions, girls appearing neat and clean with make-up as told by the elders.
- Parents do not send their daughters to any co-curricular activities outstation due to safety and security reasons.

- Girls often fall victims of sexual abuse by male teachers.
- If girls are bold and outspoken, they are looked down upon even by teachers but these qualities are appreciated in boys by teachers.
- In text books there are only male writers and poets. Only one female poet and one writer is included
- Contents in the textbooks are not addressing gender discrimination properly and seriously.
- Parents are more careful of boys than girls.
- Caste, religion and society often undermines girls by using negative phrases such as “it is not your home”, you are a girl etc.

### **SPECIAL OBSERVATIONS:**

The research shows and proves that awareness among parents and girls is very much essential and was not found enough. There was awareness about all types of discrimination among the teachers but they find themselves helpless to fight against it. Their traditional mind set, culture, values, family pressure, peer group pressure are playing a pro-active role in taking passive attitude on the issue.

Textbooks, curriculum, co-curriculum activities are the tools of education and these tools need to be sharpened to eradicate discrimination.

It is also observed that parents and student are not aware of these discrimination and called for an urgent need of organizing the awareness programmes.

## **COMMONLY USED PHRASES BY TEACHERS AND PARENTS**

- Playing is only for boys. You learn housework...!
- Do not talk constantly... behave like girl...!
- After marriage, a girl has to go to her husband's house so “behave yourself”.
- Why are you being shy like a girl...?
- Why are you behaving like a girl...?
- Are you wearing bangles...?
- You are a girl...behave like one...do not behave like a boy...!
- You are a girl so you should observe the fast.
- Did you help you mother? This question is often asked only to girls.
- Go and bring the water...(order is generally for girls)
- Do not laugh like a boy.
- It is not decent for girls to have friendship with boys.
- You are a girl so why do you consider yourself equal to your brother?
- Daughters are 'Paraya Dhan' (others property). They are ultimately to be married
- Girls grow like palm tree.
- Sons need extra nourishments.
- You are studying while your brother is washing the floor. It is not his work.
- Go and give food to your brother.
- Wear bangles and sit at home like girls
- Why are you showing shyness like girls?
- Different toys are meant for boys and girls. Dolls are meant for girls while bats, ball, kites and gilli-danda are for boys
- Use of stereotype languages such as “why are you crying like a girl” or “why do you behave like a girl.”
- Uses of abusive language - all abuses are based on women making derogatory remarks on women's dignity.

***“Educating a girl is like watering a plant in the neighbour's garden”***

# APPENDICES

- I) LIST OF SCHOOLS
- II) QUESTIONNAIRE USED FOR SCHOOL OBSERVATION
- III) QUESTIONNAIRE USED FOR TEACHERS



# LIST OF SCHOOLS

## India

### Maharashtra

S. No.	Name of School	District
01	Jeevan Shikshan Mandir	Raigad
02	Raigad Zilla Parishad School	Raigad
03	Prathmik Shala Bokadveera	Raigad
04	Zilla Parishad School Chavanvadi	Raigad
05	Zilla Parishad School Utekhal	Raigad
06	Zilla Parishad School Ranjanpada	Raigad
07	Zilla Parishad School Mirzole	Ratnagiri
08	School Kolambe No 2 Mangaon	Ratnagiri
09	School Gangrai No. 1 Chiplun	Ratnagiri
10	Zilla Parishad. School Khed	Ratnagiri
11	Zilla Parishad Central School, Phansu Dapoli	Ratnagiri
12	Zilla Parishad Central School, Bandivali Dapoli	Ratnagiri
13	Zilla Parishad Primary School Papal, Nandgaon	Amrawati
14	Zilla Parishad Primary School Jokhar Nandgaon	Amrawati
15	Zilla Parishad Primary School Pimpalgaon	Amrawati
16	Zilla Parishad Primary School Dahigaon	Amrawati
17	Zilla Parishad Girls School Bhatkuli	Amrawati
18	Zilla Parishad Boys High School Bhatkuli	Amrawati
19	Chhogalal Rathi Gurukul Vidyalaya	Amrawati
20	Municipal School Amrawati	Amrawati
21	Zilla Parishad School Daryapur	Amrawati

### Himachal Pradesh

S. No.	Name of School	District
01	Govt. Girls Secondary School	Nalagar
02	Govt. Girls Secondary School	Distt. Solun
03	Govt. Girls Secondary School	Manpur
04	Govt. Girls Secondary & Higher Secondary School	Solun.

### Delhi

S. No.	Name of School	District
01	N. P. Co- Educational Middle School	Kitchana Road
02	N. P. Co.- Educational Middle School	Naoroji Nagar

### Rajasthan

S. No.	Name of School	District
01	Rajakiya Vidyalaya	Khara Bavli Jaipur
02	Rajakiya Vidyalaya	Raja Bagh Jaipur

## Uttar Pradesh

S. No.	Name of School	District
01	Muslim Jubili Girls Inter College	Kanpur
02	Central School	Kanpur
03	Govt Girls Inter College	Barabanki
04	Poorna Devi Girls Inter College	Barabanki
05	RSS Girls Inter College	Unnao
06	Dr. G. Nath Girls Inter College	Unnao

## Uttarakhand

S.No.	Name of School	District
01	Govt Primary School, Bhatoli	Tehri Garhwal
02	Govt Junior School, Bhatoli	Tehri Garhwal
03	Govt Primary School, Sinola	Dehradun
04	Govt Primary School, Khatta	Dehradun
05	Govt Primary School, Haridwar	Haridwar
06	Govt Prathmik Vidyalaya , Bongala ,Haridwar	Haridwar

## Orissa

S. No.	Name of School	District
01	Government Secondary School	Mayurbhanj
02	Government Secondary School	Balasore

## Sri Lanka

S. No.	Name of School	District
01	Vipulananda Central College, Karaithivu E.P.	Ampara
02	Al-Ashraff Maha Vidyalaya, Wattala	Gampaha
03	Methodist Govt. Tamil Mixed School, Kollupitiya	Colombo
04	Udupilla Primary School, Kelaniya	Gampaha
05	Lamadoopatha Pre-School, Ahangama	Galle
06	Lamamithra Pre-School, Galle	Galle
07	Bollegala Maha Vidyalaya, Kelaniya	Gampaha
08	Biyagama Junior School, Kelaniya	Gampaha
09	Bodhiraja College, Moratuwa	Colombo
10	Tikiri Pre-School, Ahangama	Galle
11	Weerangula Junior School, Yakkala	Gampaha
12	Kotahena Junior School, Kotahena	Colombo
13	Bekkegama Junior School, Panadura	Kalutara
14	Vishaka Vidyalaya, Bambalapitiya	Colombo
15	Pipena Kekulu Pre-School, Galle	Galle
16	Gankanda Central College, Ratnapura	Ratnapura
17	Sithiyavinayahar Hindu College, Mannar	Mannar
18	Zahira National College, Puttalam	Puttalam
19	Erandathi Pre-School, Galle	Galle
20	Singithi Pre-School, Galle	Galle

## Nepal

S. No.	Name of School	District
01	Gograha Higher Secondary School	Morang
02	Shree Chandi Secondary School	Lalitpur
03	Atan Secondary School	Chitawan

## **QUESTIONNAIRE USED FOR SCHOOL OBSERVATION**

- Does the school have a proper building?
- Are there sufficient toilets in the school?
- Are there separate toilets for women teachers?
- Are there separate toilets for girl students?
- Are there any facilities available to maintain the cleanliness of the toilets?
- Is there any mechanism available in the schools to address the grievances of girls?
- How does the school ensure the security of girls?
- What teaching and learning facilities are available in the school and the classrooms?
- How conducive and girl friendly is the school environment?

## QUESTIONNAIRE USED FOR TEACHERS

1) Are you aware of the curriculum of the particular standard? Level?

Yes  No

2) Are there any discriminatory contents in the curriculum.

Yes  No

If yes, give examples

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

3) Are there any discriminatory practices observed in the text books?

If Yes, in which subject, give details (Chapter, Page number and quote examples)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Are there any discriminatory practices prevailing in organizing co-curricular activities?

If yes, give examples

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

5) Have you noticed discriminatory behavior of teachers towards girl child.

If yes, give examples.

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

6) What types of discrimination are seen between boys and girls from the behavior of Head Teacher, administrative staff, etc.(E.g. Physical discrimination , gender discrimination).

\_\_\_\_\_  
\_\_\_\_\_

7) Give suggestions as how to overcome discriminatory practices?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_