

samvaad

Co-Creating Gender Responsive Classrooms:
A Resource Book for Teachers



Disclaimer

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Introduction

Adolescence is a period of transition from childhood to adulthood. It is also a period where societal expectations from boys and girls start to differ. They increasingly face gender-based discrimination and biases and are expected to follow gender roles more rigidly, which limits their aspirations and potential.

What can be done to make this transitional journey for adolescents a smoother and more enriching experience? A large body of evidence articulates that adolescents need the guidance and support of responsible adults to fully realise their potential.

Teachers play a critical role in shaping gender norms and beliefs amongst adolescents and their views on gender can deeply affect how adolescents think. However, they themselves are also part of larger society and are influenced by the dominant stereotypes and biases that have been perpetuated over the years. Further, the demand for academic and non-academic responsibilities leave limited time and scope for them to expand their own understanding of issues and challenges that girls and boys face during these dynamic years.

As part of the Plan-It Girls programme, this docket will support teachers to expand their own understanding of adolescents and sensitise them to their challenges through the lens of gender identity. It also suggests strategies to create gender responsive classrooms along with guidelines on what teachers can do when a student encounters harassment/abuse within or outside of school. We hope this docket will be helpful for teachers to engage adolescents in creative 'Samvaad', to learn from the experiences of their peers and to co create new narratives of gender equality.

The Plan-It Girls Programme

Plan-It Girls is an implementation-based research program that tests an innovative ecosystem approach to improving girls' employability and economic independence. The program adopts a multi-level approach to positively transform the milieu that restricts girls' access to opportunities, builds the skill-set of adolescent girls, and works toward changing prevailing societal norms that hold them back from attaining economic independence.

The program uses a catalytic personal advancement curriculum that trains girls' key concepts of self and identity, self-efficacy, resourcefulness and employability. This ensures that they not only possess the technical knowledge required for employment, but also appreciate their worth, abilities, and agency. Plan-It Girls implements interventions that target the sources of resistance to girls' success by fostering gender equitable norms among male peers, families, and communities. Since the programme has been integrated in the government school system, support and training is provided to heads of schools and teachers so as to enable them to become agents of change. Plan-It Girls also engages government and industry partners to offer skill-development and employment pathways to girls, and to ensure the sustainability of the programme.

Given its comprehensive nature, ecosystem approach, widely applicable core operational and partnership principles, as well as measurement indicators; Plan-It Girls has the potential to offer a global solution to improving the quality of girls' labour force participation and shaping discussions on sustainable, cost-effective, and scalable approaches to foster gender equality.

For more information, please visit www.icrw.org/asia

International Center for Research on Women (ICRW) Asia Regional Office

ICRW Asia is the Regional Office of the International Centre for Research on Women (ICRW). Located in New Delhi, India, the office works on promoting gender-equitable development and addressing pressing challenges facing women, girls and their communities. With project offices in Ranchi and Patna, ICRW Asia serves the region, including Bangladesh, Myanmar, Pakistan, Cambodia, China, Nepal, Thailand, and Vietnam. ICRW collaborates closely with regional and international partners to undertake field research and evidence-based programmes, and communicates findings to policymakers through advocacy efforts. ICRW projects are focused on gender-based violence and discrimination, economic empowerment, women and girls, engaging men and masculinity, among others. Some of our key projects focusing on adolescents and their health and development are Gender Equity Movement in Schools (GEMS), PARIVARTAN Plus for Girls, Promoting Adolescents' Engagement Knowledge and Health (PAnKH), and Plan-It Girls.

For more information, please visit www.icrw.org/asia

Pravah

Pravah, a Delhi based NGO, was formed in 1993 to nurture youth leaders who are self-aware, deeply empathetic, use systems-thinking, and are socially responsible. We endeavour to build future-looking, wholesome young leaders through psychosocial interventions leading to economic, political, and social inclusion. We believe that social change is effected through deep mindset change of individuals alongside the empowerment of the socially excluded. In order to do this, our interventions are based on a framework that enables participants to understand the process by which attitudes are developed, how we make up our minds, and the process by which our mindsets change. We aim to co-create a sustainable national ecosystem that nurtures empowering spaces with and for young people, through joint programming and partnerships, capacity building of young people, youth facilitators, teachers and heads of organizations; and joint advocacy and campaigning focusing on youth development and youth-centric development issues. Till date Pravah has supported over 400 social entrepreneurs, and impacted over 50,00,000 youth extensively and 2,00,000 young leaders intensively. With our efforts in joint programming and implementation with our regional partners; we have a presence across 10 states in India.

For more information, please visit <http://www.pravah.org/>

This manual has been developed by Pravah and ICRW



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**WHAT'S
HAPPENING
TO ME?**

**AM I
FAT?**

**WILL THEY
RIDICULE
ME?**

**AM I
PRETTY?**



Chapter 1

Appreciating and Understanding Adolescents

The word adolescence comes from the Latin word 'adolescere' which means to grow, to ripen, to mature. This phase in human life can be described as a journey from childhood to adulthood encompassing rapid physical growth and sexual maturation combined with emotional, social, and cognitive development. The beginning of curiosity, looking for reason, logic, and trying to search for the meaning of everything around one's environment are hallmarks of this phase. However, the rapid changes that occur during this life stage may also cause confusion, anxiety, and fear in some adolescents if they are not supported by responsible adults. It is imperative that teachers as responsible adults in the adolescent life are able to understand and support them so that they are able to deal with the changes in positive and responsible ways

I. Understanding the changes adolescence:

Let us first try to understand the different kinds of changes that occur during this period. The table below summarizes the major physical, cognitive, psychosocial and neurodevelopmental changes that most adolescents experience during this life stage.

Table : 1.A

Types of changes	Characteristics
Physical changes	<ul style="list-style-type: none">• Puberty: growth in body hair, increased perspiration and oil production in hair and skin<ul style="list-style-type: none">• Girls –breast and hip development, onset of menstruation and ovulation• Boys – growth in testicles and penis, wet dreams (no cultural emission), deepening of voice• Tremendous physical growth: gain height and weight• Development of secondary sexual characteristics.• Greater sexual interest

¹ UNICEF programme guidance for the second decade: Programming with and for adolescents, Programme Division 2018

² Compiled from

<https://www.unicef-irc.org/publications/933-the-adolescent-brain-a-second-window-of-opportunity-a-compendium.html>

https://www.prearesourcecenter.org/sites/default/files/content/6_stages_of_adolescent_development.pdf

<http://apps.who.int/adolescent/second-decade/>

Kishoreabasthakedoosrimulakat Kishore Kishorihainkaun. Kya hotahain yon.: Kamlabhasin UNFPA Pg 40 to 45

Neuro-developmental changes	<ul style="list-style-type: none"> • Rapid growth of brain matter and the formation of new neuron connections • Unused connections in the thinking and processing part of an adolescent's brain (called the grey matter) are 'pruned' away. At the same time, other connections are strengthened. • Changes take place in regions of the brain, such as the limbic system, that are responsible for pleasure seeking and reward processing, emotional responses and sleep regulation
Cognitive changes	<ul style="list-style-type: none"> • Growing capacity for abstract thought and ability to deal with complexity in language. • Intellectual interests expand and reasoning become more important • Examination of inner experiences • Increased concern for future • Able to move from being preoccupied with self to understanding other people's perspectives. • Increased interest to do something about the social issues that they encounter in their lives
Psycho-social changes	<ul style="list-style-type: none"> • Develop and consolidate their sense of self (Who Am I) including sexual identity • Growing sense of self confidence and self-worth. • Increased influence of peer group • Desire for independence • Exhibit strong feelings and intense emotional ups and downs. • Need to assert for more autonomy over their decisions, emotions and actions and to disengage from parental control.

II. Development tasks during adolescence and role of teachers:

Onset of these changes in the life of adolescents also bring in a set of challenges. Adolescents need to be supported to identify and deal with these challenges. They need to accomplish some developmental tasks³ to overcome the challenges that they face during this stage of development. How they are supported to accomplish these tasks will determine whether they can take advantage of the opportunities of this life stage and avoid the threats that are inherent in this period of first-time experiences⁴ .

The following table in the next page illustrates some critical tasks that adolescents need to accomplish to ensure smooth transition to adulthood and some simple strategies that can be practiced by teachers to support them to realize these tasks

³ <https://www.psychologynoteshq.com/development-tasks/>

⁴ <http://apps.who.int/adolescent/second-decade/section2/page7/implications-for-policies-and-programmes.html>

The following table illustrates some critical tasks⁵ that adolescents need to accomplish to ensure smooth transition to adulthood and some simple strategies that can be practiced by teachers to support them to realise these tasks.

Table: 1.II.A

Critical Tasks	Supportive practices
Dealing with a new sense of physical self	<ul style="list-style-type: none"> • Create opportunities for talking about their discomforts/worries and • Do not comment on their bodily changes; discourage such comments in schools among other teachers and students • Create smaller groups in your class to talk about physical changes, especially like menstruation which may be a cause of worry and shame.
Dealing with new intellectual abilities	<ul style="list-style-type: none"> • Encourage students to ask questions and be curious in class. • Encourage them to share their thoughts and opinions on what is being taught and about what is happening in the larger society • Encourage them to explore new concepts and assign real life projects
Increased cognitive demands at school	<ul style="list-style-type: none"> • Identify specific learning challenges of students, understand their learning styles and devise strategies match diverse kinds of learners. • Experiment with different instructional strategies. For example – in building a model plane one could a) read instructions and do it b) observe a partner and do it c) see a video and do it d) try different ways of doing it and come up with the best way • Try and make the lessons and the content personally relevant and connected to students’ daily lives. For example- using maths in doing grocery calculations at home to help parents.
Expanding verbal skills	<ul style="list-style-type: none"> • Appreciate students for their expanded vocabulary, use of new words. • Create a safe and supportive atmosphere for students to make mistakes and be corrected without feeling embarrassed • Encourage writing of personal essays, public speaking and elocution in class and assembly for practicing articulation.
Developing sense of personal identity “Who am I?”	<ul style="list-style-type: none"> • Support them to develop and articulate their aspirations • Support students to make meaning of their’ increased interest in makeup or jeweler. or hairstyle • Help them to identify their strengths and unique abilities.

⁵ Adopted from /adolescent%20+%20schools/Developmental%20Tasks%20of%20Normal%20Adolescence.html

Determining adult vocational goals	<ul style="list-style-type: none"> • Encourage students to identify vocations of their own choice/ define their professional aspirations • Support them to dream about their ideal job and help them map the requisite skills they will need to develop for the same. • Encourage questioning of stereotypical gender roles assigned to jobs, like women should be in art, sewing and men in finance and industry. • Organize career fairs for students and support them to identify institutions offering their desired courses.
Having to establish emotional and psychological independence from his or her parents	<ul style="list-style-type: none"> • Create a listening space to share their conflicts/ concerns with their parents, while also supporting them to navigate the expectations of their family. • Encourage them to invite their parents for the PTMs. • Design PTMs to encourage dialogue between parents and the students. also involve SMC members to educate parents on adolescent issues
Need to develop stable and productive peer relationships	<ul style="list-style-type: none"> • Adopt and strengthen peer learning strategies through small group work, peer led discussions etc. • Use mixed grouping for class projects/ tasks to get students who are not friends, to interact with one another. • Creating learning buddies to complement each other's learning needs and areas of opportunity.
Managing his or her sexuality	<ul style="list-style-type: none"> • Accept that students will be interested in the other gender, this is part of growing up and natural • Do not judge or make public comments on a girl's interest in another girl or a girl's interest in another boy; it is only natural. If you feel it is distracting the student, gently talk to her about the right time and place for everything and how she can manage her studies and make friends in leisure time. • Build a bond of care and trust with your students that they trust you enough to approach and share their issues without any shame or hesitation.
Dealing with increased impulse control and behavioral maturity	<ul style="list-style-type: none"> • Encourage students to share with one another how they manage their time, between leisure and studies, between freedom and responsibility. • Invite senior students or alumni who can be role models to share their personal growth story. • Engage them to seek solutions to real life problems.

⁴ <https://www.psychologynoteshq.com/development-tasks/>

⁵ <http://apps.who.int/adolescent/second-decade/section2/page7/implications-for-policies-and-programmes.html>
Adopted from /adlescent%20+%20schools/Developmental%20Tasks%20of%20Normal%20Adolescence.html

III. Changes during adolescence are not the same for everyone:

The changes during adolescence are not uniform. Some mature early, others mature later. Also, all changes related to adolescence (physical, psycho-social and cognitive) do not take place at the same time. This depends on a number of factors. For example, physical changes can be affected by factors such as chronic illness, under-nutrition, genetic traits, similarly cognitive and psychosocial changes depend on both individual characteristics and the socio cultural environments in which they grow up.⁶ A few critical factors like poverty, gender identity and marginalization of differently abled, Dalit and religious minority communities impacts the time and pace of these changes. We will examine how gender identity impacts adolescent girls in the next chapter.

Activities to use in the classroom

Please find activities on developing bodily awareness such as body mapping and gender identity in Annexure 1

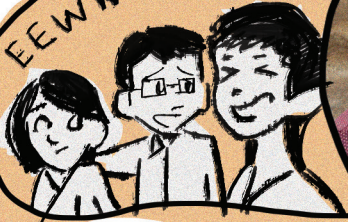
Teacher Reflections

- Think of some of the behaviors that you have observed in your students which make you uncomfortable. What are these behaviors? What according to you are the reasons for such behavior?
- Is there any change in the way you interpret such behavior after you have read this chapter?
- Think of a situation of dealing with adolescents when you think you were effective? What strategies did you use to address the situation? What worked?
- Identify three key practices from the chapter that you would like to incorporate and practice in your classroom.

6. <http://apps.who.int/adolescent/second-decade/section2/page5/adolescence-psychological-and-social-changes.html>

FRIENDS

EEWWWW.....



SOCIETY

girls should do fine arts, boys are better at science!



FAMILY

it's not safe for girls to be out after 8 pm!



MEDIA

DEBATE FAIR is beautiful- DARK is ugly



Chapter 2

Gender Stories in Classroom - Challenges and Strategies

Neela, is a quiet student and usually regular in class. She struggles with Maths and you started giving her extra classes along with few other students, she suddenly stopped coming for the classes. After grappling with what to do, you ask her class teacher Sangita whether she knows why Neela has stopped coming to school. Sangita says that a few days ago we received a note signed by her father that she has a lot of work at home, she tried to talk to her mother but that didn't yield any result."

Adolescence phase is the time of life when gender norms and stereotypes determine access to opportunities for growth and development. It is the time when gender roles are imposed more firmly on girls and thus limit their aspirations. This is also the time when girls face gender-based discrimination and biases and are expected to follow gender roles more rigidly.

In order to support students in achieving their full potential, it is perhaps necessary to start with understanding what are the challenges they face from different spaces in their lives. Gender identity gets formulated and influenced by many sources like family, peers, school, mainstream media, social media and the community at large. In grappling with their own quest for an identity, adolescents must also negotiate the different gender roles that society introduces them to, often leaving them conflicted and confused. Many norms, behaviors including stereotypes slowly transform into internalized beliefs, that confines potential and aspirations and they struggle to negotiate with. The impact can often be seen as a 'growing disinterest, a drop-in self-esteem or lack of participation in class', where the challenge is deeper. Our role lies in empowering students to identify and question the notions surrounding 'gender' that are passed on from other quarters of their life; and develop the necessary life skills to cope with these issues.

I. Addressing Gender in the classroom:

Our students come to our classrooms with many beliefs around gender, which will be reflected in their personalities and their behavior at school. Further, the nature of gender, a set of socially ascribed behaviors; is such that even the school and the classroom- can be spaces which strengthen negative gender notions or function as spaces that re-define age old gender stories and to create new ones of equality. As teachers, how can we identify these situations, and offer a safe learning environment to address gender related issues and stories, which may hamper the growth of our students adversely?

Let's look at a few challenges related to gender that we may encounter in the school and strategies that we can use to address them.

Table : 2. A

Challenging Situations	Impact on Students	Strategies to address
<p>Bullying and stereotyping:</p> <p>While eve teasing and name calling is often faced by girls, perpetuated by boys and is more visible, the bullying of girls by other girls is subtler. It is often relational bullying, such as excluding someone from activities and social circles, or spreading rumours about them, or name calling with derogatory remarks on the basis of skin colour, body type or even racial slurs which can be caste or class based. (moti, kaali, gawaar, chamaar etc)</p>	<p>Being the victim of bullying and stereotypes can have very serious mental and emotional impacts leading to decreased self-esteem, self-confidence, depression, suicidal tendencies to name a few.</p> <p>The anxiety stemming from stereotype threat may result in much lower academic participation and performance in class as well.</p>	<p>Stereotypes are generalizations that people make about a group or individual, and then believe that is what makes up the “typical” person in that group. Few practices for your class:</p> <ul style="list-style-type: none"> • Create a safe space for students to share their bullying story with you, one on one. • Make it a point to address incidents of bullying in your class/ or two on one with concerned students • Pair up students who are ‘visibly and culturally different’ (different physique, skin colour, caste, religion, region) in class assignment; to promote inclusivity • Share your own/any close friends story of being bullied/ stereotyped and how you dealt with it. • Use tools of compassion and empathy to explain how bullying makes a person feel small. • Use role plays to address ways to address bullying
<p>Introverts, shy students, difficult and slow learners:</p> <p>All of us have certain students in our class who appear to be ‘very quiet’, under-confident, shy or those that we categorise as ‘slow learners’. There are also on the other side, girls who are extremely talented but also loud, disruptive and students that we call ‘difficult’.</p>	<p>While the outward behavior (non-participative, quiet, disruptive, loud, distracted) may point to the student as not paying attention in class. It is almost certain that the student is struggling with issues of identity which could be coming from their family, peers or even the school which is making them either conform or resist some behavior.</p>	<ul style="list-style-type: none"> • Understand the learning style of students in your class (do they learn by action, observation, experience, thinking) and try to use different methods of teaching. • Create smaller groups to work for projects where students of different learning style and dispositions can be grouped together.

We often struggle with tending to the needs of these students in a class of 60, and it ends up disrupting the class or have students who are on the 'boundaries' who are non-participative.

If we dig deeper, we will discover that the student is anxious and the 'not speaking up' may be a result of gender norms learnt over a period of time.

- Create a buddy system where students are responsible for the academic and emotional well-being of their partner/buddy.
- Identify the challenging students in your class and have a one on one conversation with them about the challenges they are facing in class and the reasons for same.
- Use opportunities like reading out from chapters, to involve quieter students.
- Make the difficult students- 'row monitors' where they are responsible for their row's homework.

Negative Gender assigned roles in curricula and learning:

Many times, you will come across statements or stories in your textbooks which reinforce negative or traditional stereotypes for girls and women. Female occupations are mostly traditional and less prestigious while the characters are predominantly introverted and passive in terms of personality traits. Women are also shown to be mostly involved in domestic and in-door activities while men have a higher presence in professional roles.

Many of the gender stories and negative stereotypes are not overtly visible and are already present in your students' minds from their homes, community and peers. You will notice, that due to such beliefs- some students already have a defeated attitude, as if they know they are not meant to succeed in this subject or cannot attain a particular job.

- Identify and talk about stereotypical statements about girls/women. For example- 'a good girl always respects her elders and comes home by 7 pm'.
- Use examples of positive gender roles from the media, history and news to support students to believe in positive role models. Eg- Madam Curie, Sarojini Naidu. Create a visible notice board for this or use spaces like assemblies, annual day, PTM.
- Encourage students to write and share about their own aspirational dream job and career.
- Encourage them to identify positive gender role models, who are able to raise their voice, make informed choices and took action to overcome the hurdles in their life and share such stories.

<p>There are also other stereotypes that you will encounter like boys are better at science and commerce and girls at arts (girls are not as good at Math as boys).</p>		
<p>Tackling subjects that tend to show/demonstrate male preference:</p> <p>While some girls may not enjoy outdoor sports, there may not be provisions for sports for girls, as it is often thought of as a subject for boys. There may also be girls who because of social constructs believe that they cannot play sports or do certain activities – because they have never been allowed to do that at home.</p>	<p>Sports, physical activity and ‘play’ is essential not just for physical but also mental well-being of adolescents. If not given the space to do so, it can impact their creative and problem-solving skills.</p>	<ul style="list-style-type: none"> • Encourage girls to play sports during sports periods. • Use games as a part of your lesson plans for which you can step out of class. • Devise in classroom games that can be applied to subjects as well. For example – building a building with paper and tape as a form of goal setting.
<p>Traditional patterns of praise and blame set certain behavioral expectations for girls:</p> <p>Our underlying expectations for boys and girls are often very different and exist very subtly in our minds. For example- boys are often praised for correct knowledge and girls for good behaviour. This also sets certain expectations for girls and different ones for boys.</p>	<p>Whether adolescents accept it or not, as teachers we play a very influential role in their lives- where a word of praise or discouragement from us; could set them off in the right or wrong direction. The values that we attach in praising them or being critical; is the cue they will take from us.</p>	<ul style="list-style-type: none"> • Be aware of the kind of praises we use and for what purpose. For example- praise a girl student for a correct answer, or for helping her fellow classmate and not for ‘good behaviour’ or for ‘looking pretty’. • Be aware of not to participate in ‘classroom hearsay about students’ with other teachers. Like – ‘this student is always lazy, she is dressing up so much these days to attract boys.’ • If you encounter a stereotype about a student, try to get to the bottom of it by talking to the student.

Unsafe spaces in schools:
Girls very often feel unsafe in school spaces such as bathrooms which are not sanitary or don't have locks, walls/desks which have obscene graffiti or lewd sexual comments written on them.

Many girls might stop coming to school because they feel unsafe of certain spaces. Some may even read sexual comments written about them and become quiet and reclusive.

- Encourage students to identify and talk about unsafe spaces in school and what makes them feel so.
- Co-create a plan of what activities can be done to feel safer on school campus.
- Address lewd comments and graffiti with students by pointing out that such comments are only made by those who feel they can use someone's gender to make them feel small.
- Talk to your principal to address these issues.

Lack of safe spaces to talk about gender related issues:

In the everyday hectic routines of finishing the syllabus, we may not always get the time and space to talk to girls about their gender challenges. Since there is no dedicated space to talk about these issues in school- students often end up relying on half baked incorrect information from their peers or the internet, as they're often too scared to ask family members.

The lack of a support system to talk about these questions may make girls feel extremely confused, un-supported and alone to deal with these challenges.

- Keep 10 minutes at the end of your class to ask the girls how they're feeling.
- Keep an anonymous query box in your class where girls could ask questions related to anything about themselves and it can be discussed in class.
- Use free or absentee periods to talk about issues.



Activities to use in the classroom

Please find activities on exploring concepts of gender and sex, gender roles in society, power dynamics in gender roles, discrimination in Annexure 1

Teacher Reflections

Take a few moments to reflect on one situation you handled well to address gender in the class – and why? Reflect on one situation related to gender in the class, that you could've handled better and why?

- Review the last week's lesson plans, teaching and learning materials that you have used in the class. Does the material contain gender stereotypes? Does the language of the materials contain bias? If so, what techniques was used/ can be used to address these issues?
- Think of the topics that you plan to teach next week; can you identify topics that lends opportunity to discuss issues related to gender norms? What can you do to include scope of such discussions into this topic?
- During the last 1 month, have you spent time to address issues of your students (gender specific problems), if any, such as girl who have missed class due to menstruation, household chores or other family responsibilities? If yes how often? Who brought up the issue, what strategies did you use to address it?



GENDER ROLES
CANNOT BE
CHANGED
DEBATE

WHAT'S
WRITTEN ON
THE BOARD ?



Chapter 3

Gender Responsive Pedagogies- What, Why and How?

Gender sensitive pedagogies refer to teaching and learning processes that are considered, included and designed to address different gender needs and issues, stereotypes or biases already present in the curriculum and teaching practices

I. Where to start from?

- Being attentive of one's own gender stereotypic or biased attitude, behaviour and language and adopt ones which are gender balanced and gender-sensitive. For example- treat male and female students equally- maintain eye contact while talking and give equal time for addressing queries. Use she/he as opposed to 'he' in quoting examples, use non-traditional fire personnel, industry worker, businesswoman)
- Identify gender bias and stereotypes in curriculum textual material and take corrective approach and actions while teaching-learning in the classroom. (refer to Section II)
- Help students to identify gender stereotypes in their surrounding environment. For example – hold discussions on popular myths like 'fair is lovely', 'girls are not good at science and commerce' – encourage students to give reasons with agreeing or disagreeing.
- Encourage and promote gender sensitive language and behaviour amongst your students. For example- encourage students to see the negative impact of stereotyping and bullying, and to be more inclusive of those who are different to them.

Gender Bias /stereotype	Gender Balanced/ sensitive
A man might say women aren't meant for combat, while a woman might say men do nothing but watch sports. Such expressions represent gender stereotypes, which are over- generalisations about the characteristics of an entire group based on gender, overlooking individual differences.	It refers to the ability to recognise gender issues and respond differently to situations keeping in mind the needs of that gender to build equality. In class you may encourage quieter girls to ask questions; knowing fully well that they have been 'taught' at home to be respectful and quiet.

Analyzing textual material with gender lens

In Indian context, textbooks are an important repository of knowledge. It is an important teaching and learning material that teachers and students rely upon across the country. But books are also part of the social milieu and they attempt to mirror social realities, which may reflect gender biases or stereotypes. Hence, the better approach can be to read and analyse the textual material in advance using gender lens before you transact it in the classroom so that you can ensure gender-sensitivity of the content.

Suggestive parameters:

- Total number of characters in content- male and female. Who is the protagonist and how s/he has been characterized?
- Representation of men and women in various roles and responsibilities (active or passive)
- Positive body language, adjectives used for boys and girls, men and women in the theme, gender representation of occupations
- Contributions/achievements of girls/boys/men/women/both/others
- Represented power relations-gender/caste/region etc.
- Decision making powers – who takes the decision in the area of food, education, savings, investment, health, occupation etc.
- Contribution of women in various areas
- Distribution of workload by gender. Is it fair or just? Who is responsible for income generation? Who is involved in skill based productive activities?
- Who performs household chores? (Collection of water, cooking, cleaning etc.)
- Who are shown as agents of change in struggle, movements?
- Who possess scientific attitude/temper? Reference to technology and its use by women/men, girls/boys or both.

II.How can we teach different subjects with gender lens?

It is important that at this stage, adolescents are able to acquire knowledge embedded in different subjects, apply the knowledge to understand their lived realities, and are skilled enough to communicate, negotiate and critically understand their surroundings from a gender lens. It is up to us as teachers to make the content relevant to adolescents' practical lives and in that decode the underlying gender issues. **Following are some suggestive activities in the next page which can be used while teaching different subjects with gender sensitive approach.**

Table : 3. A

Science

- Hands-on and inquiry-based approach
- Connect with daily-life experiences and lived realities of the children

- Give examples of women scientists, engineers, doctors and/or medical professionals and talk about their contribution, journey and struggles wherever relevant. Ask them to find details on the internet or in the library in groups.
- Encourage girls for active participation in science experiments involving handling of insects or electricity or chemicals as girls could be fearful and a bit reluctant to all this because of the socialization that they get.
- Gender inclusive activities can be highlighted in 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.
- Students can be asked to perform small skits in groups to show the role of women in preserving the environment, production of different types of crops and what benefit do they get in return. Also, if their work is recognized and valued or not?
- You can also facilitate classroom interactions or discussions on topics like women and technology, how can technology help in betterment of women in the society or women in space etc.
- Science Lab- leading activities in groups

Mathematics

- Approach: Reasoning and Logical thinking

- Indian society differ in their expectation of intellectual and academic abilities of girls and boys and many a times the same is communicated to children through socialization and sometimes reinforced by textbooks and curriculum. This is especially the case with math and science subjects. While teaching-learning, it should be emphasized and ensured that such societal views and resultant perception of children should be broken down.
- Appreciate their efforts and encourage them to see Mathematics as just another subject and not to believe any baseless gender-maths connection if any.
- Help them with the problems and issues that they face in the subject and use real-life examples to explain the concepts to make it more interesting and simpler.
- During Parents Teacher Meetings (PTMs), talk to parents not to discourage their daughters to take up subjects which they think their girls can't handle rather let them decide the subjects or stream based on their interest or choice.

Social Sciences

- Approach is to make them understand and reflect upon their immediate environment, contemporary society and the world in which they live in.
- Encourage them to seek information on diversity, different issues that impact the lives of all sections of society that encompass gender, class, caste, religion and location.

- Mention names of Women Mathematicians and their contribution.
- In themes related to Statistics, gender disaggregated data on enrolment, drop-out and declining sex ratio of India and states/UTs can be discussed along with general discussions on possible reasons.

- Discuss the impact of Indian freedom movement, French revolution, Russian revolution on the lives and conditions of women.
- Collect photographs, important sayings, messages related to these revolutions. See how women are portrayed.
- Write a brief biography on the lives of revolutionary women for example Savitri Bhai Phule, Sarojini Naidu
- Give group work in your class to enlist the activities done by men and women in agricultural, industrial, and service sectors of our economy in the last five years.
- Project work can be given on various indicators related to demographic composition of Indian population, literacy rate, sex ratio, enrolment and drop-out rates.
- Mention names of women social activists and their contributions for the environment and women empowerment.
- Mention names of women contributors in Indian economy and are successful in business and corporate sector. Ask them to collect more information about them and their journey from the web.
- Mention names of women politicians at national, international and local levels who are agents of change. Ask them to document their contributions. Also, they can prepare graphs comparing men and women representation in Lok Sabha and Rajya Sabha at present and in previous years.
- Mention a few names of women in various forces (army, navy, air force) breaking stereotypes and proving themselves to be competent in every field (e.g. women fighter pilot, earlier women were not allowed to apply for the same).

Language

- As a means of communication and expression by acquiring skills of listening, speaking, reading and writing
- Use gender inclusive terms (terms which are not gender specific or stereotypic) and also ask your students to be mindful of the usage of various terms which are gender stereotypic in classroom interaction to make it a gender friendly classroom.
- You can help them to first understand what gender-inclusive terms mean and how their usage can be helpful to reduce prevalent gender stereotypes and gender discrimination. Also, tell them to share these terms with their other friends and with parents or siblings at home so that they also use them in their day-to-day interactions.
- Ask students to make a chart of gender inclusive terms in groups which can be pasted or put up on the notice board in the classroom to ensure that they use them. An example is given in Table no 3.II.B
- Project work can be given on eminent women and their contribution in the field of language and literature like writers, poets, playwrights, directors, dancers, singers, musicians etc.

A few general practices

A few general practices that can be used across subjects:

- For ensuring greater participation of girls, participatory activities like- role play, problem solving, and quiz, etc. must be adopted in the teaching of languages, social science and science. There is a need to focus on verbal expressions as some girls might lack self-esteem and self-confidence due to their biased socialization. Empowering images of girlhood and womanhood can be reiterated as an inclusive strategy for building the self-esteem and self-worth of girls.
- In the teaching learning process, special emphasis must be given to sharing of examples of women achievers who have contributed to different fields. This will help in attitudinal reconstruction.
- The use of visual aids like pictures and puppets, depicting women working in fields along with men, in hospitals as doctors and nurses, sharing household chores with men etc. can also help to create gender inclusion and parity.
- In the transaction of subjects like mathematics, sciences, social science and languages, care should be taken to include examples of both boys and girls, men and women drawn from different walks of life so that the message of equal capability gets highlighted.

Table : 3.II.B

Gender-Biased Terms	Gender-Inclusive Terms
Mankind	Human kind
Policeman	Police Officer
Chairman	Chairperson
Waiter	Server
Businessman	Business executive
Steward	Flight attendant
Brotherhood	Kinship
Manning	Staffing
Manpower	Workforce
Security man	Security Officer
Mailman/Postman	Mail/letter carrier
He	He/She, they/them, himself/herself
Brotherly	Friendly, co-operative
Miss, Mrs	Ms
The story of man	The story of humans
Man made	Human constructed

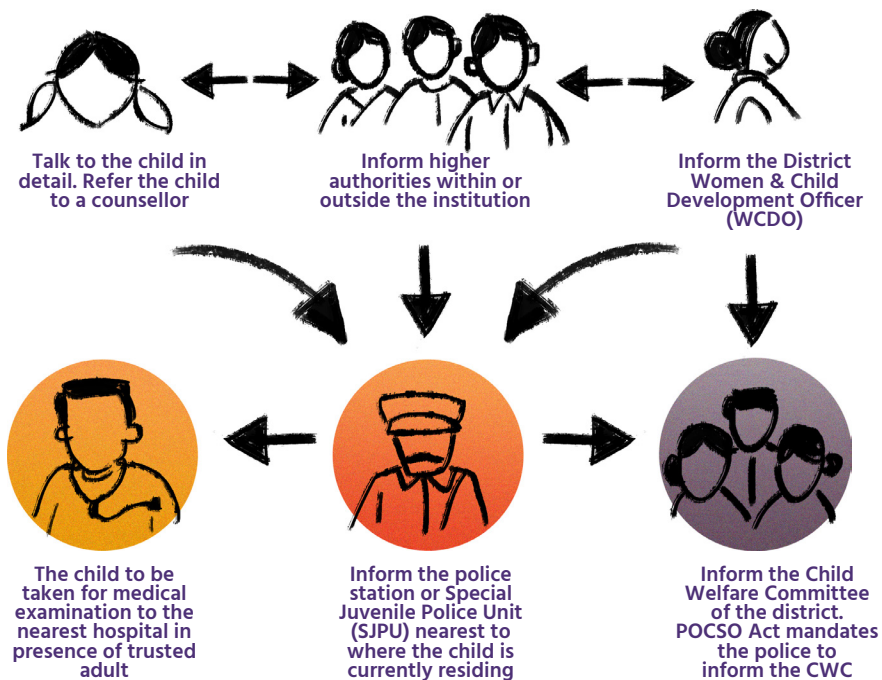
Chapter 4

Additional Information on Dealing with Harassment and Abuse of Minors.

While students are with us for barely 5-6 hours a day, as teachers we often bear witness to and hear about many incidents of harassment, domestic violence and abuse being faced by girls. While both sexes are vulnerable to harassment and abuse, girls in particular may be the victim of eve teasing, early and forced marriage due to which they often drop out of school and violence at home. It is important for us to know that- girls with low self-esteem, who are isolated and have limited peer support/friend circles and those who have an unhealthy or dysfunctional home atmosphere; are likely to be more vulnerable.

I. What can one do in such situations?

- To be prepared it is important to be aware of the protocols that exist in your school for managing such situations such as – Child Protection Policy, Children Welfare committee, Child Rights and Protection Committee, Child Protection Officer, Workshops with children and others (including staff) on Child Protection Policy.
- Be aware of child safety measures within schools such as- no staff should take a minor to the bathroom alone, or no teacher can lock the classroom from inside with a minor alone.
- Engage in active dialogue with parents and help to ensure that parents are aware of the issues faced by adolescents. Be mindful to start a dialogue and not a blame game, which might get the parent to respond adversely.
- When/if an adolescent share about an incident- console her/him and provide required support to calm them down by telling her/him/them that it is not her/his/their fault and it's very brave of them to share it. Listen to them patiently when they complain about a person or an incident or a physical discomfort.
- Immediately share the incident in confidence with the school counsellor, your principal and arrange a meeting with the parents.
- Report an incident of abuse at the nearest Police Station or call childline 1098, involve and take help from parents/guardian in such cases . If parental or guardian support is no accessible or parent / guardian is the perpetrator call Childline. In any case Childline could be reached out to for any kind of support.



Additional Organizations for support

- Additional organisations whose support you can avail in consultation with your school administration :
- National Commission for Protection of Child Rights (NCPCR) – Email pocsoebox-ncpcr@gov.in , Mobile number- 986825077
- Jagori - Website <http://www.jagori.org/>-Jagori Counselling and Support Services for Women – Telephone +91 11 2669 2700 and +91 8800 9966 40
- Azad Foundation- Email- azadfoundation@gmail.com- Telephone- +91 11 4060 1878
- Women's Rights Unit of Lawyers Collective- Tel: 91-11-24374830- Email: wri.delhi@lawyerscollective.org

Chapter 5

Conclusion: Creating a Gender Safe Space in Your Classroom.

Gender is a fluid concept, and one's gender identity which starts to form during adolescence will continue to change throughout one's adult life. While addressing gender in your classroom, one cannot always address the notions of gender that an adolescent imbibes from their family or community. Our focus as teachers, remains to treat our adolescent students with curious empathy and a non-judgmental attitude; facilitate their leadership and decision-making skills; and preparing them to be life-long active citizens in their 'new roles'. Hence our approach must also place the adolescent as a partner in addressing challenges related to gender while nurturing their potential as change agents.

Here are some of the principles that you can keep in mind while devising and implementing strategies to address gender in your classroom:

- **Journey Based instead of Event Based:** The strategies are designed as a leadership learning journey which takes the students from what they know to what they don't know. Each session should be independent and complete such that it is complete within itself and easy to absorb and yet strung together as a progression. Mentoring processes support the holding together of the journey.
- **Self to Society:** To ensure that students are able to take ownership of the larger society, it is essential that they are able to locate themselves in the larger picture and see the self in an interdependent relationship with the world. The strategies must therefore be designed to be a constant interaction of self to society each adding greater understanding and connection with the other and enabling students to connect personal pain and passion with larger issues facing the world.
- **Builds Critical Thinking:** The ability to arrive at answers by developing the skill of asking questions, seeking facts, and interpreting the multiple viewing points is one of the key principles. It therefore does not focus on giving answers but instead on how to develop the faculties of critical thinking and enable students to become self-directed learners.
- **Informed Self and Issue Based 'Refl-action':** The process of learning is complete only when there is both reflection and action. The strategies must be designed to transfer this key skill to the students and ensure that there is a combination of both theory and reflection spaces as well as action spaces.
- **Close to the Reality and Culture of Participants:** The strategy needs to be relevant, have real world connection and have contextual examples created keeping in mind the reality and the context of the students.
- **Learner Co- led and Learner Co-owned:** The learning process should inspire learners to take responsibility of their learning. Therefore the strategies used should be such that students feel that they have contributed to the learning content and their opinion is valued.
- **Problem Solving and Application Based Learning:** In today's dynamic world it is essential that the learning is application based and provides skills of effective collaboration and problem solving. To encourage this method of experiential learning is essential as this allows the learner to play an active role in the learning process and creates avenues for experimentation
- **Fun and Interesting:** We are dealing with very serious issues when talking about social issues and



change in the world. It is however essential that we are able to create social hope and not a sense of cynicism through the journey. Understanding adolescents and using creative methodologies to ensure that even as we go about this serious business we approach and treat it with a sense of lightness.

- **Creates a Safe and Empowering Space:** Self disclosure and creating change requires a conducive and sound environment for the learner. The strategy must strive to create a space where learners can fully express without a fear of being uncomfortable, unwelcome, or unsafe on account of biological, physical, gender, race, ethnicity, religion or cultural background etc.
- **Facilitates peer learning and interactions across different segments of the society:** The world is diverse and to maximise learning and achieve our aim it is necessary that the strategy takes diverse people along in its design and in its execution. It must create a space for multiple perspectives and experiencing people from across different identity boundaries like gender, class, religion, cate, ethnicity, and nationalities among others.
- **Forward Dynamic Built In:** Design learning inputs in such a manner that the learner feel an internal motivation to be curious to move forward and engage with learning , rather than experience an external push from the teacher.

Activities to use in the classroom with students

Chapter-Topic

Activity

1.

An Adolescent's Gender Identity

Who am I?

Objective: After the activity participants should be able to reflect on different aspects of their identity.

Time: 25 mins

Steps:

- Write the following lines on the board and ask all the students to write these sentences in their notebooks and complete them after reflection.

- I am _____ (not name, give yourself an adjective, how you would define yourself)
- I love myself because _____
- I am important because _____
- I can _____
- I am good at _____
- I felt proud of myself when _____ (when you were praised by friend/teacher/parents/anyone) for _____

Discussion points:

- How did you feel while writing these things?
- Did it take time to answer these questions or they came easily?
- Did you choose the word yourself or did someone else tell you that quality?
- Why did you choose one description over another?

Share with them – That one's identity can be understood as a sense of who we are: from many sources, such as one's own mental self-image, family, community, gendered expectations around one's sex, age, religion, caste, region, nationality, etc. How we define our identity and our own sense of self-worth has many overarching and extensive effects on our behaviour, attitudes, abilities, and life-choices (at work, school and / or in relationships). It also greatly affects our potential as human beings and our ability to realize that potential.



Annexure 1

Chapter-Topic

Activity

2.

Gender & Society

Gender Vs Sex

Objective: After the activity participants should be able to reflect on different aspects of their identity.

Time: 30 mins

Steps:

- Ask all the students to categorise the words which you would write on the board in either of the two categories of Male or Female (if they say that a specific word should/can come in both, they can write it in both).
- Write words one by one on board and keep on asking and marking the response of the students in front of the words (as given below).
- Do not say anything while they are responding as it might affect their responses.
- Once done with all the words, start asking about the basis on which they decided Male/Female.

Word	Male	Female	Word	Male	Female
Shy nature			Pond		
Sea			Bread-winner of the family		
Good in Mathematics			Mountains		
Aggressive nature			Farmer		
Space scientist			Giving dowry		
Fighter pilot			Nurse		
Cooking food at home			Fasting		
Shooting			Late night party with friends		
Make-up			Freedom		
Chef			ParayaDhan		
River			Emotional		
Crying			Caring		
Giving birth to a child			Home maker		
Body building			Moustache and beard		

Discussion points:

- When was the first time when you were told to do or not to do something because you are a girl?
- Did you face any kind of discrimination based on gender? Where? By whom? How?
- What are the reasons behind these differences? Biological reasons or Social reasons?
- Why do you follow these reasons? If you don't agree with them- what would be the alternative?

Summing up – You can sum up the discussion emphasizing the following issues:

- Sex is biologically determined but gender is socially defined.
- Gender is a concept made by society, teaching us how men and women should behave.
- With time, gender roles are changing-girls getting good education, entering into every field, men sharing responsibilities at home, things are gradually changing.
- But still there is majority who demean women and have stereotypical expectations from girls/women, due to which they restrict girls' mobility, practice evils like dowry, and give low priority to women's career.
- Society also ascribe stereotypical roles to men. They are expected not to express their emotions and forced into the role of breadwinners of the family irrespective of their willingness to do it or not. But there is no biological reason or basis for all this.
- Gender roles are not fixed and should be challenged as per your choice and belief. Education is one of the important and effective tools for understanding oneself as an individual rather than a man or woman and balancing gender roles and ensuring equality.

Alternate Activity: PACE Curriculum S2.L1 (Book 1, page 14) and S1.L1 (Book 3, page 6)

Additional activity: PACE Curriculum S2.L2 (Book 1, page 15)

Power Walk (PACE Curriculum, S3.SS2.L1, Book 1, page 18)

Discussion points:

- Who takes major decisions in your family?
- Do you take your own decisions related to your education, marriage (when and with whom), career or even for going out somewhere?
- Do you think patriarchy has any impact on your personal life? How?
- Which gender role has more power associated with it? Why?

Annexure 1

Chapter-Topic	Activity
<p>3. Dealing with Physical and Psychological Changes during Adolescence</p>	<p>I love myself the way I am!</p> <p>Objective: After the activity participants should be able to develop a positive self-image and challenge gender-specific misconceptions and prejudices related to physical characteristics.</p> <p>Time: 30 mins</p> <p>Steps:</p> <ul style="list-style-type: none">• Divide the class in four groups.• Give them the case study and one set of questions to each group. If there are more students then there could be more groups with same set of questions.• Give them 5 minutes to discuss the case study and answer the given questions.• Ask one representative from each group to present their group's responses and others can also add if they wish to.• If two or more groups have same set of questions, ask them to present one after the other and the second group can add to what first group had presented.

CASE STUDY

Priya studies in class IX. Due to her dark complexion, sometimes her classmates make fun of her calling her by names like 'kali maata' or 'non-stick pan'. One of her friends Preeti suggests her to use fairness cream referring an advertisement on TV. Even at home, once she heard her grandmother talking to her mother saying that it would be difficult to look for a right match who would be ready to marry Priya due to her dark complexion as she is not beautiful. She felt very bad about all this and stopped talking to everyone in school. Even at home she started feeling as if nobody loves her. She also started comparing herself with other girls not only for complexion but also for her other body parts like hairs or breasts' size, height etc. Slowly her studies also started getting affected.

Group 1: Questions

- What do you think of Priya's classmates' remarks about her complexion?
- Do you think her grandmother's remark is based on a false stereotype (light or fair complexion is essential for being beautiful), or is it based on facts? Explain your answer?
- What do you think about Preeti's advice to Priya for using fairness cream to improve her complexion?

Group 2: Questions

- Does Priya's response indicate that she has a positive or negative self-image? Give reasons.
- What would have you done if been on Priya's place?
- If you were Priya's classmate or friend, what would have you done to help Priya?
- What other kinds of such stereotypes you see in your surrounding (family or society)?

Group 3: Questions

- What do you mean by somebody being beautiful?
- What do you think about Priya comparing herself with others? What can it result into? Explain.
- Do you think for getting married, girls being beautiful is the only deciding factor?
- Make a list of the things and traits that you think should be seen for marriage in girls and boys.

Group 4: Questions

- What advice would you give to Priya for building a positive self-image?
- If you were Priya's mother, what would have you said to Priya's grandmother in response to her concern about Priya's complexion?
- Do you think media has a role to play in promoting these age-old stereotypes? How? Give a few examples.

Discussion points:

- Did you ever come across or faced any similar situation/s?
- Why do you think it is important to have positive self-image?
- Who all can help in building a positive self-image of oneself?

Alternate activity: PACE Curriculum, S4.L1: Body mapping (Book 1, page 22)

Additional activity: PACE Curriculum, S4.L2: Physical and emotional changes during adolescence (Book 1, page 23 & 24)

Defining Useful Terms

- **Gender Identity:** A set of socially and culturally acceptable behaviors or norms that are associated with one's sex (male/ female/other) that one is expected to follow or 'perform' in society in order to be accepted.
- **Gender mainstreaming:** The consistent integration of gender concerns into the development and implementation of policies, plans, programmes and projects at all levels, including national, community, school and classroom.
- **Patriarchy:** An ideology and social system that propagates male supremacy or male power and superiority over women as natural and God given. The operating premise is that men are biologically, intellectually and emotionally superior to women. Conversely, women are considered to be weak and dependent on men for protection, guidance, upkeep and general survival. The ideology is institutionalized through active formal and informal systems, backed up by ideas, beliefs, practices and culture – and sometimes force. A patriarchal ideology is the key factor in the structural gender inequality in most of our societies.
- **Gender neutral:** The claim some people make when they want to present themselves as not practising gender-based discrimination. What it often masks, however, is the failure to take gender issues into consideration, and this can translate into discrimination against girls as it fails to pay attention to the distinct and special needs of girls and boys.
- **Gender sensitive:** The ability to recognize gender issues. It is the beginning of gender awareness.
- **Gender awareness:** Implies the ability to identify problems arising from gender inequality and discrimination, even if these are not apparent on the surface.
- **Gender responsiveness:** Refers to acting to correct gender bias and discrimination so as to ensure gender equality and equity.
- **Gender transformative pedagogies:** Refers to teaching and learning processes that pay attention to the specific learning needs of girls and boys.
- **Menstruation:** The process in a girl/woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy.
- **Gender stereotypes:** Are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups; on the basis of their sex.
- **Gender inclusive:** Means that services, establishments, schools, practitioners, government agencies, etc. are all welcoming of all kids , regardless of their gender identity and/or expression.
- **Child protection policy:** Provides guidelines for organizations and their staff

to create safe environments for children. It is a tool that protects both children and staff by clearly defining what action is required in order to keep children safe, and ensuring a consistency of behavior so that all staff follow the same process.

- **Child Welfare Committee:** In accordance with the provisions under section-27 of the Juvenile Justice (Care & Protection of Children) Act, 2015 and read with rule-15 of the Juvenile Justice (Care & Protection of Children) Model Rules, 2016, the State Government constitutes Child Welfare Committees in districts from time to time, for exercising the powers & to discharge duties, conferred on such committees in relation to Children in Need of Care & Protection under this Act and Rule.
- **POCSO:** 'Protection of Children against Sexual Offences Act' of 2012. With its enactment, India now has one of the most comprehensive laws that not only allows justice for children who are victims of sexual offences but also takes into account the best interests and well-being of the child.

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