

## CHAPTER 3 – ADDRESSING GENDER AND EQUITY ISSUES IN SCHOOL EDUCATION

### 3.1 Context

Bridging gender and social category gaps at all levels of school education is one of the major objectives of the Integrated Scheme. Consequently, the Integrated Scheme attempts to reach out to girls, and children belonging to SC, ST, Minority communities and transgender. The scheme also gives attention to urban deprived children, children affected by periodic migration, and children living in remote and scattered habitations. The Integrated Scheme also focuses on the identified SFDs on the basis of adverse performance on various indicators of enrolment, retention, and gender parity, as well as based on higher concentration of SC, ST and minority communities.

3.1.1 Although various centrally sponsored schemes have contributed significantly in addressing the gender and equity issues at different levels of school education, there is a need to build on these gains by further synergizing our efforts in accordance with the SDGs to ensure inclusive and equitable quality education and the objectives envisaged in the Integrated Scheme.

### 3.2 RTE, equity and social inclusion

The enactment of the RTE Act, 2009 requires addressing gender and social equity within a framework that is holistic and systemic. The Act has defined children belonging to disadvantaged groups and children belonging to weaker sections as follows:

*Disadvantaged Group are defined as those that belonged to the “children with disability, SC, ST, socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factors as may be specified by the appropriate Government by notification”.*

*Weaker Sections are defined as those “belonging to such parent or guardian whose annual income is lower than the minimum specified by the appropriate Government by notification”.*

3.2.2 The Act requires the appropriate government and every local authority to “ensure that the child belonging to weaker sections and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds”. In stating thus, the RTE Act opens up the whole sphere of circumstances which come in the way of a child’s enrolment and participation in school, and his/her completion of the elementary stage. This necessitates an attempt at listing categories of children who might be covered under section 2(d) and (e) and spelling out possible strategies to prevent explicit and implicit discrimination in pursuing and completing elementary education.

3.2.3 Gender cuts across the categories of disadvantaged groups as well as weaker sections. The RTE Act in different sections makes reference to gender and girls’ education both explicitly and implicitly. Some of the relevant provisions are: no discrimination against children from ‘disadvantaged groups and ‘weaker sections’ on any grounds (including gender); inclusion of women in school monitoring committees; provision of good quality education that includes equity

issues, curriculum development in conformity with constitutional stipulations, training, enrolment in age appropriate classes (which will largely apply to girls, especially from disadvantaged communities).

### 3.3 Approach in the Integrated Scheme

It is envisaged to improve quality of education, ensuring equity and inclusion at all levels of school education. The key parameters of the approach will be informed by the following perspectives:

- I. Equity** will mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, transgender children etc. can avail of the opportunity in an inclusive environment free from discrimination.
- II. Gender** will be a critical cross-cutting equity issue and will imply not only making efforts to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education i.e. a decisive intervention to bring about a basic change in the status of women. As the issues of gender, equity and quality are interlinked, efforts which are aimed at one must also include the other.
- III. Access** will not be confined to merely ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, girls in general, transgender children and children with special needs.
- IV. Quality with Equity:** Equity will be seen as an integral part of the agenda on improving quality and will therefore encompass issues pertaining to teacher training and education, curriculum, language, educational planning and management.

3.3.1 The equity agenda of the Integrated Scheme would work towards:

- (i) Moving from an incentives and provisions-based approach to outcome based approach;
- (ii) Developing a deeper understanding on issues contributing to exclusion and disadvantage and challenges faced by children from disadvantaged communities including within the school space;
- (iii) Assessing and addressing the needs of different excluded and marginalised groups and communities through contextualized strategies;
- (iv) Encouraging innovative thinking and dialogue to identify holistic, multi-pronged and viable strategies to address issues of gender, equity and exclusion.
- (v) Up-scaling and institutionalisation of interventions and strategies found effective, viable and sustainable with a view to strengthening the mainstream education system.

3.3.2 Equity would therefore, mean focus on addressing exclusion of girls and children belonging to SCs, STs, Marginalized communities and of the other deprived affected and vulnerable groups<sup>13</sup> who constitute the bulk of excluded children in the country. It will also mean including gender and other equity issues within the quality goal.

***Major Interventions emphasised for girls under the new scheme are:***

- i) *Opening of schools in the neighbourhood as defined by the State.*
- ii) *Provision of free text-books to Girls up to Class VIII*
- iii) *Uniforms to all girls up to Class VIII*
- iv) *Provision of gender segregated toilets in all schools*
- v) *Teachers' sensitization programmes to promote girls' participation.*
- vi) *Provision for Self-Defence training for the girls from classes VI to XII*
- vii) *Stipend to CWSN girls from class I to Class XII*
- viii) *Upgradation of KGBVs for Girls from classes VI - VIII to classes VI - XII.*
- ix) *Construction of residential quarters for teachers in remote/hilly areas/in areas with difficult terrain.*
- x) *Gender audit of text books and pedagogical practices.*
- xi) *Interventions focused on enhancing safety and security of girls in schools including hostels.*

### **3.4 Gender and Girls' Education**

3.4.1 ***The Perspective:*** The Integrated Scheme acknowledges that reaching out to the girl child is the central focus of gender parity which is emphasized in the NPE and the POA (1986/92). More importantly, it linked education of women and girls to their empowerment. NPE states that education should be a transformative force, build women's self-confidence, and improve their position in society and challenge inequalities.

3.4.2 The approach to gender and girls' education has pointed out that although gender has become an accepted category in policy and programme formulation, it continues to be understood in limited ways. It is largely seen as a biological category (concerning only girls and women); as a stand-alone category (not related to other issues or other forms of discrimination); and in terms of provision of opportunities so that girls can 'catch up' with boys and 'close the gap'. Thus, achieving gender parity has been an overarching concern of the education system. While this is of critical importance and has led to some impressive improvements in girls' enrolment, retention and completion, it has also led to gender being understood primarily in quantitative terms.

3.4.3 Addressing gender and social disadvantages will be an integral part for the concerns of quality and equity. Girls are not a homogenous or singular category and gender does not operate in isolation but in conjunction with other social categories resulting in girls' having to experience

<sup>13</sup>This also refers to those living in areas affected by left wing extremist including children affected from migration, urban deprived children, homeless children, children in remote and sparsely populated habitations, other groups and categories of excluded children and CWSN.

multiple forms of disadvantage. The dimensions of location (rural-urban), caste, class, religion, ethnicity, disabilities etc. intersect with gender to create a complex reality. Curriculum, textbooks, pedagogy need to capture the entire web of practices, social and economic relations that determine an individual's location in the social reality and shapes her lived experiences. Developing such an understanding is necessary for improving classroom practices, curriculum, training and strategies for reaching the remaining out-of-school children.

3.4.4 There has been significant improvement and innovation in the area of gender and girls education. As a result, several women have been empowered and a space has been created to raise gender concerns and develop a better understanding of the structural and social barriers to girls' education. However, since the long-term objective is to transform unequal gender relations and bring about systemic change, therefore, it would be equally important to build on these gains and include boys and men more significantly in this process. In order to address gender, it is therefore necessary to go beyond specific schemes and provisions and to treat it as a systemic issue.

### **3.5 Access and Retention for Girls:**

3.5.1 Despite significant improvement in the enrolment of girls, girls from disadvantaged communities continue to form the bulk of out-of school children. Therefore both access and retention are considered to be an equity issue, as SC, ST, Muslim girls are vulnerable, and most likely to dropout. In the Integrated Scheme, with regard to access and retention, the focus would be on older girls, where the need is the greatest. Support measures that address economic, academic and social dimensions that lead to dropout would need to be planned as a more cohesive intervention. Measures would include transport, escort, counselling, helping them negotiate domestic work burdens, community support mechanisms and academic support depending on the nature of the problem.

3.5.2 Moreover, as adolescence is a crucial and complex stage of life where young people discover issues related to sexuality and develop a sense of self, innovative measures to bolster girls' self-esteem and confidence (in addition to imparting the regular curricula content) would be included. Attention would be paid to addressing the particular needs of girls from other disadvantaged groups or those living in difficult circumstances (street children, migrant children, and girls in conflict situations), who are particularly vulnerable and face several security concerns.

### **3.6 Gender, Equity and Quality**

3.6.1 Issues of quality and equity are interlinked. It is important to understand that poor quality impacts on equity and poor equity reinforces poor quality. Therefore, efforts which are aimed at one must also include the other. Quality concerns are being increasingly highlighted and the approach to quality improvement is undergoing a major shift to become integrated, comprehensive and overarching. In the context of implementing the Scheme, the approach in shifting to quality would be enriched whereby the curriculum, textbooks, teaching-learning materials, the use of space in the classroom, infrastructure, assessment and teacher trainings are looked at holistically and mutually reinforce each other. Each of these issues would need to be addressed from a gender equality perspective.

3.6.2 *Gender and Violence*: Gender equality and parity can never be achieved at the cost of

devaluation of the other gender. Violence against girls and women mirrors the socialization practices, which perpetuates gender stereotypes, discrimination and devaluation of girls and women. These incidents cut across caste, class, religion and location and can only be reduced through attitudinal transformation, questioning socialization processes, cultural practices that can also be addressed through education as one of the significant agencies of social change.

3.6.2.1 Thus, it is important to initiate transformative changes for making gender an integral part of the schooling process. There is also a need to make schooling spaces address needs of both boys and girls from all contexts, especially during adolescence. Changes have to take into account sexual behavior of both boys and girls and evolve a mechanism to address harmful practices related to sexual abuse, violence, exploitation and discrimination.

### 3.7 Special Provisions for equitable School Education with focus on Girls

#### 3.7.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) was launched by the Government of India for setting up residential schools at the upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities in difficult areas. KGBVs are set up in educationally backward blocks (EBBs).

*Components of the earlier scheme under SSA:* Setting up of residential schools where there were a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level. There were three types of KGBV models setup under the Scheme of SSA:

- (i) *Model I: School with hostels facility for 100-150 girls*
- (ii) *Model II: School with hostel facility for 50 girls*
- (iii) *Model III: Hostels in existing schools for 50-150 girls*

#### 3.7.1.1 Reports highlighting about expansion of KGBVs

The importance of the KGBV Scheme in addressing the educational needs of girls from marginalised communities has been highlighted in various reviews.

#### Educationally Backward Blocks (EBBs)

Initially the Educationally Backward Blocks (EBBs) were defined as blocks where rural female literacy rate is below the national average (46.13%) as per Census 2001 and Gender Gap in Literacy being above the national average of 21.59%. Both these criteria had been earmarked by the Registrar General of India (RGI).

Further, the definition of EBBs has been revised in 2010 to include all blocks where rural female literacy rate is below the national average (46.13%) as per Census 2001.

### Major recommendations for extending KGBVs

- National level Evaluation of KGBVs was undertaken in 2007-2008 and in December, 2013.
- In 2013 the evaluation team made the following important suggestion:
  - ✓ “While the idea of extending the KGBV to class 10 and 12 is laudable and desirable, it should be done in a planned manner ensuring sufficient funds for upgraded infrastructure and staffing. It has been suggested that a new programme may be devised by providing an additional amount for the hostel and school to the KGBV along with a budget for building hostel.”
- *The CABE Sub-Committee constituted on 23<sup>rd</sup> January, 2017 to look into the issues related to ‘Girls’ Education’ has also recommended ‘to encourage Residential Schooling facility for girls and upgradation of the existing KGBVs up to class XII’.*

#### MenakaKaipeng

*KGBV, Ampinagar R. D Block, Tripura*

Menaka was identified during VidyalayaChaloAbhiyan and got enrolled in a KGBV in the year 2006-07 attached to Haripur High School under Ampinagar R. D Block. She faced multiple challenges as a first generation learner. In 2014, Menaka passed her Senior Secondary Exams and is currently pursuing Bachelor of Arts from Women’s College, Agartala. Menaka is an inspiration for the other girls of KGBV in Tripura.

#### Sarita

*KGBV, Pahariya, District Janjgir, Chhattisgarh*

Sarita was admitted in class VI in the Pahariya KGBV in 2006-07. With the support of the warden and teaching staff she completed her schooling following which, she pursued her degree in Medical Sciences from Medical College SIMS Bilaspur, Chhattisgarh. At present, Sarita is preparing for Public Service Examination.

#### Pushpa Kumari

*Kasturba Gandhi Balika Vidyalaya, Bundu, District, Ranchi, Jharkhand*

Pushpa attended school till class V but had to drop out due to familial circumstances and socio-economic issues. However, in 2012-13, she got enrolled in class VI in the KGBV. While studying, Pushpa developed a low cost baby food product with the guidance of her teacher. This baby food-BalAmrit is prepared from 15 local ingredients (jaggery, basil and mint leaves, and soya beans etc). The BalAmrit was the center of attraction at the state level 43rd Jawaharlal Nehru Science, Mathematics and Environment exhibition (February, 2016). Pushpa was selected to participate in Exchange programme of Science and Technology Agency SAKURA, Japan (May, 2016). Currently, the baby food sample has been sent for copyright purposes to the Ministry of AYUSH.

**L. Kamatchi**

*KGBV Tharisukkadu, Villupuram District, Tamil Nadu*

Kamatchi, belongs to the ST community and hailed from a very poor family. Due to her family condition, she discontinued her studies at standard 4<sup>th</sup> and was pushed to grazing goats. KGBV teachers identified her during their survey and got enrolled in the KGBV during 2005 at Sankarapuram.

After completing her study, she underwent placement training at Polytechnic College in Sankarapuram. Presently she is working in a Private company at Chennai and also preparing for the Tamil Nadu Public Service Commission Group Exams.

**Nilam Dashrath bhai Rathva**

*KGBV Bilvan, Tamarpada, Dist. Surat, Gujarat*

Nilam comes from a very poor family living in the most backward area of ChotaUdepur district. Her parents work as laborer in a farm to fulfill her family needs. After her admission in 2011, she got training in Karate from class 6<sup>th</sup> and won 3 gold medals and one silver medal at national level tournaments in 2012 & 2013.

Her biggest and important achievement is she has received Instructor license and 1st DAN Black-belt certificate from WADO-RYU KARATE DO FEDERATION OF INDIA (WKFI), which will help her get employed as a coach in any training academy. In 2014-15, she got second rank in national archery tournament. Presently, she is *studying in Std. 10 in block Umarpada, KGBV Bilvan, District Surat.*

**3.7.2 Girls' Hostel for students of secondary and Senior Secondary schools:**

Gender disparities still persist in rural areas of the country, particularly among the disadvantaged communities like SCs, STs, OBCs and Minorities and gaps in enrolment of girls at the elementary and secondary levels as compared to boys are also visible. To establish a conducive environment, to reduce the dropouts and promote the enrolment of Girl Child belonging to SC/ST/ OBC/Minority Communities and BPL girls and to make secondary education of good quality accessible and affordable residential facilities to Girl's in the age group of 14-18 years studying in class IX–XII, the Girls Hostel Scheme was launched in 2009-10.

3.7.2.2 The scheme envisaged setting up of hostels with lodging and boarding facilities in the EBBs and areas nearing concentration of above target groups so that the girl students are not denied the opportunity to continue their study due to societal factors.

3.7.2.3 Girls belonging to SC, ST, OBC, Minority communities and BPL families and studying in classes IX-XII in a recognized school in the EBB (run by any authority, State, District or NGO) with a valid certificate from school Head Master are eligible to stay in the hostels. At least 50% of the girls admitted to the hostels belong to SCs, STs, OBCs and Minority communities.

**3.7.2.4 Strategy for Construction of Hostels/Schools**

Wherever space was available in the KGBV compound, the Hostel was preferably constructed and the hostels are under the administrative control of the concerned KGBV. Students passing out from the KGBV are given preference for admission in the hostel. In case, there is no spare space in the KGBV compound or in the blocks where no KGBV has been established, the hostel was constructed in the compound of a secondary/Senior Secondary school selected by the State/UT

Government. However, students of the neighbouring schools are also eligible for staying in the hostel.

### **3.7.2.5 Implementation of the Scheme**

- (i) While preparing an annual plan for Hostel, State has to indicate the name of the block to be covered, name of the school to which the hostel is proposed to be attached, names of secondary/Senior Secondary schools in the neighbourhood of the hostel, availability of the land for construction of the hostel, especially if the hostel is not to be located in a KGBV.
- (ii) A teacher from the KGBV or a lady teacher from the school to which the hostel was attached may be appointed as warden of the hostel. She was paid an honorarium as per the norms of the scheme in addition to her salary and was entitled to free family accommodation in the hostel.
- (iii) Each inmate may be provided with photo ID along with unique number in order to ensure easy monitoring. On the back of the card, grievances redressal mechanism and contact numbers and addresses of responsible persons were provided in the local language. State Governments were also encouraged to set up free help lines for redressal of grievances.
- (iv) Panchayats were involved in the implementation of any residential scheme for girls' schooling. They were required to have an updated list of girls who have completed primary schooling and are in need of hostel facilities.
- (v) State Governments were required to ensure wide publicity to the scheme with publication of guidelines of the scheme in leading regional newspapers and Doordarshan at least once in a year.
- (vii) One of the walls of the hostel has to be painted with the exact details of what the scheme entails and what each beneficiary was entitled to under the scheme for the information to be readily accessible. Details of grants received and the facilities provided/ assets acquired by the hostel authorities were also required to be displayed at each hostel.

### **3.8 KGBVs and Girls Hostels under the Integrated Scheme:**

Under the Integrated Scheme, the existing KGBVs at upper primary level and Girls Hostels at secondary level would be extended/converged to provide residential and schooling facilities upto Class-XII. The objective would be to provide access and quality education to girls from disadvantaged groups by setting up residential schools from upper primary to senior secondary level and to ensure smooth transition of girls from elementary to secondary and upto class XII wherever possible. The scheme will support the following interventions:

1. To upgrade schools to secondary/ Senior Secondary in KGBVs (as per norms for new schools) wherever the secondary schools are not located in the vicinity.
2. To provide hostel for secondary/ Senior Secondary girls in the KGBVs as per the models being followed in each state, wherever the girls hostels are not located within the KGBV campus and secondary school is located in the vicinity.



3. To provide both schooling and hostel facilities upto Class-XII in KGBVs where neither facility is available in the vicinity.

3.8.1 This would also provide the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government. This shall be ensured by the District Level Authority of the State at the time of actual district level planning for extending such initiatives by coordinating with the other Departments/Ministries.

**3.8.2 Target Group:**

***Girls in the age group of 10-18 years aspiring to study in classes VI to XII; belonging to SC, ST, OBC, Minority communities and BPL families.***

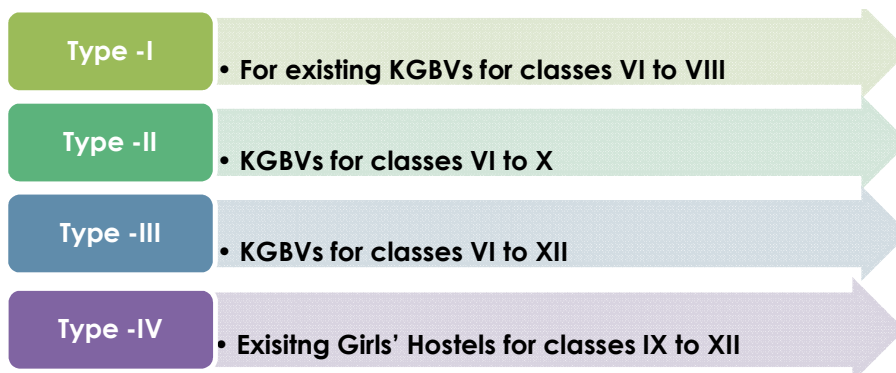
- i) At the primary level, the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/upper primary schools) younger girls can also be targeted;
- ii) At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools'
- iii) In view of the targeted nature of the scheme, 75% girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and thereafter upto 25% girls from BPL families

**3.8.3 Special provision and components** of these schools will be:

- i) To prepare and procure necessary teaching learning material and aids for the schools;
- ii) Girls studying in classes IX-XII in a recognised school in the EBB (run by any authority, State, District or NGO) with a valid certificate from school Head Master will be eligible to stay in the hostels.
- iii) To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring;
- iv) To motivate and prepare the girls and their families to send them to residential school;
- v) Established NGOs and other non-profit making bodies may be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate groups.

**3.8.4 Different Models:**

Four possible models for such schools have been identified for which funding will be provided under the scheme as per the prescribed programmatic and financial norms.



### 3.8.5 Up-gradation of KGBVs

Up gradation of KGBVs from upper primary to secondary and would as per following:

- The up gradation of upper primary schools to the secondary stage would include provision of class rooms with furniture, library, Integrated Laboratory, Computer room, Head Master room, Art and Craft room, Toilet blocks, Drinking water etc.
- The up gradation of KGBVs from upper primary to senior secondary will include provision for upto three streams for classes – 11<sup>th</sup> & 12<sup>th</sup>.

### 3.8.6 States and UTs need to follow these minimum requirements in KGBVs for which item-wise details are given below:

1. Construction of building  
(As per norms given in Chapter on Infrastructure)
2. Boundary wall
3. Drinking Water & sanitation.
4. Electric installation
5. Furniture/Equipment including kitchen equipment
6. Teaching Learning Material and equipment including library books
7. Bedding (replacement of Bedding after 3 years)
8. Food and lodging
9. Stipend for girl students
10. Supplementary TLM, stationery and other educational material
11. Examination fee
12. Salaries **for existing KGBVs VI to VIII** ( 1Warden, 4-5 Full time teachers as per RTE norms ,1 head teacher in case the enrolment exceeds 100, 2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas), if required, 3 part time teachers, Accountant/Assistant, Peon, Cooks.  
For teachers of secondary and Senior Secondary classes, State norms for such classes may be followed to ensure availability of subject-wise teachers for all core subjects.
13. Vocational training/specific skill training
14. Electricity/ water charges
15. Medical care/Contingencies

16. Maintenance
17. Miscellaneous
18. Preparatory camps
19. Self-defence training
20. PTAs/ school functions
21. Provision of Rent (8 months)
22. Capacity building

3.8.7 The States and UTs need to develop appropriate curriculum framework in collaboration with state nodal agencies/institutes in school education such as SCERTs/SIEs etc., to strengthen the scheme which would include empowerment issues, adolescent and growing up concerns, self-defence, teaching-learning material, teacher training programmes and monitoring and assessment mechanisms keeping in mind the contexts, and age of the learners and the residential nature of the scheme which could be taken up with the involvement of experienced organizations, especially with a strong gender orientation.

3.8.8 Training for teachers and staff at the residential schools will be coordinated by the DIETs, BRCs etc.

### **3.8.9 Monitoring and Evaluation**

Under the Integrated Scheme, there will be a continuing evaluation by State Government agencies through a regular and well-structured system of field visits.

3.8.9.1 Panchayati Raj Institutions will also be involved in monitoring of the scheme. The beneficiary lists of students eligible for hostel facilities will be verified against the household registers maintained by the Gram Panchayats and data available with other tiers to identify any gaps, missing names in the lists.

#### **3.8.9.2 Methodology**

**Based on the number of girls and the type of residential school to be provided, the selection of the model of the school would be done by State Level Committee. The proposal shall be forwarded to the National level as part of their AWP&B proposal which will be appraised with the help of external agencies/consultants, where necessary. Finally, the Project Approval Board of the Integrated Scheme will approve these plans.**

### **3.8.10 Funding Pattern or release of funds for KGBVs/Girls' Hostels**

- The States and UTs shall ensure convergence of KGBV/Girls Hostel with line departments and also ensure that funds allocated are appropriately utilized and there is no duplication of activities.
- The State Society should open a separate Savings Bank Account for operating the funds of KGBV/Girls Hostel. State Government should also release its matching share to the

State Society through a separate budget head. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

### **3.8.11 Publicity of the programme**

- (i) State Governments will ensure wide publicity to the scheme with publication of guidelines of the scheme in leading regional newspapers and Doordarshan at least once in a year.
- (ii) Achievements of the scheme along with location of KGBVs/Girls Hostel will also be published in leading regional newspapers at least once in a year.
- (iii) One of the walls of the KGBVs/Girls Hostel will be painted with the exact details of what the scheme entails and what each beneficiary is entitled to under the scheme for the information to be readily accessible. Details of grants received and the facilities provided/ assets acquired by the KGBV authorities will also be displayed at each hostel.
- (iv) Guidelines regarding selection of KGBVs/Girls Hostels, locations selected and details of the scheme will be put on the websites of the respective State Governments.
- (v) State Governments will develop publicity material for the scheme in the form of brochure, which will be made available to the Panchayati Raj Institutions and disseminated through them.

### **3.9 Vocationalization of Secondary Education:**

The scheme provides for choice of courses by the girls in such a manner that gender stereotyping is avoided. Special guidance and counselling session would be organized for girls as per need. The Principal of the school is expected to take necessary steps to remove gender bias, if any, in the minds of employers/ financiers against giving the girls employment or loans. 17 trades including Agriculture, Apparel Made-ups and Home Furnishings, Automobile, Beauty & Wellness, Banking, Financial services and Insurance (BFSI), Construction, Electronics, Healthcare, Information Technology and Information Technology Enabled Services (IT & ITeS), Logistics, Media/Entertainment, Multi Skill, Physical Education & Sports, Retail, Security, Telecom & Travel & Tourism and Physical Education and Sports have been approved for schools under the scheme. Course in Gems and Jewellery designing has also been approved for few schools keeping in view the interest of girl students.

### **3.10 Self-defence training for Girls:**

It is important to provide self-defence training for girls in the school to ensure their safety and security so that they can complete their schooling. Self-defence training will be provided for three months for inculcating self-defence skills including life skill for self - protection and self-development among the girls from class VI to XII. Martial Arts and Self-defence training is already given in the Govt. schools and KGBVs. The states may also look for convergence for availing funding for self-defence training under the Nirbhaya Fund under MoWCD, Government of India or with other state government schemes.

### **3.11 Special projects for equity:**

Special state specific projects for varied interventions under equity will be emphasized for enhancing access, retention and quality by promoting enrolment drives, retention and motivation camps, gender sensitization modules etc. Financial Support will also be provided under State Specific projects as per the allocation of flexi fund under quality to the state subject to viable proposal received from the respective States and UTs.

### **3.12 Inclusion of Children from Marginalised Communities**

#### **3.12.1 Exclusionary practices**

Exclusionary practices often begin even before a child reaches the school premises. An in-depth understanding of the realities of the situation faced by marginalised children at the community and school level, including an identification of all the points of exclusion from the level of the household up to education system will be required. Safety of children subjected to derogatory name calling, rebuking, even physical harassment is a significant factor determining participation of children from such backgrounds in school. Children from SC, ST and Muslim communities have both common as well as unique needs and challenges impeding attempts to their inclusion.

#### **3.12.2 Exclusion of SC children:**

Exclusion of SC children may happen in several ways. This could happen through teachers by segregating the seating arrangements in the classroom with SC children made to sit separately and typically at the back of the classroom. There is undue harshness in reprimanding SC children. Time and attention is not given to SC children in the classroom. They are excluded in the public functions; made to do menial jobs and sometimes denied the use of school facilities including water resources and making derogatory remarks about their supposed inability to keep up with academic work. Teachers are also not sensitized towards the needs of SC children. The system also excludes them by not implementing the incentive schemes meant for them. The Integrated Scheme recognizes that the problems of exclusion often take highly local and context specific forms and the above mentioned issues that have emerged from the studies conducted so far, needs to be addressed urgently.

##### **3.12.2.1 Interventions**

The interventions for children belonging to SC communities have to be based on an intensive micro-planning, addressing the needs of every child. The following suggested list of interventions for inclusion of SC children can help in addressing discrimination and exclusion.

There should be timely detection of all forms of discrimination against SC children by teachers and other students. A reporting system maybe developed to monitor the discriminatory practices happening in the school, timely redressal of such cases and norms of behaviour within the school for both teachers and students. Curricular activities including sports, music and drama should be encouraged as they help to break social barriers.

The role of teacher is very much important for bringing about changes in the society. Teachers need be sensitized towards the needs of SC students from the pre-service training period as well as in the in-service training to deal with the specific problems of inclusion. Special modules should be developed by specialized experts for use in teacher education and training programmes. Teachers' should be provided support to develop pedagogical tools and classroom practices that help in breaking social barriers. Norms for teacher behavior, related to corporal punishment and abuse have been included in the RTE Act and strict monitoring and adherence to these norms would help obliterate some of the malpractices mentioned above. The monitoring of attendance and retention of children should be done regularly and provided with context specific interventions like residential schools or transport as required.

### ***3.12.3 Exclusion of ST Children:***

ST children, besides facing some of the exclusionary practices mentioned above for SC children may also face problems peculiar to their situation. Tribal populations tend to be concentrated in remote, hilly or heavily forested areas with dispersed populations where even physical access to schools is difficult. The Tribal Welfare Department has tried to address this problem by establishing residential or 'Ashram' schools for tribal children; however, there is a need not just for many more residential schools but also for improved quality in these schools.

The biggest problem faced by tribal children is that of language. Teaching materials and textbooks tend to be in a language the students do not understand; content of books and syllabi ignore the students' own knowledge and experience and focus only on the dominant language and culture. Not understanding the school language and therefore the course content, the children are unable to cope, end up repeating grades and eventually dropping out.

Providing multilingual education is not a simple task. Even mother tongue education is challenged by problems like – not having a script, language not recognized, shortage of education material in the language, lack of appropriately trained teachers, resistance to schooling in the mother tongue by students, parents and teachers and when several mother tongues are represented in one class, it compounds the problem even further.

#### ***3.12.3.1 Interventions***

The ST children can be assisted for learning in local language by native speakers. Educational material should be developed in local languages using resources available within the community. Resource centres should be used in tribal dominated states for providing training, academic and other technical support for development of pedagogic tools and education materials catering to multi lingual situations. Teacher should be sensitized to tribal culture and practices and trained to teach in multilingual education. They can incorporate local knowledge in the curriculum and textbooks. Community members can be involved in school activities to reduce social distance between the school and the community. Special training should be given for non-tribal teachers to work in tribal areas, including knowledge of the tribal dialect.

### ***3.12.4 Exclusion of Muslim Children:***

From the scattered bits of evidence that exist, it can be said that children from Muslim families also face various socio-cultural and economic constraints. There is early withdrawal of male children to enable them to apprentice with artisans, mechanics etc. Even earlier withdrawal of female children is there due to social and religious reasons. A large part of exclusion results from social distance caused by lack of knowledge and understanding about minority communities. Finding spaces to break these information barriers would go a long way in reducing the hostilities and insecurities that exist.

#### ***3.12.4.1 Interventions***

There is a need for opening of schools in Muslim concentrated neighborhoods. For sensitizing on the issues of cultural and religious diversity especially in relation to Muslims, teachers should be provided with context specific special training. There should be adequate representation of Muslim parents in the SMC.

### ***3.12.5 Children belonging to most under-privileged groups:***

The Integrated Scheme recognises the hierarchies among the poor. There are the groups which not only the most deprived and exploited, but also quite neglected for which they deserve a special priority and focused action. Under the integrated scheme, all functionaries will have to carefully assess their needs and then plan context specific, innovative integrated interventions to make tangible progress in eliminating exclusion of children belonging to these groups. The groups which have been classified among the most disadvantaged groups are-urban deprived children, child labour, particularly bonded child labour, domestic workers including children in ecologically deprived area where they are required to fetch fuel, water, fodder and do other household chores, children in very poor slum communities and uprooted urban habitations, children of families of scavengers and other such stigmatised professions, children of itinerant or seasonal labour who have mobile and transient lifestyle like construction workers, road workers and workers on large construction sites, children of landless agriculture labourer, nomadic communities and pastoralists, forests dwellers and tribals in the remote areas and children residing in remote desert hamlets, children in areas affected by left wing extremism, children of sex workers, children/Parents of AIDS affected, and transgender children etc.

A major issue concerning children in extremely difficult circumstances is sheer lack of their voice due to their alienation from community and little representation in agencies and forums like the SMC, Parent Teacher Association (PTA) or Village Education Committee (VEC). The Integrated Scheme would make efforts to address these issues by creating advocacy for children's right to participation, by supporting the formation of support groups for children's collectives, and, by encouraging efforts to accommodate their voices in planning, implementation and monitoring of interventions and strategies.

Situation analysis and interventions for some of the largest among the aforesaid groups of most underprivileged children i.e. children affected from migration, the urban deprived children, children

in areas affected by left wing extremism, and, children termed as “excluded among the excluded”, have been discussed in the following paragraphs.

**3.12.6 Education of children affected by migration:**

To address the issue of seasonal migration for varying periods for work in brick kilns, agriculture, sugarcane harvesting, construction, stone quarrying, salt pans etc. and its adverse effect on education of children who migrate with or without other members of the family, the Integrated Scheme on School Education encourages identification of districts, blocks and villages/cities or towns from where or to which there is a high incidence of migration.

Special Training strategies for these children would require very meticulous planning. Some strategies can be developed on the following ideas: (a) seasonal hostels or residential camps to retain children in the sending villages/urban habitat during the period of migration, (b) transportation facility to and from the school in the vicinity of the worksite, and if it is not practical then work-site schools should be provided at the location where migrant families are engaged in work, and, (c) strategies for tracking of children through migration cards / other records to enable continuity in their education before, during and after the migration.

Since migration takes place across districts and states, it would be necessary for sending and receiving districts and States to collaborate with each other to ensure continuity of education of such children and by other means such as providing appropriate textbooks, teachers who can teach in the language in which children have been receiving education.

The areas of high incidence of migration need to be identified and strategies for education of seasonally migrating children may be included in State plans.

**3.12.7 Urban Deprived Children:**

The Integrated Scheme will focus on the problem of schooling of disadvantaged children in urban areas like the street children, the education of children who are rag pickers, homeless children, children whose parents are engaged in professions that makes children's education difficult, education of children living in urban working class slums, children who are working in industry, children working in households, children at tea shops, garages etc.

The Integrated Scheme would adopt a more holistic and systemic approach which would necessitate coordination and convergence of interventions across Departments, local bodies, civil society organisations and the private sector. The scheme would encourage a diversity of interventions planned and executed through collaborative and cohesive manner to tackle the unique challenges in urban areas. This would also require planning distinctively for the urban areas. In either case, this would require partnership with NGOs, Municipal bodies, etc.

**3.12.8 Children in LWE affected areas:**

The Integrated Scheme recognises the situation of these children as an alarming and significant problem and advocates for concrete steps to ameliorate the situation as early as possible. Some



measures to insulate children and their education from the impact of such situation can be taken up by prohibiting the use of school and other educational facilities for housing police, military or paramilitary forces. The school should be made safe zones by providing adequate security and emotional support to enable children to come to school and continue with their education undisturbed. In case security cannot be provided, then making alternative arrangements for all affected children to enable them to continue their education without a break. These arrangements could include providing residential schooling facilities or transportation to safer schools to children from these affected areas.

### **3.12.9 Transgender children:**

There is an urgent need to address the education of transgender children as they face stigma and discrimination. They face conflicting pressures to conform to gender normative behavior and the expectations of the society which they are unable to do so. There is a need to create and develop a reliable national database on transgender children. The schools should create safe supportive school environment which does not violate their constitutional rights. In this context, the Schools need develop a plan with transgender students and their parents regarding the use of their names, access to rest rooms and other spaces corresponding to their gender identity. The curriculum and textbooks must address the transgender issues and concerns as well as the teachers need to be sensitized about their issues through continuous teacher training programmes.

**3.13** There are many active civil society groups that have gained substantial experience and knowledge of working with these children. Active involvement of these groups may be sought to enable their inclusion in the education process. More active engagement of the education department as well as NCPDR/SCPCR or REPA will be necessary to ensure that these children do not remain excluded.

### **3.14 Innovative activities for supplementing mainstream interventions to promote inclusion:**

3.14.1 As a first step in the exercise of bringing children from marginalised backgrounds into school, a careful mapping of these children – who they are and where they live – will have to be undertaken systematically. Already identified (SFDs)<sup>14</sup> with concentration of SC, ST and Muslim communities, a further unpacking of the layers of exclusion that exist within these districts will be required by the local authorities who have been given the role of identifying out-of-school children and ensuring that they are brought into school.

3.14.2 The SMCs envisaged in the RTE Act will play a key role in the mapping exercise as well as in ensuring inclusive strategies in the SDP, the preparation of which has also been entrusted to them.

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<sup>14</sup>The Special Focus Districts (SFDs) have been identified on the basis of population i.e. 25% and above domination of SC and ST population, Muslim concentrated districts of 20% Muslim population and above. Besides this, focus would be given to Left Wing Extremism (LWE) districts identified by Ministry of Home Affairs, including 35 Worst Affected Districts, Minority concentration districts identified by Ministry of Minority Affairs and districts identified by Niti Aayog. Priority will be accorded while planning, sanctioning and monitoring interventions to these Districts.

3.14.3 The State/UT may develop context specific interventions to address the problem of exclusion of girls and children belonging to the marginalised communities and disadvantaged groups. This will include specific interventions for girls, children of SC, ST and Muslim communities, urban deprived children, transgender children and other groups of children in difficult circumstances, such as child labourers, children affected from migration, children without adult protection, children in conflict with law, etc. All successful interventions so far will serve as exemplars for preparing such interventions. In addition, need specific innovative interventions will be articulated and formulated in terms of their objectives, rationale, methodology, timeframe, expected outcomes and monitoring etc.

3.14.4 The Integrated Scheme would encourage a wide variety of need based, local specific innovations, context specific innovative intervention for marginalised communities and disadvantaged groups such as (i) awareness building on child rights and entitlements as per the RTE Act at the grass-root level (ii) providing avenues and creating forums for encouraging the voice of children as key stakeholders in the education system (iii) viable interventions to promote enrolment and retention (iv) innovative strategies for special training for most disadvantaged children (v) forming support groups and safety nets for children without adult protection, homeless children, children working as domestic help, child beggars and other groups of children in extremely difficult circumstances (vi) strengthening of pre-school centres and support in capacity building of Anganwadi workers (vii) community mobilisation and capacity building to facilitate preparation of school development plan (viii) community based monitoring of teacher and student attendance, child participation and protection of their rights and (ix) building a congenial learning environment inside and outside the school.

### **3.15 Interventions for Gender and Social Equity:**

In order to implement the gender and equity dimensions of School Education, the new Integrated Scheme will focus on the following issues:

#### ***3.15.1 Training and academic support:***

- (i) As the clear aim of the Integrated Scheme is to have a gender sensitive, non-discriminatory classroom that is free of corporal punishment and mental harassment, there is a need to bring about substantial improvement in the curricular design and quality of teacher training. Gender and social inclusion concerns, as an integral part of pre-service, in-service and induction training by all providers, should form a core aspect of the training curriculum of DIETs and other Teacher Education Institutions. Gender and social equity, should also be integral to the subject-specific content. In-service training programmes and modules developed by the states may be revised and redeveloped, if needed. Mechanisms to monitor the effectiveness of such training in leading to a more egalitarian classroom would need to be put in place.
- (ii) In order to take what one has learnt during training into the classroom, there is need for providing ongoing support and monitoring. DIETs, BRCs and CRCs are playing this role. However, the quality of support provided by these institutions needs to improve. Thus, capacity building of DIETs, BRCs and CRCs will be a prime focus

in the context of gender and social equity as well. The support of experienced organisations would come in handy in this effort.

### ***3.15.2 Curriculum and classroom practices***

- (i) National Curriculum Framework (NCF) 2005 provides a framework for revising the syllabi, textbooks, teacher-training and assessment, especially in relation to classroom experience of children belonging to SC, ST and minorities, girls in all social categories, and children with special needs. Efforts should be made by all States/UTs to undertake reform processes based on the NCF-2005.
- (ii) It is equally important to see how inequalities operate at the level of everyday classroom practices (referred to as the ‘hidden curriculum’). Some crucial aspects of the ‘hidden curriculum’ in schools would be: classroom arrangement (who sits where), differential task assignment (reinforcing that SC girls undertake the ‘domestic’ tasks (sweeping, cleaning extra-curricular activities and types of play etc., subject choice (often girls or children from SC families are discouraged from taking Mathematics and Science subjects), language used by teachers and peers in the school environment etc. It is, therefore, important to make explicit different aspects of the ‘hidden curriculum’ and then undertake sensitisation measures to work on these issues. Sexual violence and abuse in and around school needs to be addressed in a holistic manner, which involves sensitization of all teachers administrative staff and support staff. Boys need to be confronted with patriarchy and masculinity. Sensitisation may not be enough and classroom practices would need to be monitored, and for this protocols and grievance redressal mechanisms should be established at the school and other levels. School auditing from gender perspective should be done on regular basis. Bringing about change in these realms is extremely difficult as they are based on deeply entrenched beliefs and attitudes, and therefore need to be worked on a sustained basis.
- (iii) With regard to Special Training to support age-appropriate enrolment, appropriate curriculum would have to be developed. As a majority of the children who would be availing this would be girls, and children belonging to disadvantaged groups and weaker sections, the pedagogy used should be gender sensitive and flexible. The mainstreamed children would require continued support to keep pace with other children and to hold their own in the face of subtle discrimination.
- (iv) Non-government and other organisations and individuals with relevant experience may be involved to play the role of resource organisations/persons for mainstreaming gender issues and for developing appropriate curricula, teaching learning materials, gender informed pedagogies and teacher training for KGBV and training of BRC, CRC etc.

### **3.16 Monitoring Gender and social inclusion provisions:**

Issues of gender and social exclusion require careful monitoring. Under the Integrated Scheme, monitoring and accountability mechanisms would be evolved and strengthened at different levels. Gender auditing of learning institutions should be carried out periodically.

The RTE Act stipulates that 50% of the parents in the SMC will be women. However, for these women to function effectively and for them to be able to address and monitor gender issues and to include them in school development plans, capacity building inputs being provided to them should include a strong element of gender sensitization. Raising issues of discrimination in a community context where social, gender and caste hierarchies operate at many levels is a difficult task and persons entrusted to do so will have to be empowered and supported in this process. Similar training programmes can be thought of for Panchayati Raj Institutions (PRIs).

Social audits should also report on the practices inside the school and classrooms, and detection of gender based discrimination should become an integral part of social audit processes in schools under different management systems.

### **Strategy for safety and security of Girls**

There are several issues pertaining to safety & security of Girls residing in KGBVs. Most of the States have developed guidelines /instructions about the non-negotiable operational aspects of the KGBVs to provide safe environment for girls so that they may pursue and complete their education in a fearless environment. Some of the aspects of safety & security of Girls are as follows:

- The KGBV staff should collaborate with local health authorities and should have contact numbers of the local doctors in case of need and also empanel the Doctor to regularly visit the KGBVs.
- In case of any emergency, they must have a plan ready. Mock drills should be conducted to train them. If possible disaster management people be involved in this process.
- No male family member or any other visitor is allowed to enter the dormitories of the girls.
- Sensitive and trained woman wardens, teachers and staff should be deputed in the KGBVs.
- Appoint only female warden, teachers and staff in the KGBVs
- Self defence mechanism should be given due focus - Karate training is providing to KGBV students to boost their moral and self-confidence.
- Watchman is to be provided in all KGBVs for 24 hours.
- Awareness programme for adolescent girls needs to be conducted.
- School Development and Monitoring Committee's/local Communities needs to be involved in providing Safety and Security to KGBV's Girls.
- Incinerators should be set up in KGBVs for the disposal of organic waste
- Guest register to be maintained in every KGBV wherein the detail of each visitor is recorded.
- The school authorities should get the name/s along with the photos of the family members of the girl child authorized to visit the girl in hostel and paste their particulars in a register.
- Develop counselling programs wherein girls should be taken in confidence so that they can report their problems if any whether it is related to health, personal matters or anything relating to KGBV.
- Provision of safe drinking water and sanitation facilities. Strict punishment to be given for anyone found guilty in case of sexual harassment and matter may be reported immediately to higher authorities.