

GENDER SENSITIZATION WITHIN SCHOOL SYSTEM IN CHHATTISGARH

Research Report

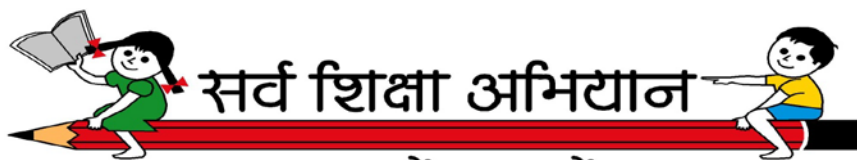


Submitted by



**STATE COUNCIL OF EDUCATIONAL RESEARCH
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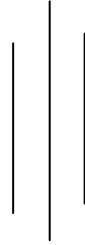
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GENDER SENSITIZATION WITHIN SCHOOL SYSTEM IN CHHATTISGARH

Research Report



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PREFACE

State council of Educational Research and Training Chhattisgarh is pleased to present this research report on the topic “Gender sensitization within school system in Chhattisgarh”. This report gives the findings, suggestions and educational implications of the study.

Gender Discrimination is an issue which can be noticed every where from home to Offices. We frequently come across such issues within schools during the course of monitoring and in the news headlines. So the school environment and the attitude as well as the behaviour of school authorities also play a meticulous role in promoting this bigotry within the system. In this context, it is very pertinent to know the areas of discrimination and the related solutions to make the atmosphere favourable, comfortable and secure. Hence, this study bears a very high relevance in this current changing scenario of the existing school education system of Chhattisgarh. Now, the work is completed and its report is being submitted to Rajiv Gandhi Shiksha Mission, Chhattisgarh, Raipur. It is hoped that the findings and suggestions of this research work will prove beneficial to whom it is intended for.

With Good wishes

**Director
State Council of Educational
Research & Training
Chhattisgarh, Raipur**

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Researchers

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CHAPTER I

INTRODUCTION

1.1 Background –

India has early and rich tradition of education of women nearly 5,000 years old. The high point of female education and status in this sub-continent was the Vedic period. Among the Vedic Aryans education was prescribed for all children first under the family elders and later in the house of the Guru on attaining the age of 8 years. But for the male child there was a ceremonial entry into Education called ‘Upanayna’ which was not practiced for girls. Education lasted up to the age of 16 and sometimes till the age of 24. A period of 8 years education was universal among the Aryans (Indian Yearbook of Education, 1964; Altekar, 1956; Mukerjee, 1958). In Rig Vedic times complete education facilities appear to have been available to women. Women attained high educational levels and distinguished themselves. Brahmacharya was practiced during this age as recorded in Sarvamukramika. There were 20 women ‘seers’ or authors of Rigveda. There were two classes of women students, the Brahmavadinis, who studied up to the age of 16 or 18 years and learnt Vedic hymns by heart. Specialists in theological work were termed Kasakritsni. As a noted sociologist observes, ‘if women scholars in such a technical branch of learning were so numerous as to necessitate coining of a special term to designate them, it would not be unreasonable to conclude that the numbers of women who received general education must have been very large’ (Boulding, 1968)

While modern education of women began with the passing of the East India Company Act of 1813, Female education suffered from official neglect on account of the strict policy of social and religious neutrality and norms of strict privacy and segregation of women. Education of girls and women in India through the nineteenth century up to the time of Independence developed largely through private effort. The lead given by the Christian missionaries for setting up the first institutions for female education was followed by a large-scale effort on the part of the social reformers who gave overriding priority to

female education as the drive arm of social regeneration and freedom from alien rule and obscurantism. **Raja Ram Mohan Roy (1772-1833)** championed modern education with equal rights for women. **Ishwar Chander Vidya Sagar (1820-1891)** dedicated himself to the emancipation of women and worked hard to promote education of girls. The reform movement spread next to the western region with founding of the Prarthana Samaj, which drew many great national leaders.

Rande (1842-1901) worked tirelessly as the secretary of an all-India organisation, the Indian Social Conference which worked as a secular organisation and campaigned for women's education. The first schools in Maharashtra for girls from lower castes were opened in 1873 by **Jyotiba and Savitri Bai Phule** who questioned the supremacy of Brahmins and the authority of scriptures. **Kandukuri Veerasalingam (1848-1991)** pioneered the movement in support of girls' education in Andhra. **Dayanand Saraswati** founded in 1875, Arya Samaj, a vehicle of social reform especially through education of women and men. **Vivekananda (1861-1902)** was reformist with a vision and considered neglect of masses a sin. He took keen interest of especially in the education of women. **Annie Besant** came to India in 1893 and became the leader of the Theosophical movement and made singular contribution in the field of education. She set up the Central Hindu College at Banaras which was later handed over to Banaras Hindu University, became the president of Indian National Congress in 1917 social reform and politics. There were reform movements that western and southern Indian. **Badruddin Tyabji (1844-1906)** was the most outstanding leader of these movements. The names of **Dadabhai Naoroji** and **Nauroji Fudonji** among Parsis, the Singh Sabhas among the Sikhs are of worth mention. As a result of these movements, advances made in the field of emancipation of women also figure in this regard. However, education of women progressed largely on account of private initiatives, of the Christian missionaries to begin with, and by leading social reformers up to the time of Independence. The participation of women in the Freedom Movement accentuated the need to keep them in the fore in all walks

of life and special attention was given to their education. A major conceptual shift is noticed in the last decade in the approach to the education of girls and women. Education of girls is increasingly being seen both as a basic human right and a crucial input into national development. Investment in female education is now considered a development imperative rather than a plain moral commitment, thus, lifting it from the plane of pure ethics to that of sound economics.

1.2 Theoretical Foundation of study-

Over the past century there has been much to rejoice about the positive development of women in India: increased visibility of women in the public sphere, closing of gender gaps in enrolment of primary and secondary school, the presence of women in the labour force across international borders, and lower fertility rates. In addition, women organisations have been able to raise issues such as sexual and reproductive health and rights, violence against women, and inequality of power in gender relations, and make these the pivotal issues of debate in national and global arenas.

“Biggest disease today is not leprosy or tuberculosis, but rather the feeling of being unwanted”-**Mother Teresa.**

“You can tell the condition of a nation by looking at the status of its women” **Pandit Jawaharlal Nehru.**

“Women’s rights are the edifice on which human rights stand’- **Dr APJ Abdul Kalam.**

Above statements by great personalities find an echo in a comment by United Nations that discrimination against girls anywhere in the world is a social ill and violation of human rights which must be stopped.

The focus in previous development programmes and projects has been on economic activities. That helped poor rural women in their daily struggle to feed, clothe, and shelter their families. But now a more holistic approach may be needed.

Women have to be considered as equals in shaping the future society in India. It is not enough for poor women to earn more; she must have control over her earnings in order to continue to be productive. She must experience the benefits of that increased income. For many women, the process will involve confronting established social norms and hence the emphasis on “striving for social change.”

Advances made in social legislation and the relative ease with which some Indian women have secured legal and political equality, entered professions and occupied positions of power has led to the perception that, unlike in some Asian societies, the status accorded to women in India is very high. The dominant cultural norms and values in India stress the responsibility of the male for protecting and providing economic support for their households, with women as life-long dependents. Women can be expected to be provided for subordinate status within the household and society at large. Their dependent status leaves them vulnerable to ‘patriarchal risk’, that is, there would likely be an abrupt decline in their economic welfare and social status if they no longer had male guardianship. The greater the dependence, the greater would be the risk.

There is a need to empower women to avoid perpetuating them as second-class citizens in the house, community, society, religion, politics and culture. “Women are supposed to be humble, modest, and accommodating, and are instantly seen as being weak or emotional if they find it difficult to take a tough decision or stand. Women are generally viewed in their reproductive roles, taking care of their families, without political rights being taken into consideration. “Citizenship has for long been a largely male domain with women firmly embedded in cultural institutions in the realm of family and community. The impact of political institutions of law and citizenship on women has been largely overlooked, as has been the manner in which these institutions are regulated and controlled by the state’s mechanisms.” Consequently women are treated as being “different from men, leading to formulation of policies specific to them.”

1.3 Meaning of gender

Gender is a range of characteristics used to distinguish between males and females, particularly in the cases of men and women and the masculine and feminine attributes assigned to them. Depending on the context, the discriminating characteristics vary from sex to social role to gender identity. Sexologist **John Money** introduced the terminological distinction between biological sex and gender as a role in 1955. Before his work, it was uncommon to use the word "gender" to refer to anything but grammatical categories. However, Money's meaning of the word did not become widespread until the 1970s, when feminist theory embraced the distinction between biological sex and the social construct of gender. Today, the distinction is strictly followed in some contexts, like feminist literature¹ and in documents written by organizations such as the World Health Organization (WHO), but in most contexts, even in some areas of social sciences, the meaning of gender has expanded to include "sex" or even to replace the latter word. Although this gradual change in the meaning of gender can be traced to the 1980s, a small acceleration of the process in the scientific literature was observed when the Food and Drug Administration started to use "gender" instead of "sex" in 1993. "Gender" is now commonly used even to refer to the physiology of non-human animals, without any implication of social gender roles.

In the English literature, the trichotomy between biological sex, psychological gender, and social sex role first appeared in a feminist paper on Trans sexualism in 1978. Some cultures have specific gender-related social roles that can be considered distinct from male and female, such as the hijra of India and Pakistan.

While the social sciences sometimes approach gender as a social construct, and gender studies particularly do, research in the natural sciences investigates whether biological differences in males and females influence the development of gender in humans; both inform debate about how far biological differences influence gender identity formation.

1.4 Gender and sex

The concepts “sex” and “gender” may be defined as follows: “**Sex**” refers to the biological characteristics that accounts for the biological differences between females and males, which may be chromosomal hormonal, or morphological. They are generally permanent and universal.

“**Gender**” refers to the socially constructed roles and responsibilities of women and men, in a given culture or location. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviours are learned and can be changed.

Sex is annotated as different from *gender* in the Oxford English Dictionary where it says *sex* "tends now to refer to biological differences, while . . . [*gender*] often refers to cultural or social ones."

A working definition in use by the World Health Organization for its work is that "sex" refers to the biological and physiological characteristics that define men and women" and that " male" and "female" are sex categories".

Scientific research shows that no simple distinction between the two can be made and that an individual's sex influences his or her behaviour.

1.5 Gender discrimination

Gender is a common term where as gender discrimination is meant only for women, because females are the only victims of gender discrimination. Gender discrimination is not biologically determined but it is determined by socially and the discrimination can be changed by the proper and perpetuate efforts. Denial of equality, rights and opportunity and suppression in any form on the basis of gender is gender discrimination.

Half of the world's population is females. They are doing two-third of work of the total work in the world but received only one-tenth of the world's total income. Nearly two-third of the women is illiterates and they have possessed only one percent of the total world's assets. In the world only one-fourth of the

families are headed by female. India is a male dominant society and gender discrimination is customized habitually.

1.5.1 Gender discrimination in society

From womb to funeral females are facing lots of discrimination against them. Some of them are :

- Abortion of female gravitas with the help of scanning.
- Foeticide (By giving liquid extract from cactus / opuntia, giving raw paddy to new born female baby, by pressing the face by pillow or by breaking the female baby's neck)
- Not giving enough and nutritious food
- Not allowing to go to school (Denial of education)
- Not giving needy health care while in ill health
- Early marriage
- Eve teasing, Rape and Sexual harassment
- Dowry
- Divorce, Destitution even for silly or without any reason.

1.5.2 Causes of gender discrimination in society

The causes of gender discrimination are

- Educational backwardness
- Caste
- Religious beliefs
- Culture
- On the name of family history
- Customs and beliefs
- Races
- Low income
- Unemployment
- Society
- Family situation and
- Attitudes

Like male, female too plays important role in the family and national development. But her contribution is not recognized by the male dominant society.

1.5.3 Gender discrimination in schools:

Within the school itself, there is need to identify the overt and covert discrimination, arising out of ignorance and deeply ingrained ways of thinking on the part of teachers and educational administrators. This manifests itself in language, gesture, posture and action as seen in the way girls and boys are seated in the classroom. We neither need to exceed the limits of decency nor need we show prudery – again it is for teachers and the administrators in schools to ensure that girls and boys are comfortable in each other's company. Quite often more chances are given to boys than to girls (by a kind of reflex action) to answer questions or to take on responsibility. Girls keep away from sports and physical activity and nothing is done to see that they are talked out of this preference by providing some transport or other facilities for getting home safe and encouraging them and take part in all the games and fitness programmes of the school. Infact, it should be advocated that self-defence should be compulsorily taught from an early stage for all children, particularly girls, in order to build confidence in them.

1.6 Some of the situations in which we see gender differences-

(A) Social:

Different perceptions of women's and men's social roles: the man seen as head of the household and chief bread-winner; the woman seen as nurturer and care-giver.

(B) Educational:

Differences in educational opportunities and expectations of girls and boys: family resources directed to boy's rather than girl's education; girls streamed into less-challenging academic tracks.

(C) Economic:

Differences in women's and men's access to lucrative careers and control of financial and other productive resources: credit and loans; land ownership.

(D) Political:

Differences in the ways in which women and men assume and share power and authority: men more involved in national- and higher-level politics: women more involved at the local level in activities linked to their domestic roles.

1.7 Common gender stereotypes in society-

Gender stereotypes are widely held beliefs about characteristics deemed appropriate for males and female, Below are lists of common female and male stereotypes



Table No. 1.1

List of common female and male stereotypes.

	<i>Women</i>	<i>Men</i>
1	Dependent	Independent
2	Weak	Powerful
3	Incompetent	Competent
4	Less important	More important
5	Emotional	Logical
6	Implementers	Decision-makers
7	Housekeepers	Breadwinners
8	Supporters	Leaders
9	Fearful	Brave
10	Peace-makers	Aggressive
11	Cautious	Adventurous
12	Flexible	Focused
13	Warm	Self-reliant
14	Passive	Active
15	Followers	Leaders
16	Spectators	Doers
17	Modest	Ambitious
18	Subjective	Objective
19	Soft-spoken	Out-spoken
20	Secretaries	Bosses
21	Nurturing	Assertive
22	Gentle	Strong
23	Cheerful	Forceful
24	Caretakers	Achievers

1.8 Gender equity and equality

Gender Equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical

and social disadvantages that prevent women and men from operating on a level playing field.

Equity: The distribution of rewards in society according to some criterion of merit, i.e., procedural justice and fairness. Outcomes reflect individual contributions.

Equality: Giving the same reward to all, regardless of their contributions. Gender inequality is still very evident in this respect, as indicated by the following United Nations statistics:

- Women perform 2/3 of the world's work
- Women earn 1/10 of the world's income
- Women are 2/3 of the world's illiterates
- Women own less than 1/100 of the world's property

Equity is a means. Equality is the result.

1.9 Gender Sensitivity

The concept of gender sensitivity has been developed as a way to reduce barriers to personal and economic development created by sexism. Gender sensitivity helps to generate respect for the individual regardless of sex.

Gender sensitivity is not about pitting women against men. On the contrary, education that is gender sensitive benefits members of both sexes. It helps them determine which assumptions in matters of gender are valid and which are stereotyped generalizations. Gender awareness requires not only intellectual effort but also sensitivity and open-mindedness. It opens up the widest possible range of life options for both women and men.

1.10 Gender Discrimination and Its impact on children's growth –

Gender discrimination practiced in the society hinders over all growth of the child. For the country to flourish the people need to be healthy and happy. Children craft the future of the country.

Gender discrimination effects both the child's psychological and physical development. It nurtures a weak, unhappy, and unconfident future which ultimately brings the country on the back foot.

1.11 The Global Gender Gap Report-

This report provides new data on gender rankings in 135 nations, focusing on education and three other indicator areas. The World Economic Forum report explores the gender gap by comparing women's and men's access to education in primary, secondary and tertiary education, as well as literacy levels.

The report shows that 93% of the gap in education has been closed globally. New Zealand, Philippines, and Australia demonstrated the smallest gap (all ranked one) in education, while India (ranked 121), Pakistan (127) and Nepal (128) demonstrated the highest gender gaps.

1.12.1 Status of male & female population in India according to the census-

The status of male & female population in India according to the census data , is as follows-

Table No. -1.2

Status of male & female population in India according to the census -

Census Year	Sex ratio (Females per 1,000 males)
1901	972
1911	964
1921	955
1931	950
1941	945
1951	946
1961	941
1971	930
1981	934
1991	927
2001	933
2011	940

The data shows that there is gradual decrease in sex ratio from 1901 to 1991 except in 1951 and 1981, but after 1991 there is increase in sex ratio.

1.12.2 Present Status of male & female population in India according to the census 2011

Table No. -1.3

Current Sex Ratio of India 2012	940 females for every 1,000 males
Rural Sex Ratio of India	947
Urban Sex Ratio of India	926
Total Male Population in India 2012	628,800,000 (628.8 million)
Total Female Population in India 2012	591,400,000 (591.4 million)
Currently, there are about 51 births in India in 1 minute.	

The data shows that the **Rural Sex Ratio of India** is better than **Urban Sex Ratio**.

Map No.- 1.1

Sex ratio of India according to the census 2011

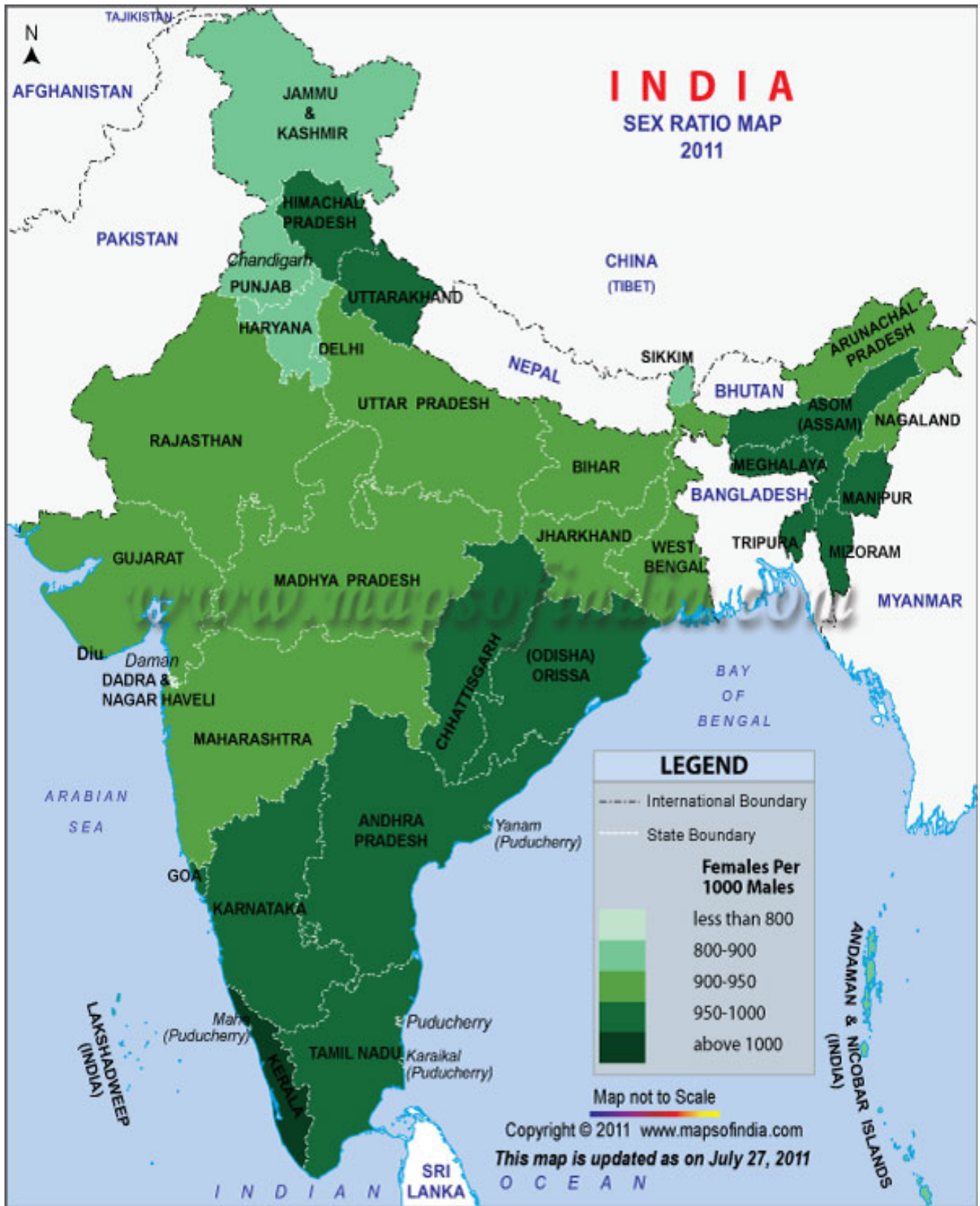


Table No. -1.4

Sex ratio of total population and child population in the age group 0-6 and 7+ years: 2001-2011

State/ UT Code	India/States/Union Territory #	Sex ratio (females per 1,000 males)					
		Total population		Child population in the age group 0-6		Population aged 7 and above	
		2001	2011	2001	2011	2001	2011
1	2	3	4	5	6	7	8
	INDIA	933	940	927	914	934	944
01	Jammu & Kashmir	892	883	941	859	884	887
02	Himachal Pradesh	968	974	896	906	980	983
03	Punjab	876	893	798	846	888	899
04	Chandigarh #	777	818	845	867	767	812
05	Uttarakhand	962	963	908	886	973	975
06	Haryana	861	877	819	830	869	885
07	NCT of Delhi #	821	866	868	866	813	866
08	Rajasthan	921	926	909	883	923	935
09	Uttar Pradesh	898	908	916	899	894	910
10	Bihar	919	916	942	933	914	912
11	Sikkim	875	889	963	944	861	883
12	Arunachal Pradesh	893	920	964	960	878	913
13	Nagaland	900	931	964	944	890	929
14	Manipur	974	987	957	934	977	995
15	Mizoram	935	975	964	971	930	976
16	Tripura	948	961	966	953	945	962
17	Meghalaya	972	986	973	970	971	989
18	Assam	935	954	965	957	929	953
19	West Bengal	934	947	960	950	929	946
20	Jharkhand	941	947	965	943	935	948
21	Orissa	972	978	953	934	976	985
22	Chhattisgarh	989	991	975	964	992	995
23	Madhya Pradesh	919	930	932	912	916	933
24	Gujarat	920	918	883	886	927	923
25	Daman & Diu #	710	618	926	909	682	589
26	Dadra & Nagar Haveli #	812	775	979	924	779	752
27	Maharashtra	922	925	913	883	924	931
28	Andhra Pradesh	978	992	961	943	981	997
29	Karnataka	965	968	946	943	968	971
30	Goa	961	968	938	920	964	973
31	Lakshadweep #	948	946	959	908	946	951
32	Kerala	1058	1084	960	959	1,072	1,099
33	Tamil Nadu	987	995	942	946	993	1,000
34	Puducherry #	1001	1038	967	965	1,006	1,047
35	Andaman & Nicobar Islands #	846	878	957	966	831	868

Graph-1.1

Sex ratio in States and Union Territories: 2011

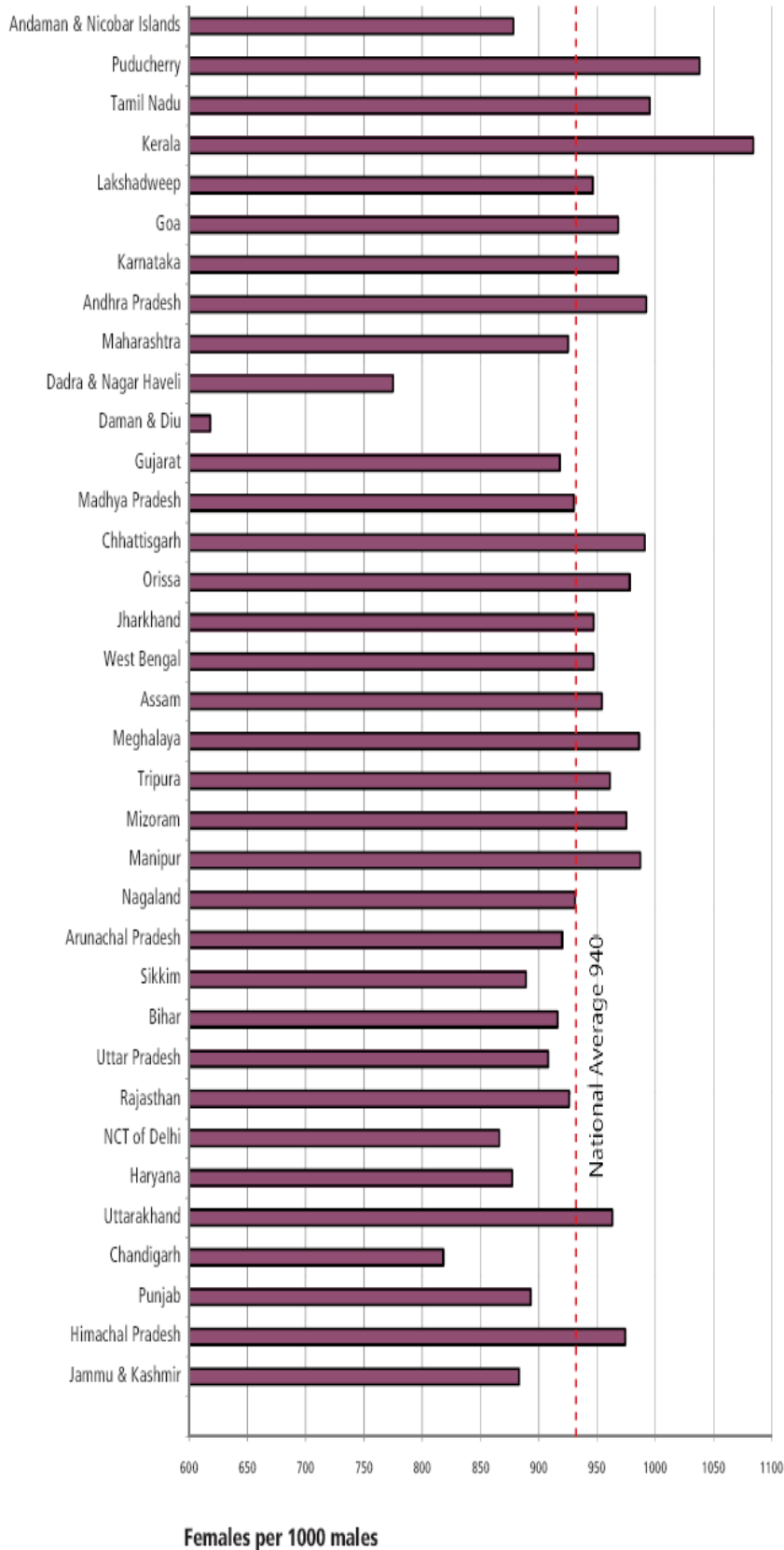


Table-1.5**List of five states according to male female sex ratio.**

Serial No.	State/Union Territories	Female Sex ratio as per Census 2011
1	Chhattisgarh	991
2	Andra Pradesh	922
3	Tamil Nadu	995
4	Puducherry	1038
5	Kerla	1084

Chhattisgarh stand fifth on the national scenario with a female-male sex ratio (991). Although this ratio is not good when compared to Kerala and Puducherry , it is unique because of the size of Chhattisgarh — the 10th largest state in India.

1.12.3 Status of women in Chhattisgarh

The gender ratio (number females per 1000 males) has been steadily declining over 20th century in Chhattisgarh. But it is conspicuous that Chhattisgarh always had a better female-to-male ratio compared with national average.

Table No. -1.6**Gender ratio in Chhattisgarh**

Year	190	191	192	193	194	195	196	197	198	199	200	201
India	972	964	955	950	945	946	941	930	934	927	933	940
Chhattisgarh	1046	1039	1041	1043	1032	1024	1008	998	998	985	989	991

1.12.4 Present Status of male & female population in Chhattisgarh according to the census 2011

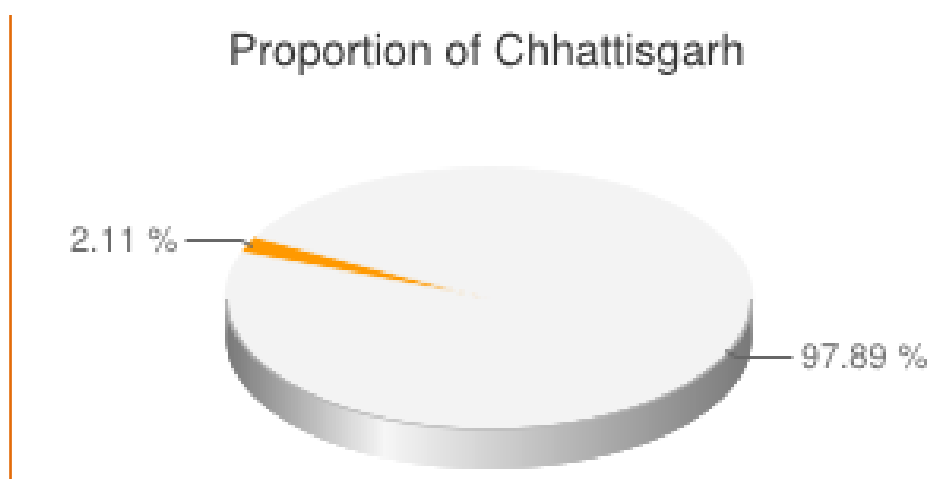
Table No. -1.7

Present Status of male & female population in Chhattisgarh according to the census 2011

Description	2011	2001
Approximate Population	2.55 Crore	2.08 Crore
Actual Population	25,540,196	20,833,803
Male	12,827,915	10,474,218
Female	12,712,281	10,359,585
Population Growth	22.59%	18.06%
Percentage of total Population	2.11%	2.03%

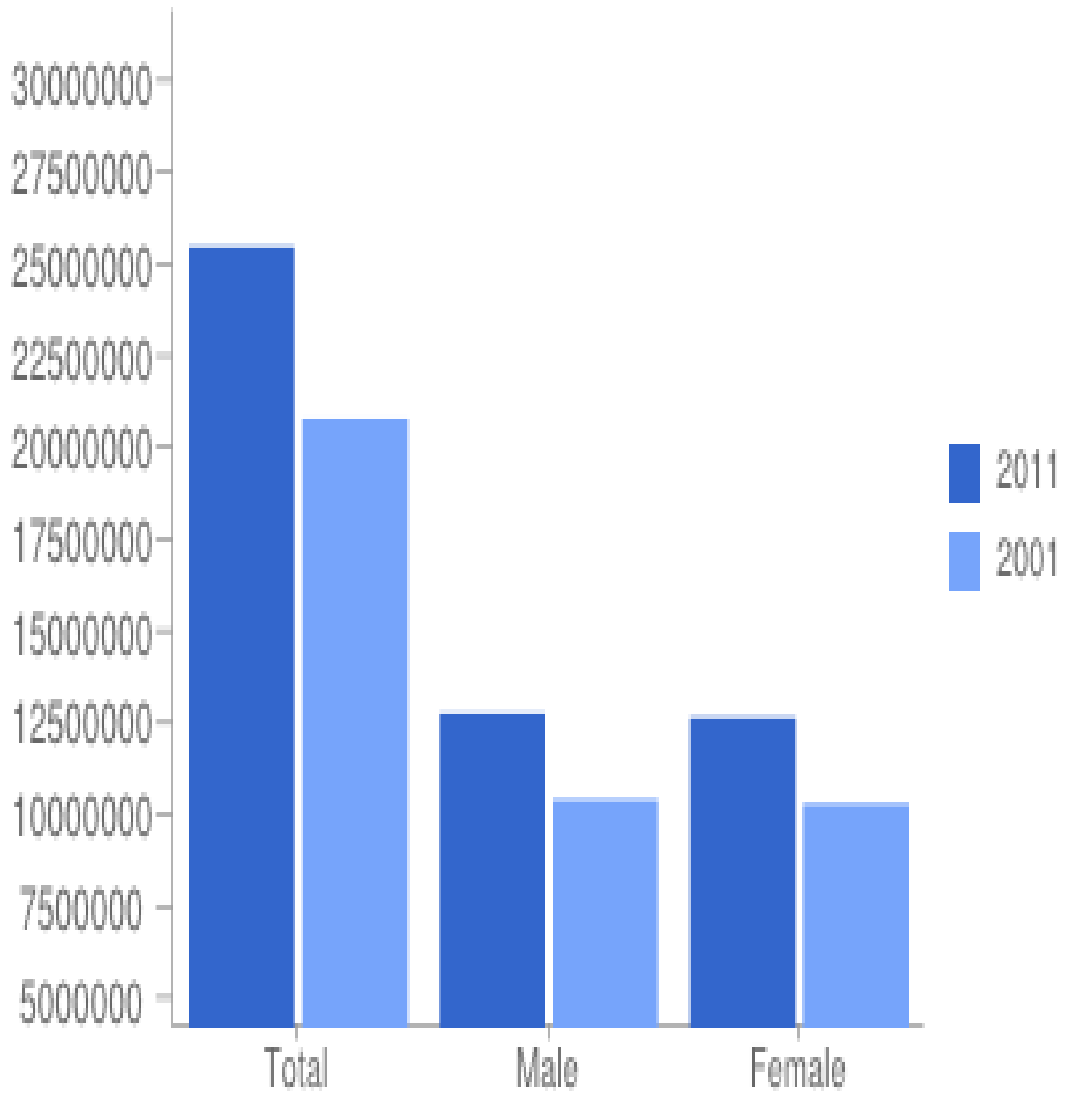
As per details from Census 2011, Chhattisgarh has population of 2.55 Crore, an increase from figure of 2.08 Crore in 2001 census. Total population of Chhattisgarh as per 2011 census is 25,540,196 of which male and female are 12,827,915 and 12,712,281 respectively. In 2001, total population was 20,833,803 in which males were 10,474,218 while females were 10,359,585. The total population growth in this decade was 22.59 percent while in previous decade it was 18.06 percent. The population of Chhattisgarh forms 2.11 percent of India in 2011. In 2001, the figure was 2.03 percent.

Graph 1.2

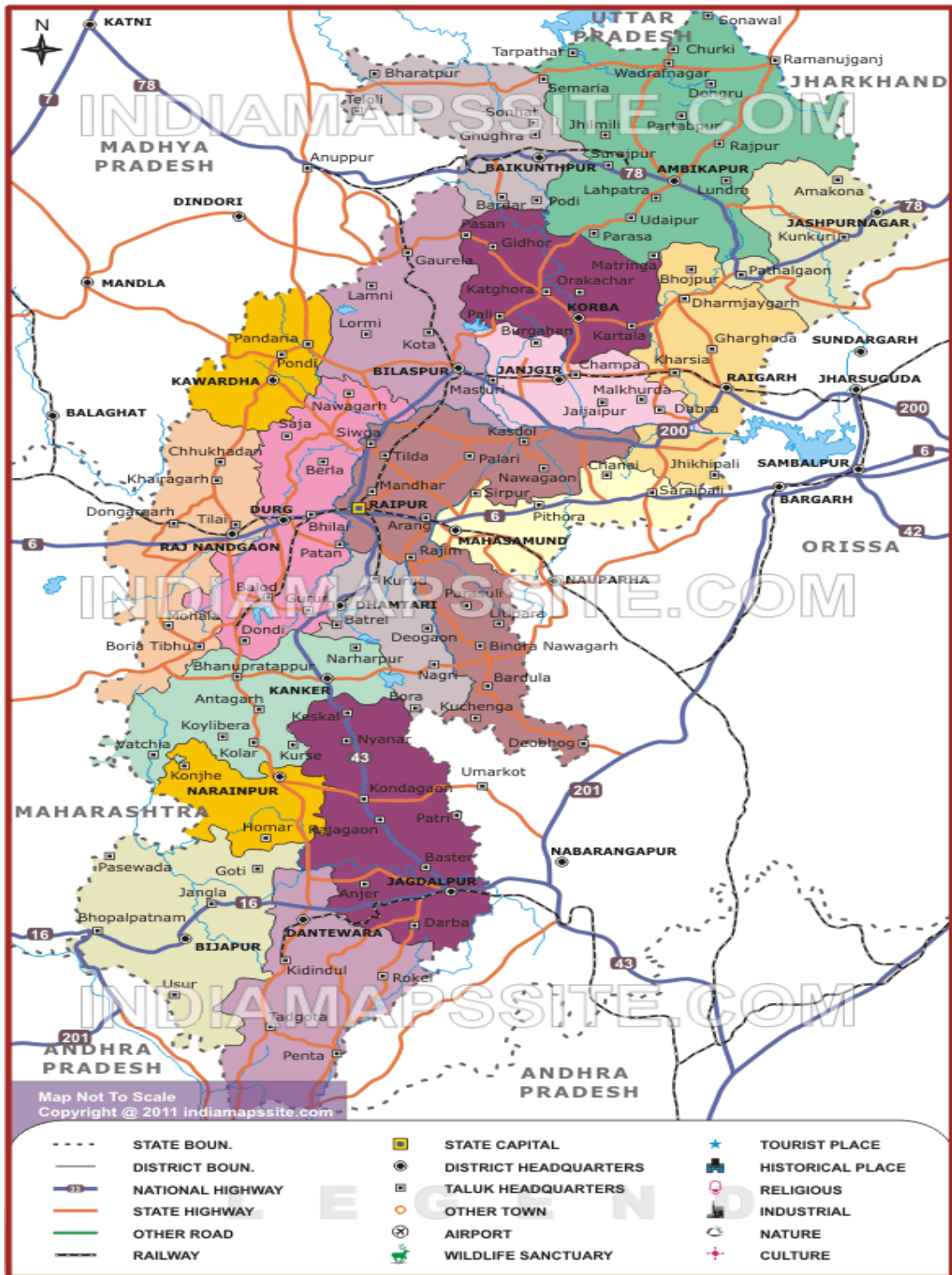


Graph – 1.3

Population of Chhattisgarh



Map -1.2



1.12.5 Chhattisgarh at a Glance according to Census 2001 & 2011-

Table-1.8

Chhattisgarh at a Glance according to Census 2001 & 2011

Description	2011	2001
<u>Sex Ratio</u>	<u>991</u>	<u>989</u>
<u>Child Sex Ratio</u>	<u>964</u>	<u>868</u>
<u>Density/km2</u>	<u>189</u>	<u>154</u>
<u>Density/mi2</u>	<u>489</u>	<u>399</u>
<u>Area km2</u>	<u>135,191</u>	<u>135,191</u>
<u>Area mi2</u>	<u>52,198</u>	<u>52,198</u>
<u>Total Child Population (0-6 Age)</u>	<u>3,584,028</u>	<u>3,554,916</u>
<u>Male Population (0-6 Age)</u>	<u>1,824,987</u>	<u>1,800,413</u>
<u>Female Population (0-6 Age)</u>	<u>1,759,041</u>	<u>1,754,503</u>
<u>Literacy</u>	<u>71.04 %</u>	<u>64.66 %</u>
<u>Male Literacy</u>	<u>81.45 %</u>	<u>75.70 %</u>
<u>Female Literacy</u>	<u>60.59 %</u>	<u>55.73 %</u>
<u>Total Literate</u>	<u>15,598,314</u>	<u>11,173,149</u>
<u>Male Literate</u>	<u>8,962,121</u>	<u>6,711,395</u>
<u>Female Literate</u>	<u>6,636,193</u>	<u>4,461,754</u>

Data from Census of India, 2011 shows that Total literacy rate of Chhattisgarh is increased by 6.38 percent. Where as Female literacy rate is increased by 4.86 percent.

1.12.6 Rural , Urban Population & Sex Ratio of Chhattisgarh -

Table-1.9

Rural , Urban Population & Sex Ratio of Chhattisgarh

Description	Rural	Urban
Population (%)	76.76 %	23.24 %
Total Population	19,603,658	5,936,538
Male Population	9,792,514	3,035,401
Female Population	9,811,144	2,901,137
Population Growth	17.75 %	41.83 %
Sex Ratio	1002	956
Child Sex Ratio (0-6)	972	932
Child Population (0-6)	2,866,474	717,554
Child Percentage (0-6)	14.62 %	12.09 %
Literates	11,173,237	4,425,077
Average Literacy	66.76 %	84.79 %
Male Literacy	78.20 %	91.63 %
Female Literacy	55.40 %	77.65 %

Rural women, although poor, are independent, better organized, socially outspoken. According to another local custom, women can choose to terminate a marriage relationship through a custom called *chudi pahanana*, if she desires. Most of the old temples and shrines here are related to 'women power' (e.g., Shabari, Mahamaya, Danteshwari) and the existence of these temples gives insight into historical and current social fabric of this state. However, a mention of these progressive local customs in no way suggests that the ideology of female subservience does not exist in Chhattisgarh. On the contrary, the male authority and dominance is seen quite clearly in the social and cultural life.

Probably, such social composition also results in some customs and cultural practices that seem unique to Chhattisgarh: The regional variants are common in India's diverse cultural pattern.

Table-1.10

Present status of Elementary Education in Chhattisgarh –

S.No	Details	Figures
1.	No of children enrolled in Elementary classes	4,408,022
2.	No of Elementary schools	49,708
3.	No of teachers in Elementary schools	137,468

1.13 Review of policies-

1.13.1 International policies-

(A) The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) is an international convention adopted in 1979 by the United Nations General Assembly. Described as an international bill of rights for women, it came into force on 3 September 1981. The United States is the only developed nation that has not ratified the CEDAW. Several countries have ratified the Convention subject to certain declarations, reservations, and objections. The Convention defines discrimination against women in the following terms:

Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field .It also establishes an agenda of action for putting an end to sex-based discrimination:

States must take measures to seek to eliminate prejudices and customs based on the idea of the inferiority or the superiority of one sex or on stereotyped role for men and women.

States ratifying the Convention are required to enshrine gender equality into their domestic legislation, repeal all discriminatory provisions in their laws, and enact new provisions to guard against discrimination against women. However, special protection for maternity is not regarded as gender discrimination (Article 4). Appropriate measures, including legislation, to suppress all forms of trafficking in women and forced prostitution are also not regarded as gender discrimination (Article 6). **Equal opportunity in education for female students is required, and coeducation is encouraged. (Article 10).** States ratifying the Convention must also establish tribunals and public institutions to guarantee women effective protection against discrimination, and take steps to eliminate all forms of discrimination practiced against women by individuals, organizations, and enterprises (Article 2)

The **Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women** is a side-agreement to the Convention which allows its parties to recognize the competence of the Committee on the Elimination of Discrimination against Women to consider complaints from individuals.

The Optional Protocol was adopted by the UN General Assembly on 6 October 1999 and entered into force on 22 December 2000. Currently it has 79 signatories and 103 parties.

(B) United Nations Security Council Resolution 1325

On 31 October 2000, the United Nations Security Council unanimously adopted United Nations Security Council Resolution 1325, the first formal and legal document from the United Nations Security Council that requires all states respect fully international humanitarian law and international human rights law

applicable to the rights and protection of women and girls during and after the armed conflicts.

1.13.2 National policies-

(A) Pre-independence legislations-

In India, several laws, legislations, policies and institutional reforms have been enacted to carry out the gender action plan for the development of women. Legislation is an important instrument for bringing about a change in the unequal economic and social status in India. In pre-independent India, few laws were passed in response to social demands and on the basis of humanitarian consideration. They are Bengal Sati Regulation Act of 1829 and similar Anti-Sati laws in Madras and Bombay, Hindu Widow Remarriage Act 1856, the Hindu Women's Right to Property Act in 1937, (The Muslim Personal Law) the Shariat

Act 1937 and the Dissolution of Muslim Marriages Act 1939. After Independence, there have been important changes in legislation and litigation which have facilitated the increased participation of women in political activities as well as in the socio-economic development activities and the increase appear to be more likely at the lower level than at the highest centres of decision making

(B) Post-independence legislations-

(i) CONSTITUTIONAL PERSPECTIVE –

The Constitution of India provides the framework for social-legal action for removal of disparities (a) by writing in the equality clauses prohibiting discrimination on the basis of sex, and (b) empowering the State to make special provision ground, inter alia, for women and children and for the historically disadvantaged sections tribes (ST) and other backward castes (OBC), in violation of the fundamental obligation of non-discrimination. This is considered as a necessary step to ensure de facto equality through strong

equity Measures and policies. The State guarantees equal opportunities to women and forbids discrimination in all matters relating to employment and appointment to any public office. Under the protective discrimination clause, the State has passed several legislations and drawn up special programmes and schemes for the protection, welfare and development of women and children. There are laws providing maternity benefits and childcare services, and equal wages for work. Additionally, women have reserved quotas and sets in many educational and training institutions. Development schemes, local bodies and in government jobs. In post Independence India, a large number of constitutional and legislative measures and many forward-looking policies and programmes have been directed at integrating women in the mainstream of national development.

Gender Provisions in Constitution of India

Article 14 Ensures gender equality.

Article 15 Prohibits discrimination on grounds of sex.

Article 16 Provides for equality of opportunity in public employment.

Article 15 (3) Permits the State to make special provisions for women and children.

Article 39 Enjoins the State to provide an adequate means of livelihood to men and women.

Article 51 A (e) Makes it a duty of every citizen to renounce practices derogatory to the dignity of women

Article 14 of Indian Constitution says that the state shall not deny to any person equality before or equal protection of the law, Article 15 says that no women can be discriminated against on the ground of sex, Article 15 (3) emphasis that the state shall make special provisions for women and children and Article 16 provides equality of opportunity in matters relating to employment by the state.

In Article 39(a) emphasis that the citizens men and women equally, have the right to an adequate means of livelihood, in Article 39(d) it says that the state should secure equal pay for equal work for both men and women and in Article 34 it provides that the state shall make provision for securing just and humor humane for work and for maternity relief. The 73rd and 74th Amendments of Indian Constitution in 1993 are the milestone in the history of India, which provides lot of powers for the local bodies. It paves the way for decentralisation, empowers the poor people as well as women. According to these amendments not less than one third of the seats, meant for direct election of members at each tier of Panchayats are to be reserved for women and not less than one-third of the seats of chairperson at any level reserved for women.

(ii) COMMITTEES AND COMMISSIONS

Report of the Durgabai Deshmukh Committee on Education of woman (1959) stated the need for undifferentiated curricula for both boys and girls and to treat education of girls as a special problem. Undifferentiated curricula upheld by Hansa Mehta Committee on Differentiation of Curricula (1964); Education Commission (1964-66): National Policy on Education (NPE) and reiterated strongly in the National Policy on Education (1989) (revised in 1992) and its Programme of Action. The Report of committee on Status of Women Towards Equality, 1974 revealed a declining proportion of women in the population, low female literacy and education waning economic participation and poor representation of women in political processes. The UN development Decade (1975-1985) saw growth of institutional mechanisms such as the Department of Women and Child Development Corporations, integrating women in the mainstream, Development of Women and Children in Rural Areas (DWCRA); women as special groups for poverty removal, skill development TRYSEM, ICDS. Movement from 'welfare' to development and finally to 'empowerment' in the Eighth and the Ninth Five-Year Plans. The National Perspective Plan for Woman (1988-2000) chalked out the national

gender agenda till the turn of the century with a strong focus on rural and disadvantaged women. Shramshakti. Report of committee on women in Informal sector, documents trials and travails of 94 per cent of all women worker, who are employed in the informal sector. Ramamurthy Review Committee: Towards an Enlightened Humane Society. Underscored the need for redistribution of educational opportunities in favour of girls belonging of rural and disadvantaged sections with adequate support services (water, folder, fuel and childcare) and also asked for 5 per cent share for girls in educational resources.

Early post-independence policies stipulated a curriculum that was thought to be 'relevant' for girls, based on the understanding that education had to address their 'special needs' as future wives and mothers in the modern nation. The related themes of relevance and differentiated curricula for girls and boys continued to

Dominate debates up to the 1960s.³⁵ The most radical departure from the view that girls 'needed' a different education came with the recommendations of the Hansa Mehta committee on differentiation of curricula for boys and girls (1964). The committee viewed differentiation as a perpetuation of existing traditions of unequal division of labor, and rejected differentiation on grounds of gender difference as 'unscientific'.

- **Nationalizing Women's Education** :The Education Commission Report (1964-66) marks a historic moment in policy discourse on women's education. However, while debunking gender differences as socially constructed and unscientific, it circumscribed their agency outside of motherhood to choice of 'careers', thereby limiting its concerns to the education of urban, middle-class women, who, in its vision, could be educated to contribute to national development. This view of education for women as instrumental to reproducing future citizens did not really resolve the issue of equality.

- **The National Curriculum Framework of 1975** stipulated the 10+2+3 system, where in the first 10 years would comprise a common curriculum for all students. This resolved the debate on differentiation of curricula, at least at the policy level, and underlined the central argument of the Education Commission, that adopting science and technology education was essential for social and economic transformation. While doing so, however, it laid the basis for linking girls' and women's education to the instrumentalist vision of development of the modernizing nation-state. This was in keeping with the explicitly instrumentalist approach to women's education evident in the 4th five year plan(1969-74) where the 'benefits' of women's education was linked to lower fertility and improving nutritional status of children.
- **The Women's Decade and Beyond:** New articulations on justice and rights were made possible through the insights of national and global social and political movements in the 1970s. At the same time, there was growing international attention on the invisibility of women's labour in national economies. The declaration of the International Women's Year by the United Nations in 1975 saw the setting up of the Committee on the Status of Women in India (CSWI) by the Ministry of Education.
- **Towards Equality:** This report by the Committee on the Status of Women in India (CSWI), was a landmark document that substantively shifted the discourse on women's rights.³⁷ While bringing to focus the entrenched inequities on which women were located, it moved away from generalizations and stressed the different experiences of women from different economic sections of society. It concluded that women's productive roles had hitherto remained unacknowledged in policies and consequently their needs had remained un-addressed. The committee pointed out that in the realm of social values and attitudes, formal education had failed to initiate change, and that if anything, education had served to deepen class differences between women

since independence. The committee problematised the notion of relevance of knowledge for women. It sought to extend the definition of knowledge to the hitherto unexplored domain of local and specific needs of women. The committee pointed out that the premise that education should equip women for roles within the domestic sphere negated their substantive contributions within the productive sphere.

- The Shrama Shakti report, or the report of the National Commission on Self-employed Women and Women of the Informal Sector³⁸ was the first committee which made visible the role and contribution of women in the unorganised sector of the economy. Education for this large section of women workers needed to address their ‘contextualised’ and ‘diverse’ needs. The Commission noted that to promote equality it will not only be necessary to provide for equal opportunities for all, but also its conditions of success.

It recommended that syllabi need to be made more relevant for children of rural areas, by offering practical subjects like animal husbandry and cattle care as options along with subjects like history and science. It also recommended that textbooks be revised to bring women into greater focus.

- **The National Policy on Education, NPE (1986)**, has been hailed as a path-breaking document as it emphasised the re-orientation of the national education system to play a ‘positive interventionist role in the empowerment of women...[and] the development of new values through redesigned curricula, textbooks, training and orientation of teachers, decision-makers and administrators...[as] an act of faith and social engineering.’(para 4.2). Coming as it did in the wake of the women’s movement, the vision of the NPE echoed the demand that education be ‘used as an agent of basic change in the status of women’. Textbooks were revised at various levels following the NPE’s recommendations. The NCERT also brought a series of teachers’ handbooks to address gender equality in classrooms through curricular transactions. Analysis of post-NPE textbooks shows however, that revisions were few, piece-meal and utterly cosmetic.

Gender equity and equality sat uncomfortably with instrumentalist notions of education for girls and an unanalytical approach to educational –and particularly curricular – processes.

- The **NPE Review Committee** pointed out that although the NPE (1986) gave prominent space to education for gender equality, there was no reference to gender in the entire chapter on the ‘content and process of school education’, except for a mention that ‘equality of the sexes’ is to be one of the ten core curriculum areas.³⁹ Indeed, the NPERC recommended that a gender perspective be explicitly built into the entire curriculum, including the hidden curriculum. Thus educational policies in India have not adequately addressed issues of gender and school knowledge, despite nearly all of them stating that textbook revision needed to be undertaken. Although we are critical of the attempts to revise textbooks within the limited approach of making women’s achievements visible, increasing their representations and removing overt bias in texts and visuals, we have to concede that since the 1970s in particular, there has been an important shift away from viewing education solely within the context of development to seeing it as an important area for interventions in enlarging debates on gender equality. However, policies do not provide much direction in terms of seeing how this is possible beyond quantitative indicators. Another significant reason for the limited impact of policy on gender issues in education lies in the way in which the women’s movement and Women’s Studies have remained outside the debates within the education sector. Innovations and ground level work in the women’s movement focused on health, violence, livelihood issues. Rarely were the educational needs of girls in mainstream schooling addressed by women activists. Women Studies too, was largely associated with the women’s movement and did not engage with education departments in any systematic and sustained manner. This resulted in education drawing on the issues raised by this sector in a formal way with no practical integration of how this would alter existing practices and modes of functioning. Thus, ideas of empowerment led to the formation of specific programmes like

the Mahila Samakhya programme for adolescent girls and women but was not reflected in the central concerns of the education sector.

- **The National Curriculum Framework–2000 :**

- The National Curriculum Framework for School Education(NCFSE) 2000, in its approach, tone and specific recommendations, has moved away from the

- possibility of education becoming a means of empowerment for girls and women. In addition to this, it also falls into the trap of seeing gender as synonymous with girls education and accords equally instrumentalist outcomes to their education. This is evident in the way in which the section on ‘Education of Girls’ appears under the broad heading of ‘Education for Social Cohesion’ (rather than, say, change or progress) in the framework document. The section begins with a large and abstract statement on gender equality and then quickly reduces itself to emphasizing gender specific roles.

- Equality among sexes is a fundamental right under the Constitution of India. Besides making education accessible to more and more girls especially rural girls, removing all gender-discrimination and gender-bias in school curriculum is absolutely necessary.

- Moreover it will be most appropriate thing to recognise and nurture the best features of each gender in the best Indian tradition. After all, India gave her women the right to vote without any prolonged battle for it, unlike in the west. There is a need to develop and implement gender inclusive and gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equals and not as adversaries.

- The National Policy on Education, which guides education development, is considered a breakthrough in addressing gender issues. The national policy chapter entitled Education for Women’s Equality states: “The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned

curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions.. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority. ”

- Unfortunately, there are few signals of serious effort to implement this vision or to replicate the holistic planning process. Policies that are critical to increasing girls' access, including flexible school times and adapted curricula, remain at the micro level and are not being integrated. Although policy makers have made commitments to gender mainstreaming, their subordinates show faint..

- **The National Curriculum Framework–2005**

The formal approach, of equality of treatment, in terms of equal access or equal representation for girls, is inadequate. Today, there is a need to adopt a substantive approach, to words equality of outcome, where diversity, difference and disadvantage are taken in to account.

A critical function of education for equality is to enable all learners to claim their rights as well as to contribute to society and the polity. We need to recognise that rights and choices in themselves cannot be exercised until central human capabilities are fulfilled. Thus, in order to make it possible for marginalised learners, and especially girls, to claim their rights as well as ply an active role in shaping collective life, education must empower them to overcome the disadvantage of unequal socialisation and enable them to develop their capabilities of becoming autonomous and equal citizens.

1.14 Schemes

1.14.1 Central sponsored schemes –

- **Kasturba Gandhi Balika Vidyalaya (KGBV)**

Kasturba Gandhi Balika Vidyalaya ((KGBV)is a scheme launched in July 2004, for setting up residential Schools at upper primary level for girls

belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The out of school girls of SC, ST families are beneficiaries of this scheme. Mainstreaming of out of school girls in class 6-8 is the aim of this scheme.

- **National Programme for Education of Girls at Elementary Level (NPEGEL)-**

The National Programme for Education of Girls at Elementary Level (NPEGEL), is a focussed intervention of Government of India, to reach the “Hardest to Reach” girls, especially those not in school. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girl’s education over and above the investments for girl’s education through normal SSA interventions. The programme provides for development of a “model school”(Saheli Shala in Chhattisgarh) in every cluster with more intense community mobilization and supervision of girls enrolment in schools. Gender sensitisation of teachers, development of gender-sensitive learning materials, and provision of need-based incentives like escorts, stationery, workbooks and uniforms are some of the endeavours under the programme. The scheme is being implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average; in blocks of districts which are not covered under EBBs but are having at least 5% SC/ST population and where SC/ST female literacy is below 10%; and also in select urban slums.

- **Scheme for Encouragement of Girls –**

The girls of SC, ST, BPL families and KGBV are beneficiaries of this scheme. Under this scheme 3000/- were provided by the Govt to the girls after completion of 18 years of age as scholarship.

14.2 State Schemes –

- **Free Distribution of Uniform Scheme-** Free uniform is distributed to the girls of SC, ST & Back Ward families studying in class 1 to 5 in Government schools. This scheme has been started to encourage girls' education. The beneficiaries are selected on the bases of the certificate issued by the Head Master of the school. It is an important scheme implemented by State Government for the enhancement of girl's education.



- **Saraswati Cycle Distribution Scheme (Free)** is an important scheme implemented by State Government for the enhancement of education. Free ladies black cycle is distributor's to the girls of SC, ST, & BPL Families studying in class 9th of Government schools. This scheme has been started to encourage girls' education by making the commutation to school easy. The beneficiaries are selected on the bases of the certificate issued by the principal of the school.



1.15 Worldwide important decisions/efforts taken to fight the challenge of gender disparity

- **Global: Summit Participants Join Efforts to Educate and Empower Girls**

The recent Women & Girls Education Summit in New York explored linkages between girls' education and economic development. A follow-up event showcased organizations doing well by doing good. Ariana Tsapralis of Girl Up encourages all girls to become activists, on behalf of disadvantaged girls around the world.

- **South Asia: Secondary Education is the Next Great Challenge for Gender Parity**

Although noting improvements in gender parity globally, Director of the UNESCO Institute for Statistics calls for action on remaining disparities in secondary education. Girls in South and West Asia still face significant barriers: female gross enrolment ratio at lower secondary level reached just 69% in 2009, up from 53% in 1999.

- **Sri Lanka: New Challenges - GBV and Adolescent Girls**

Facing its largest ever youth population of 5.6 million, UNFPA have found that adolescents in Sri Lanka face lower levels of gender discrimination at home and at school relative to the rest of South Asia. However, adolescent and youth issues are neglected including reproductive health services, the position of adolescent girls in society and the increase in gender-based violence towards women. This youth bulge is faced with shortages in the education system. UNICEF and IOM identify **floods, a lack of teachers, and limited investment in education** as key issues.

- **Afghanistan: Bonn Summit could "Legitimize the Taliban," warns Afghan Minister of Women's Affairs**

Afghan women activists visited policymakers in Europe to lobby for involvement in the upcoming international Conference of Foreign Ministers. "The Taliban are gaining power, and there is great danger for educated women." Says Dr. Jalal.

- **Afghanistan: Women Join Elite New Army Unit**

Despite a Congress ban on active combat, women are making their way into a special army unit. Female soldiers will work with women and children, who are typically held separately during village raids. Since it is against cultural norms for Afghan women to interact with male soldiers, female soldiers will work directly with female civilians to strengthen trust and rapport with women and children.

- **Nepal: School Meals Girl Conquers Everest**

It was a long route to the top of Everest for Nim Doma Sherpa, but she reckons it started when her parents sent her to school simply to get the free lunches supplied by WFP. In 2008, Nim Doma finally achieved her dream of climbing the highest mountain in the world.

- **India: Two Girls Find Themselves on the Path to Success, with Help from 10,000 Women**

Entrepreneurial skills workshops now form part of Room to Read Girls' Education programme. The curriculum has been developed in partnership with Goldman Sachs 10,000 Women, which provides business and management education to underserved female entrepreneurs in developing and emerging markets.

- **India: Name Changing Ceremony Aims to Improve Status of Girls and Women**

In an innovative bid to fight gender discrimination, Satara district in India's western state of Maharashtra recently witnessed a minor revolution. Over 285 Indian girls named Nakhushi ('unwanted' in Hindi) by their disenchanted parents were renamed in a state-organized ceremony.

- **Singapore: Few Women at the Top**

Women make up just 6.9 per cent of board members of listed companies on the Singapore Exchange, a figure described as "dismal" by Minister of State for Community Development, Youth and Sports.

- **Asia: Educated Women Refuse to Submit Themselves to a Life of Traditional Wifely Duties**

Growing unease in Asia about the social and economic implications of a dramatic shortage of brides.

- **Billion Reasons to Empower Women**

UN Foundation's Ted Turner says our future depends on listening to women and investing in them. There are 215 million women worldwide who want the ability to space their pregnancies, but do not have access to

contraception. In the developing countries, pregnancy and childbirth complications are the leading cause of death among women in their reproductive years. A staggering one out of eight women dies giving birth in Afghanistan. The tragedy is that one-third of these deaths could be prevented if women had access to voluntary family planning.

- **Global: Teacher Shortage Threatens Progress on Education**

- UNESCO estimates 8 million extra teachers are needed worldwide by 2015.

1.16 Review of Literature

- Sonalde Desai (1994) observed that parents reluctance to educate daughters has its roots in the situation of women. Parents have several incentives for not educating their daughters. Foremost is the view that education of girls brings no returns to parents and that their future roles, being mainly reproductive and perhaps including agricultural labor, require no formal education.

- Kalyani Menon Sen and A.K.Shivakumar (2001) found that girls in India are discriminated against in several ways – fewer months of breastfeeding less of nurturing and play, less care or medical treatment if they fall ill less of “special” food, less of parental attention. As a result, girls are far more susceptible than boys to disease and infections, leading to poor health and a shorter lifespan. It is this life-long discrimination in nurturing and care that is the real killer of girls – less visible and dramatic, but as unequivocally lethal as female feoticide and infanticide.

- Berta Esteve – Volart (2004) described that gender discrimination against women in the market place reduces the available talent in an economy, which has negative economic consequences. Gender discrimination takes many forms. Many social practices seen as normal from a religious or cultural point of view (which may have deep historical roots) have women out of the economic mainstream. These social practices may have profound economic consequences because they do not allow society to take advantage of the talent inherent in women.

- Anna-Maria Lind (2006) stated that India’s population still leads traditional

lives in rural areas. Religious laws and traditions still determine the lives of many people, particularly women. Even if women are formerly entitled to own land and resources social and religious factors make many women refrain from this right in order not to cause distortions within the family. The preference for having sons permeates all social classes in India, which sets the standard for girls throughout their entire lives.

- GOI Planning Commission (2008) indicated that discrimination against women and girls impinges upon their right to health and manifests itself in the form of worsening health and nutrition indices. Thus, India continues to grapple with unacceptably high MMR, IMR, and increasing rates of anemia, malnutrition, HIV/AIDS among women.
- Julie Mullin (2008) indicated that the developing world is full of poverty stricken families who see their daughters as an economic predicament. That attitude has resulted in the widespread neglect to baby girls in Africa, Asia and South America. In many communities, it's a regular practice to breastfeed girls for a shorter time than boys so that women can try to get pregnant again with a boy as soon as possible. As a result, girls miss out on life-giving nutrition during a crucial window of their development, which stunts their growth and weakens their resistance to disease.



CHAPTER II
PROBLEMS AND HYPOTHESIS

2.1 Need and Rationale of the Study-

In this study our primary concern is to study the Gender Sensitisation (Practised discrimination) of School authorities i.e. Head Masters and School teachers working in upper primary schools. Here the most important thing to mention is that the practised discrimination means perceived gender discrimination by the girl students in schools. We frequently come across such issues within schools during the course of monitoring and in the news headlines. Class room processes in the schools continue to operate within traditional hierarchical structures in which the teacher has absolute authority. Scolding , punishing or beating the children, asking questions and seeking responses, giving instructions, the use of text books, the body language of both teachers and children all these factors clearly show differential patterns of behaviour of girls and boys. So, the school environment and the attitude as well as the behaviour of school authorities also play a meticulous role in promoting this bigotry within the system. Discrimination results depression, frustration, tension and other negative tendencies among the girls.

Girls are the future pivot of the family as well as the society and the nation. The girl child often faces discrimination from the earliest stages of the life, through childhood and adulthood. Her low status is reflected in the denial of fundamental needs and rights .So one has to think about why there is a Gender Gap in Education? Gender biased educational Processes teacher's attitudes, curricula, educational materials and practices reinforce existing gender inequalities. Education is a human right and an essential tool for achieving the goals of equality, development and peace. Non discriminatory education benefits both boys and girls and thus ultimately contributes to more equals relationships between men and women.

In this context, it is very pertinent to answer the questions like, what are the areas of discrimination and what are the reasons of discrimination, what pre conditions are required to become a non discriminatory school? What are the related solutions to make the atmosphere favourable, comfortable and secure? Such situation should be diagnosed and researched so that their solution may be found out. Hence, the study “Gender sensitization within school system in Chhattisgarh” bears a very high relevance in the current changing scenario of the existing school system in Chhattisgarh

2.2 Objective of the Study--

The researchers intend to study the status of gender discrimination against girls in school system. For this purpose, specific problems and formulated hypothesis are as below-

2.3 Problems and Hypothesis-

The identified problems are as follows -

Problem – 1

The first problem of the research is to study the status of self perceived gender discrimination by girl Students in school.

Problem – 2

The second problem of the research is to study the status of gender discrimination practiced by professionals in Schools.

Problem – 3

The last problem of the research pertains to impact of high gender discrimination practiced by professionals on gender discrimination perceived by girl students.

To find out the answer of this specific problem following hypothesis was framed-

Hypothesis -

It has been hypothesized that high discrimination practicing professionals would exert its effect on gender discrimination perceived by girl students. Specifically, the girl students of high gender discrimination practicing professionals would have higher perceived gender discrimination.

2.4 Operational Definitions of the terms used-

2.4.1 Gender Sensitization –

In this study gender Sensitization means **practiced gender discrimination by professionals & perceived gender discrimination by girls in the Schools**, because females are the only victims of gender discrimination Gender discrimination is not biologically determined but it is determined by socially and the discrimination can be changed by the proper and perpetuate efforts. Denial of equality, rights and opportunity and suppress in any form on the basis of gender is gender discrimination.

2.4.2 School System –

School system involves the School authorities/Professionals, (Head Master, teachers) Internal and external environment of the Upper primary Schools.

2.5 Delimitations of the study –

The present study is delimited to –

- 1- Girls studying in government co-education upper primary schools of Dhamtari and Mahasamund districts.
- 2- The teachers and head masters working in the schools from where girl Students are taken as objects.



CHAPTER – III RESEARCH METHODOLOGY

This study is an exploratory type research. To fulfil the objectives of the problem “**Gender sensitization within school system in Chhattisgarh**” survey method is applied.

The Survey method describes and interprets what exists at present. In this method we are concerned with conditions or relationships that exist, Practice that prevails, beliefs, point of views and processes that are going on. Another cause of selection of this method was that it is exploratory in nature so study of large population can be done easily.

In this research work, we are focussing on gender sensitization (in terms of gender discrimination) in school system, to get the information regarding the perceived gender discrimination by girls which is practiced by school authorities Survey method is appropriate.

3.1 Population – The Population of the present study include the girl students, teachers and head masters of the Upper Primary schools of Chhattisgarh.

3.2 Sample – In the present study purposive sampling technique was applied for selection of schools and students.

Total 200 schools were chosen from the two selected districts Dhamtari and Mahasamund (100 schools from each district). All the schools were government upper primary co-education schools. Ten girls of class VIII, two teachers (One male and one female), and the head master of the school were selected as the sample.

Sample selected is tabulated in table –

Table 3.1

Description of sample selected for the study

S.N.	District	No. of schools	No. of girls students	No. of Teachers	No. of Head Master
1	Dhamtari	100	1000 (10 girls from each school)	200 (1 male and 1 female teacher from each school)	100(1 H.M. from each school)
2	Mahasamund	100	1000(10 girls from each school)	200 (1 male and 1 female teacher from each school)	100(1 H.M. from each school)
		Total	2000	400	200

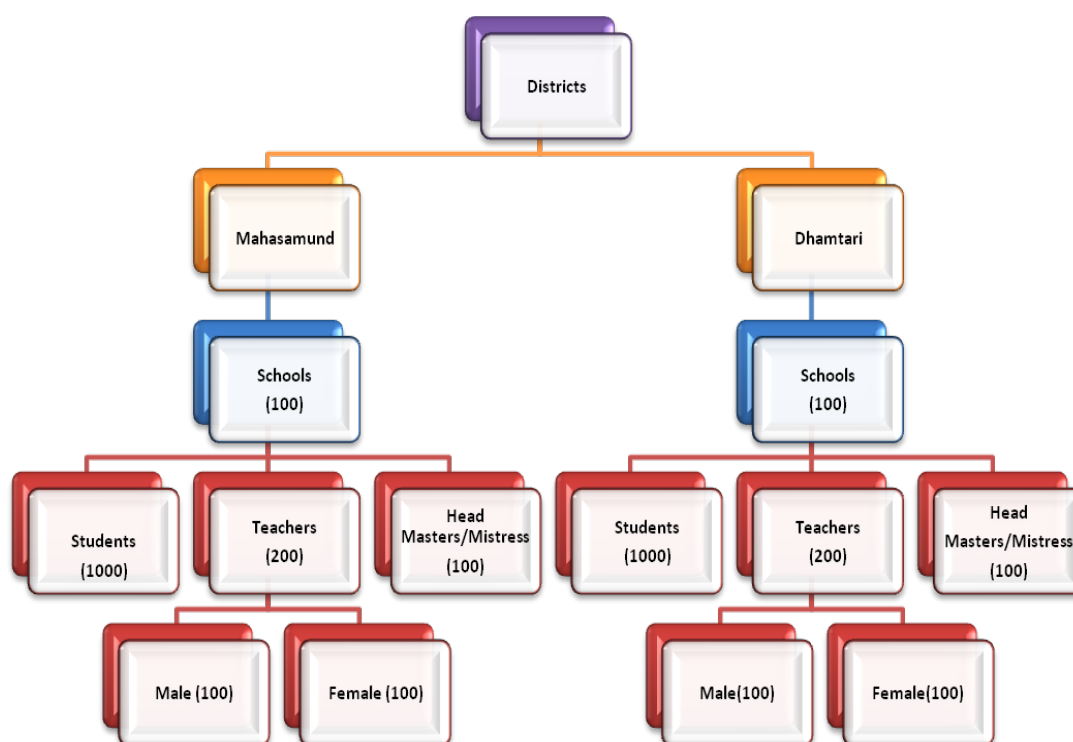


Table No-3.2

Actual Number / Percentage of sample of professionals according to sex

District	No. of Professionals		
	F	M	Total
Dhamtari	73 (25%)	222 (75%)	295
Mahasamund	62 (22%)	218 (78%)	280
Total	135 (23.47%)	440 (76.5%)	575

3.3 Tools-

The tools used for the study are –

- **Test for Gender discrimination against Girls (TGDG – G)** – Self made and standardized. – For girl students.
- **Test for Gender discrimination against Girls (TGDG – T)** – Self made and standardized. – For teachers and Head Masters.
- **School Observation Schedule** – Self made and standardized Schedule for school observers.

3.3.1 Development of tools –

The steps followed for the development of these tools are.

- a. **Selection of area** – A workshop was organised at the initial stage to review the previous studies and to find the areas where there is a possibility of Gender sensitization in school. The areas were also detected from the discussions with student & teachers.

Thus 10 areas were finely selected for the preparation of test items.

- b. **Preparation of the format for tests** –

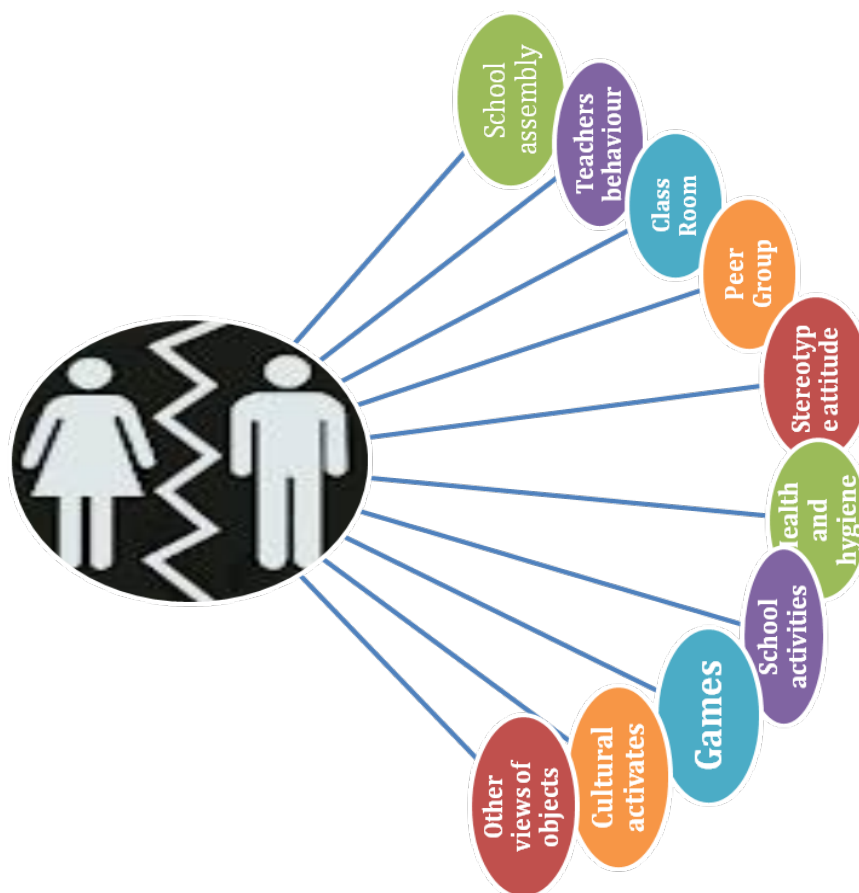
Following point were considered for the formatization of tests.

- **Name of test.**
- **Whom to administer on.**
- **Language of instructions & question.**
- **Scaling for opinion.**

The identified areas are –

- 1 School assembly
- 2 Teachers behaviour
- 3 Class room
- 4 Peer-group
- 5 Stereotype attitude
- 6 Health and hygiene
- 7 School activities

- 8 Games
- 9 Cultural activates
- 10 Any other view of objects



c. Preparation of test items:

Nearly 10 questions were framed on each selected area. Thus 70-110 questions (test items) were prepared.

d. Trailing of test items – The two tests framed were administered on 200 girl (TGDG – G) and 60 teaches (TGDG – T) of 20 schools.

On the basis of the analysis of the data and opinion of three experts 40 test items for TGDG – G and 23 test items for TGDG – T were finalised.

Some test items were rejected due to the following reasons –

1. No response was given by the object
2. Language of the items was complex /difficult.
3. Language was confusing.

Table- 3.3
Description of Tools

S.N.	Specification	TGDG – G	TGDG – T	Observation schedule
1	Total No. of items prepared for first draft.	110	70	30
2	No. of schools for Trailing	20	20	30
3	No. of sample for trailing	200	60	30
4	No. of items rejected	70	47	20
5	No. of items selected for final test	40	23	10
6	Scaling strategy	5 point scale (Always/often/ occasionally/seldom/ never)	3 point scale Yes/ not sure/No	2 point scale Yes/ No
7	Scoring strategy	For positive Statement Always-4 Often-3 Occasionally-2, Seldom-1 Never-0 Vice versa for negative statements	For positive statement Yes-2, Not sure-1, No-0 Vice versa for negative statements	For positive statement Yes-1, No-0 Vice versa for negative statements

3.4:- Preparation of manual for field investigation -

A three day workshop was organised for the preparation of manual for field investigations to administer the tools properly.

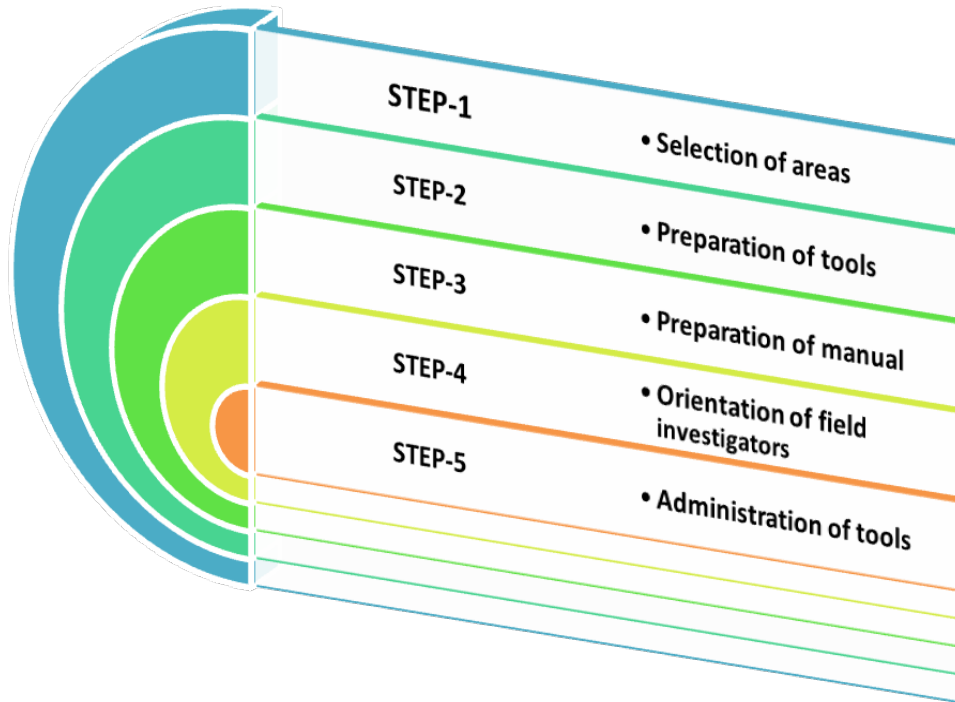
3.5:- Orientation of field investigators-

The 2nd year trainees of DIET's were selected as field investigators. A one-day orientation was organised for 50 field investigators each at DIET Mahasamund and Dhamtari respectively.

3.6 Administration of tools –

One week's time was allocated to each field investigators to investigate the two schools allotted to him. The investigator had to-

- a. Observe the class and fill the schedule
- b. Administer the tool -TGDG – G
- c. Administer the tool -TGDG – T



CHAPTER IV ANALYSIS OF DATA

In this research work samples of 2000 girls and 575 professionals are taken from upper primary schools of two districts i.e. Dhamtari and Mahasamund. The data collected by two tests (TGDG–G and TGDG –T) as scores, shows gender sensitization (perceived gender discrimination by girls and practiced gender discrimination by professionals in various areas) within schools.

Obtained scores are classified in to three categories on the basis of quartile deviation i.e. low, moderate and high discrimination. Chi Square value is calculated among these to find out the significant difference.

Following tables show girls of low, moderate, and high perceived discrimination categories and the Chi Square value.

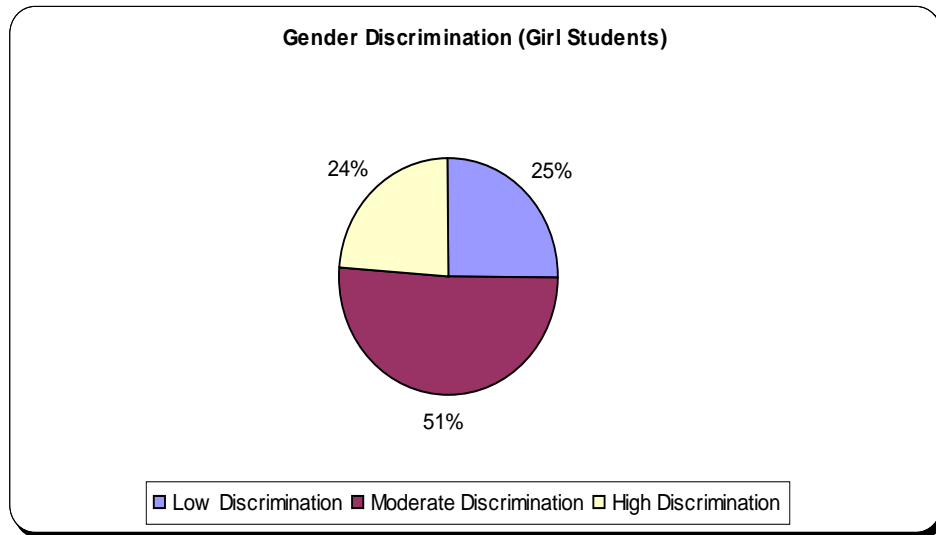
Problem – 1

The first problem of the research is to study the status of self-perceived gender discrimination by girl students in school.

Table No-4.1.1
Number / Percentage of girl students who perceived gender discrimination in Schools

Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived moderate discrimination	Girls who Perceived high discrimination	Chi Square value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
2000	506 (25.3%)	1017 (50.85%)	477 (23.85%)	276.77	Significant at both level	M > L > H

Graph No-4.1.1
Girl students who Perceived gender discrimination in Schools



Explanation-

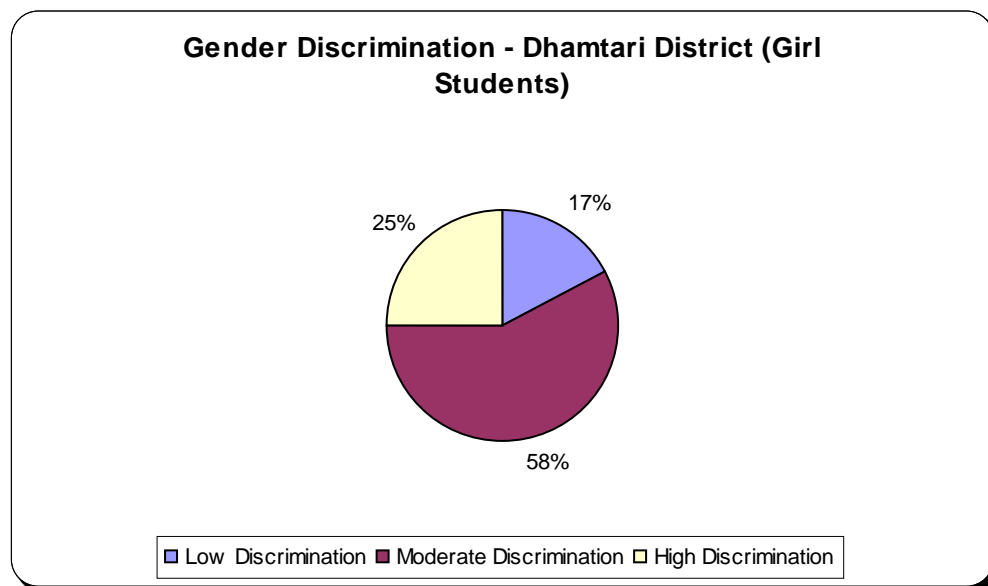
For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of chi square is 279 which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories (i.e low, moderate and high) of girl students. 50.85% girls perceived moderate, 25.3% girls perceived low and 23.85% girls perceived high gender discrimination in schools.

Observation -It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.1.2
Number / Percentage of girl students who perceived gender discrimination in schools of Dhamtari District.

Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
1000	172 (17.2%)	577 (57.7%)	251 (25.1%)	276.53	Significant at both level	M >H>L

Graph No-4.1.2
Girl students who perceived gender discrimination in schools of Dhamtari District



Explanation-

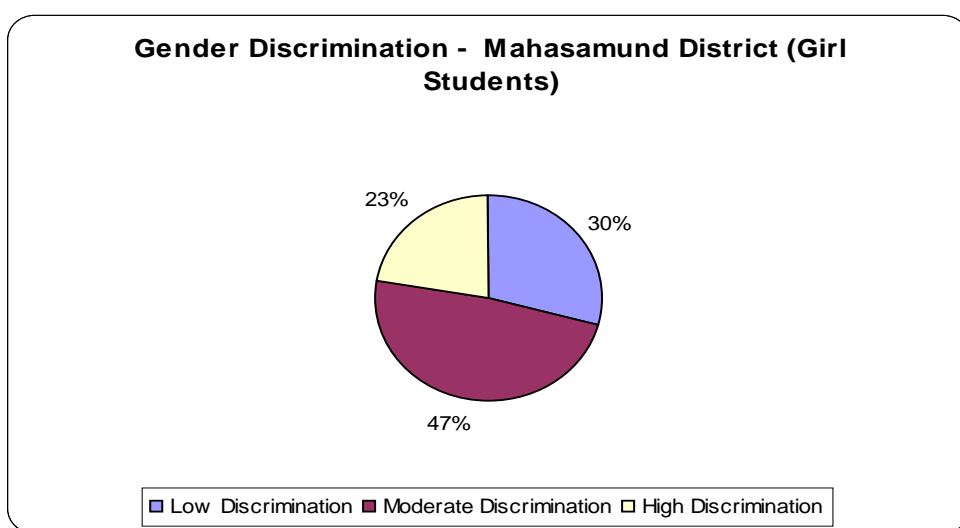
For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of chi square is 276.53 which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories (i.e. low, moderate and high) of girl students. 57.7% girls perceived moderate, 25.1% girls perceived high and 17.2% girls perceived low gender discrimination in schools of **Dhamtari District**.

Observation -It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.1.3
Number / Percentage of girl students who perceived gender discrimination
in schools of Mahasamund District.

Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
1000	295 (29.5%)	479 (47.9%)	226 (22.6%)	102.6	Significant at both level	M > L > H

Graph No-4.1.3
Girl students who perceived gender discrimination in schools of
Mahasamund District



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square is 102.6 which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories (i.e low, moderate and high) of girl students. 47.9% girls perceived moderate, 29.1% girls perceived low and 29.5% girls perceived high gender discrimination in schools of Mahasamund District.

Observation -It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender

discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.1.4
Different areas where Girl Students Perceived Gender discrimination-

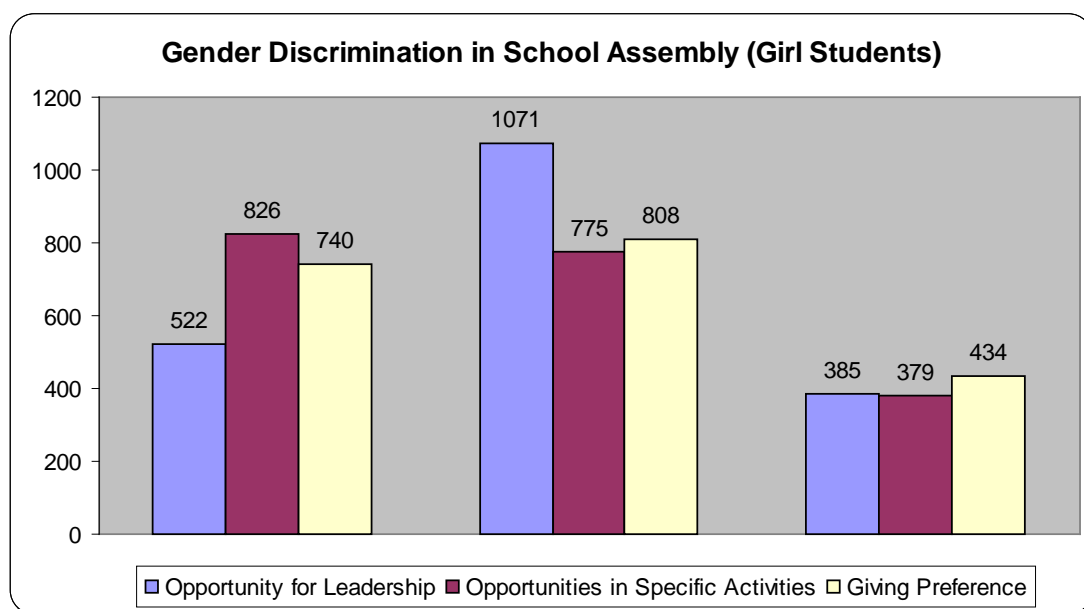
S.N.	Area	Sub area	Question No.
1	Assembly	Providing opportunity for leadership	03
		Providing opportunity in specific activities	23
		Giving preference	11
2	Class Room	Providing leadership	14
		Giving importance in group wise work distribution	16
		Giving Punishment for breaking rules	33
		Appreciation while answering questions	24
3	Peer group attitude	Attitude of peer	04
4	Teacher's attitude/ Behaviour	Towards complaints	01
		Towards favouritism	02
		Towards giving punishment while answering questions	07
		Towards appreciation	08
		Towards encouragement	09
		Towards defaming	12
		Towards defaming while talking with one another	19
		While interacting with girls	15
		While asking questions	31
		To do the household works of school authorities	37
5	School activities	Discrimination while assigning tasks	17
		Providing opportunity for leadership	20
		Giving preference in activities	34
		Giving punishment for breaking rules	35
6	Health and Hygiene	Personal cleanliness	05
		Cleanliness of toilets	36
7	Games	Providing opportunity for leader ship	06
		Giving permission for participation	13
		Restricting to play the games played by boys	18
		Providing opportunity for participation	21
		Encouragement and opportunity	32
		Discrimination while rewarding	25
		Scolding while breaking discipline	27
		Hooting while making mistakes	28
8	Mid day meal	Stereo type attitude for providing work	22
		Stereo type attitude for Cleaning of floor before and after MDM	26
		Preference while providing MDM	30
9	Cultural activities	Providing leadership	29
		Discrimination while giving roles	38
10	Girls views	Opinion	39
		Experience	40
		Desire	41

Explanation- Question wise analysis of themes conceived through sub areas are give in table no. 4.1.5 to 4.1.14 .

**Table No-4.1.5
Number / Percentage of girl students who perceived gender discrimination
in School Assembly**

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
3	Providing opportunity for leadership	1978	522 (26.4%)	1071 (54.14%)	385 (19.37%)	399.77	Significant at both level	M>L >H
23	Providing opportunity in specific activities	1980	826 (41.71%)	775 (39.14%)	379 (19.14%)	181.41	Significant at both level	L>M >H
11	Giving preference	1982	740 (37.33)	808 (40.76%)	434 (21.89%)	120.13	Significant at both level	M>L >H

**Graph No-4.1.5
Girl students who perceived gender discrimination in School Assembly**



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of School **Assembly** is as follows

Providing

- **opportunity for leadership** is **399.77** which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students'. 54.14 % girls perceived moderate, **26.4%** girls perceived low and 19.37% girls perceived high gender discrimination in schools.

Observation -It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Providing opportunity in specific activities** is **181.41** which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate, and high of girl students' **41.71%** girls perceived low, **39.14%** girls perceived moderate and **19.14%** girls perceived high gender discrimination in schools.

Observation –It is observed that, more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

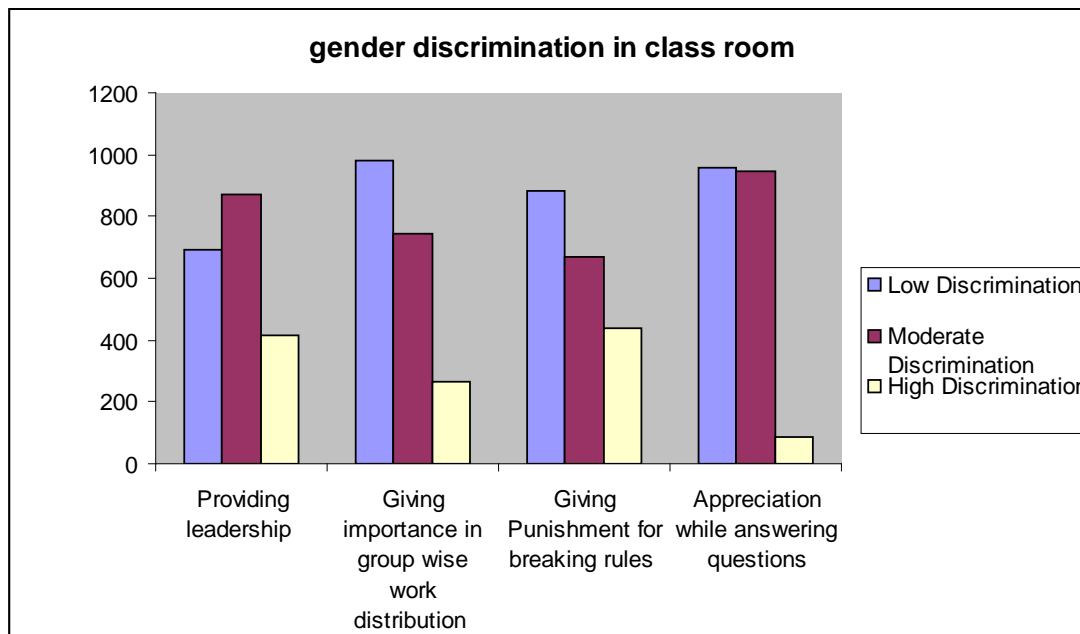
- **Giving preference** is **120.13** which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students **40.76%%** girls perceived moderate, **37.33%** girls perceived low and 21.89% girls perceived high gender discrimination in schools.

Observation – It is observed that, more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.1.6
Number / Percentage of girl students who perceived gender discrimination in Class room –

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
14	Providing leadership	1976	692(35.02 %)	870(44.02%)	414 (20.95%)	160.36	Significant at both level	M>L >H
16	Giving importance in group wise work distribution	1989	981(49.32%)	742(37.30%)	266 (13.37%)	399.65	Significant at both level	L>M >H
24	Giving Punishment for breaking rules	1987	880 (44.28 %)	667 (33.56%)	440(22.14 %)	146.19	Significant at both level	L > M >H
33	Appreciation while answering questions	1990	955(47.98%)	947(47.58%)	88(4.42%)	165.17	Significant at both level	L > M >H

Graph No-4.1.6
Girl students who perceived gender discrimination in Class room



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Class room** is as follows -

- **Providing opportunity for leadership** is **160.36**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students' **44.02%** girls perceived moderate, **35.02 %** girls perceived low and **20.95%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Giving importance in group wise work distribution** is **399.65**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate, and high of girl students' **49.32%** girls perceived low, **37.30%** girls perceived moderate and **13.37%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Giving Punishment for breaking rules** is **146.19**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate, and high of girl students' **44.28 %** girls perceived low, **33.56%** girls perceived moderate and **22.14 %** girls perceived high gender discrimination in schools.

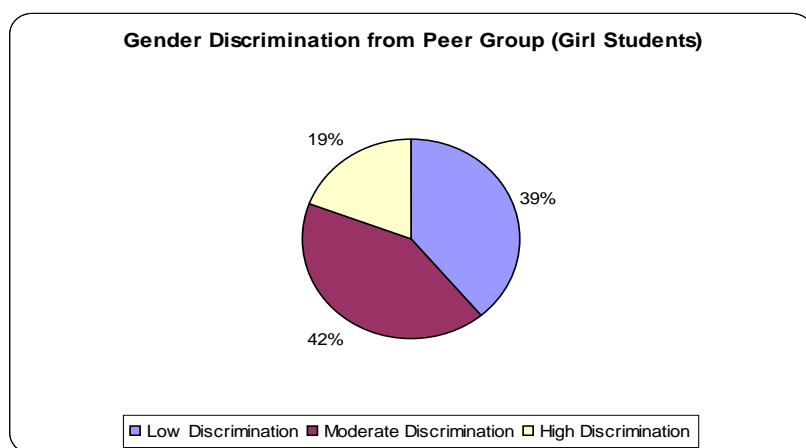
Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Appreciation while answering questions** is **165.17**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students **47.98%** girls perceived low, **47.58%** girls perceived moderate and **4.42%** girls perceived high gender discrimination in schools.
- **Observation** –It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.1.7
Number / Percentage of girl students who perceived gender discrimination from peer group –

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
04	Attitude of peer	1984	770(38.81%)	834 (42.03%)	380 (19.15%)	182.61	Significant at both level	M > L > H

Graph No-4.1.7
Girl students who perceived gender discrimination from peer group



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **peer group** is as follows -

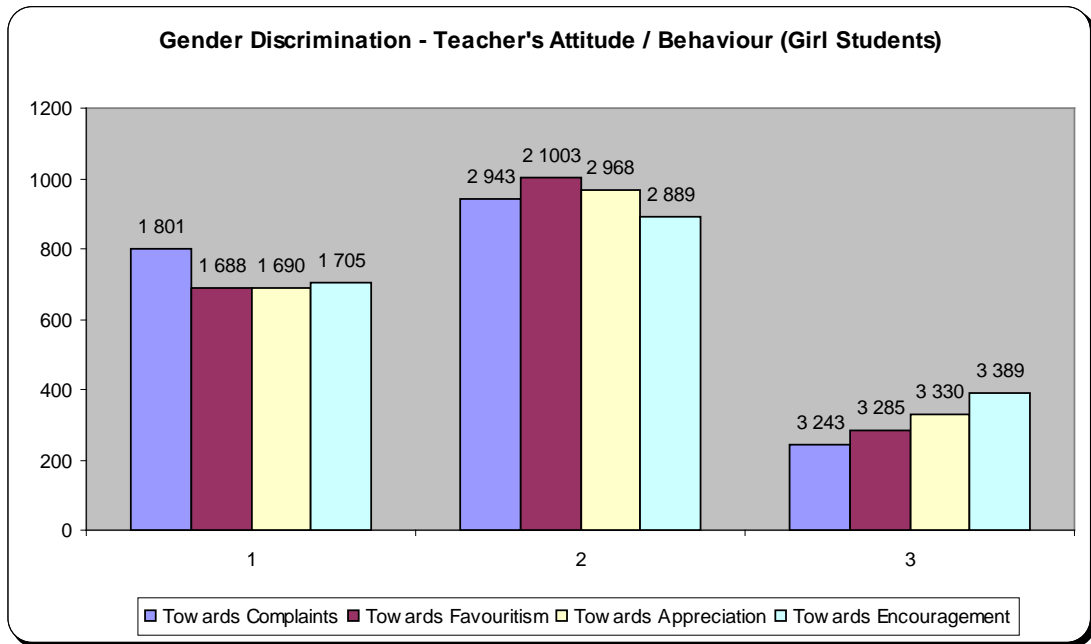
- **Attitude of peer is 182.61**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students' **42.03%** girls perceived moderate, **38.81 %** girls perceived low and **19.15%** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

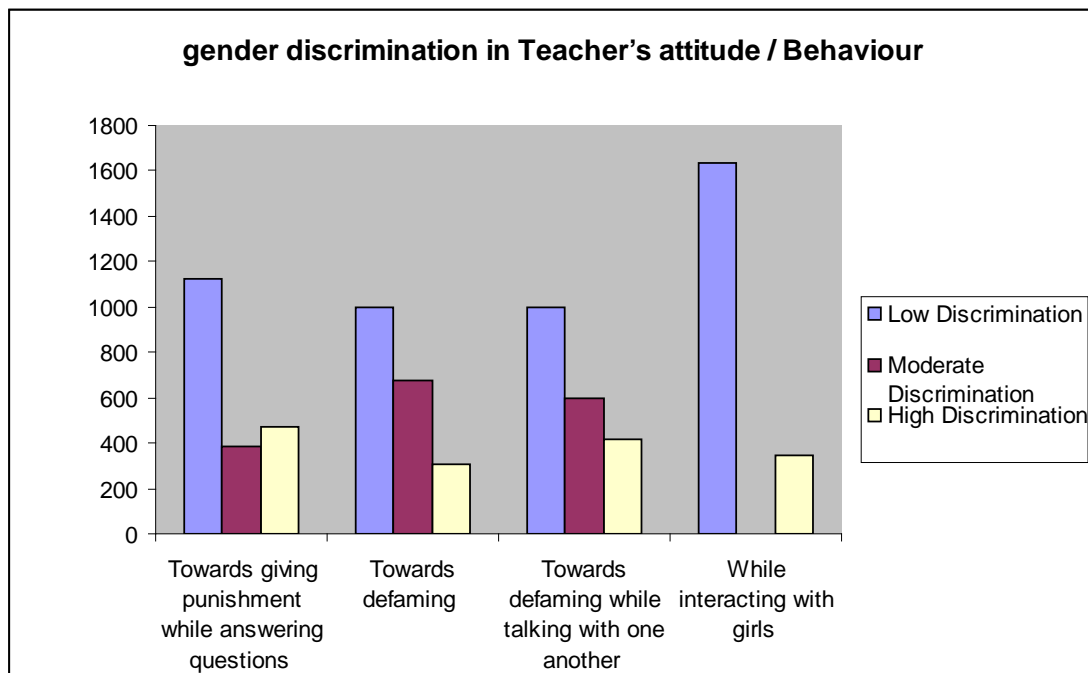
Table No-4.1.8
Number / Percentage of girl students who Perceived gender discrimination by
Teacher's attitude / Behaviour –

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
01	Towards complaints	1987	801 (40.31%)	943(47.45%)	243(12.22%)	418.53	Significant at both level	M > L > H
02	Towards favouritism	1976	688 (34.81%)	1003 (50.75%)	285 (14.42%)	393.29	Significant at both level	M > L > H
07	Towards giving punishment while answering questions	1982	1122 (56.60%)	388(19.57%)	472 (23.81%)	488.40	Significant at both level	L > H > M
08	Towards appreciation	1988	690(34.70%)	968(48.69%)	330 (16.59%)	308.81	Significant at both level	M > L > H
09	Towards encouragement	1983	705(35.55%)	889(44.83%)	389 (19.61%)	193.49	Significant at both level	M > L > H
12	Towards defaming	1981	996(50.27%)	679(34.27%)	306 (15.44%)	361.28	Significant at both level	L > M > H
19	Towards defaming while talking with one another	1986	966(48.64%)	601(30.26%)	419 (21.09%)	234.41	Significant at both level	L > M > H
15	While interacting with girls	1986	1638 (82.47%)	-	348 (17.52%)	837.9	Significant at both level	L > H
31	While asking questions	1990	1568 (78.79%)	-	422 (21.20%)	659.95	Significant at both level	L > H
37	To do the household works of school authorities	1995	1755 (87.96%)	-	240 (12.03%)	1150.4	Significant at both level	L > H
10	Towards discrimination while giving punishment	1990	1543 (77.53%)	-	447(22.46%)	603.6	Significant at both level	L > H

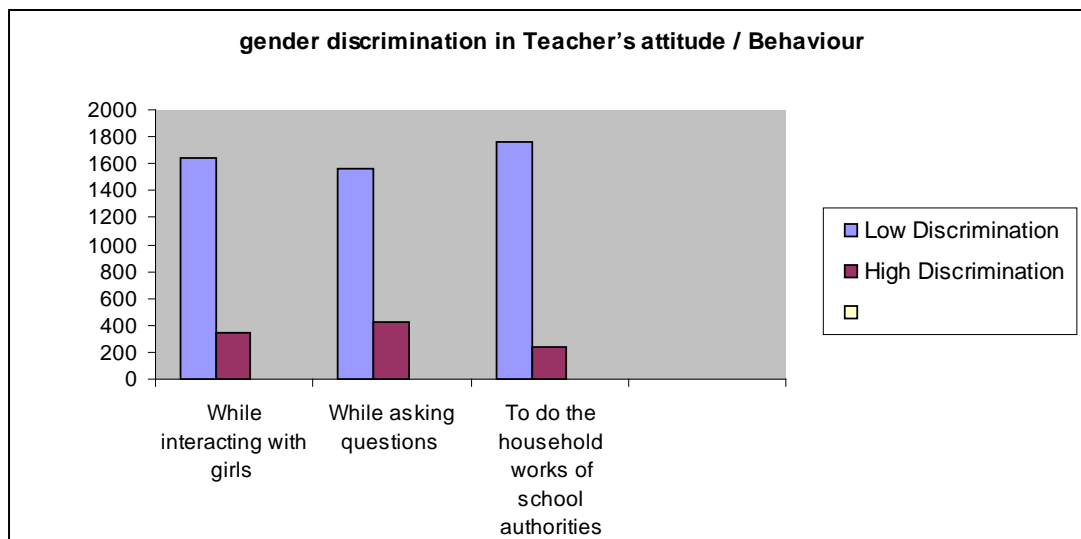
Graph No-4.1.8-A
Girl students who Perceived gender discrimination by Teacher's attitude / Behaviour



Graph No-4.1.8-B
Girl students who Perceived gender discrimination by Teacher's attitude / Behaviour



Graph No-4.1.8-C
Girl students who Perceived gender discrimination by Teacher's attitude / Behaviour



Explanation - For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Teacher's attitude / Behaviour** is as follows -

- **Towards complaints** is **418.53**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students'. **47.45%** girls perceived moderate, **40.31 %** girls perceived low and **12.22%** girls perceived high gender discrimination in schools.
- **Observation** – it is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.
- **Towards favouritism** is **393.29**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students' **50.75%** girls perceived moderate, **34.8 %** girls perceived low and **14.42 %** girls perceived high gender discrimination in schools.

- **Observation** –It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.
- **Towards giving punishment while answering questions** is **488.4**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **56.60 %** girls perceived low, **23.81%** girls perceived high and **19.57%** girls perceived moderate gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of girl students perceived moderate gender discrimination.

- **Towards appreciation** is **308.81**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **48.69%** girls perceived moderate low, **34.70%** girls perceived low and **16.59 %** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Towards encouragement** is **193.49**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **44.83 %** girls perceived moderate low, **35.55 %** girls perceived low and **19.61%** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Towards defaming** is **361.28**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **50.27%** girls perceived low, **34.27%** girls perceived moderate and **15.44 %** girls perceived high gender discrimination in schools.

- **Observation** –It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Towards defaming while talking with one another** is **234.41**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **48.64%** girls perceived low, **30.26%** girls perceived moderate and **21.09%** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **While interacting with girls** is **837.9**, which is greater than the Table value. Hence there is significant difference between the perceived gender discrimination of two categories low and high of girl students. **82.47%** girls perceived low and **17.52%** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived low gender discrimination in comparison to high gender discrimination.

- **While asking questions is 659.95**, which is greater than the Table value. Hence there is significant difference between the perceived gender discrimination of two categories low and high of girl students. **78.79%** girls perceive low, **21.20 %** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived low gender discrimination in comparison to high gender discrimination.

- **To do the household works of school authorities is 1150.4**, which is greater than the Table value. Hence there is significant difference between the perceived gender discrimination of two categories low and high of girl students. **87.96%** girls perceive low, **12.03 %** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived low gender discrimination in comparison to high gender discrimination.

- **Towards discrimination while giving punishment is 603.6**, which is greater than the Table value. Hence there is significant difference between the perceived gender discrimination of two categories low and high of girl students. **77.53%** girls perceive low, **22.46%** girls perceived high gender discrimination in schools.

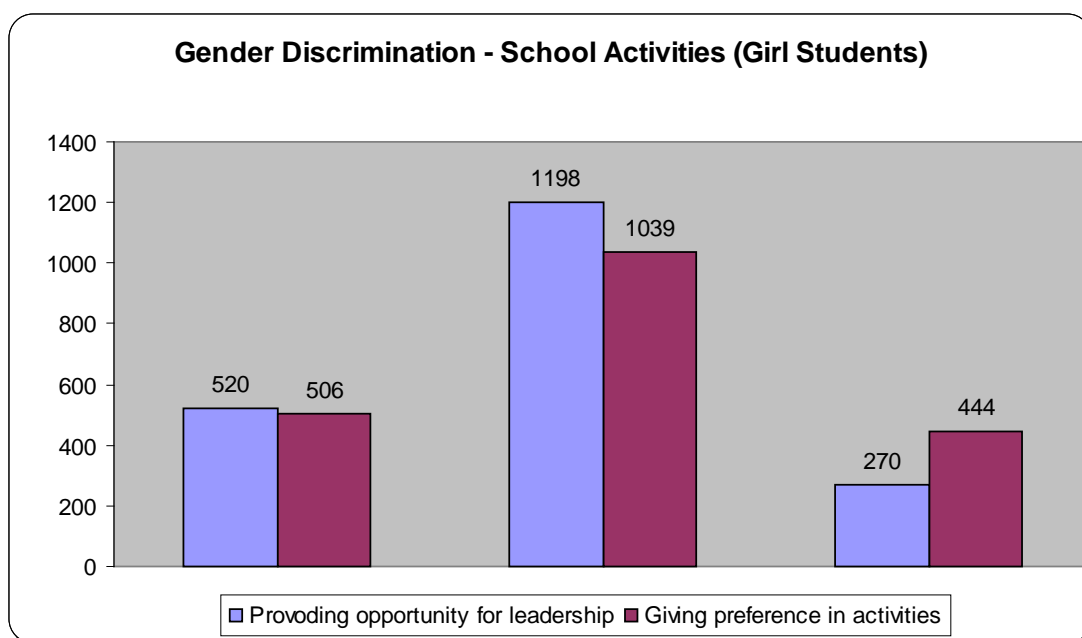
Observation –It is observed that more percentage of girl students perceived low gender discrimination in comparison to high gender discrimination.

Table No-4.1.9
Number / Percentage of girl students who perceived gender discrimination
in School Activities –

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
17	Discrimination while assigning tasks	1995	1406 (70.47%)	223 (11.17%)	366 (18.34%)	1253.89	Significant at both level	L > H > M
20	Providing opportunity for leadership	1988	520 (26.15%)	1198 (60.26%)	270 (13.58%)	695.8	Significant at both level	M > L > H
34	Giving preference in activities	1989	506 (25.43%)	1039 (52.23%)	444 (22.34%)	322	Significant at both level	M > L > H
35	Giving punishment for breaking rules	1987	1073 (54%)	452 (22.74%)	462 (23.25%)	381.9	Significant at both level	L > H > M

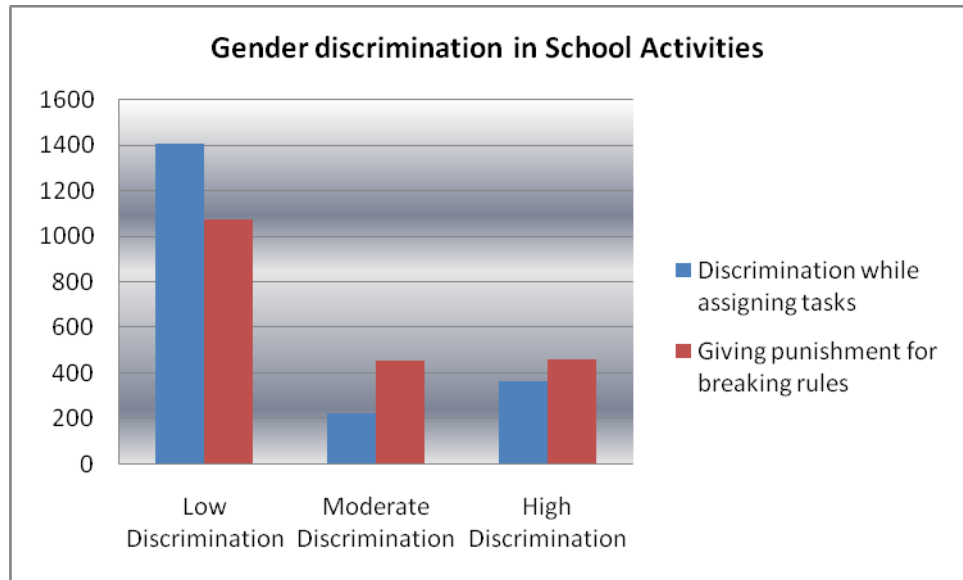
Graph No-4.1.9-A

Girl students who perceived gender discrimination in School Activities



Graph No-4.1.9-B

Girl students who perceived gender discrimination in School Activities



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **School Activities** is as follows -

- **Discrimination while assigning tasks** is **1253.89**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students **70.47%** girls perceived low, **18.34%** girls moderate and **11.17%** girls perceived high perceived gender discrimination in schools.

Observation -It is observed that more percentage of girl students perceived low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of girl students perceived moderate gender discrimination.

- **Providing opportunity for leadership** is **695.8**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students' **60.26%** girls perceived moderate, **26.15%** girls perceived low and **13.58%** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Giving preference in activities** is **322**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **52.23 %** girls perceived moderate, **25.43%** girls perceived low and **22.34%** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

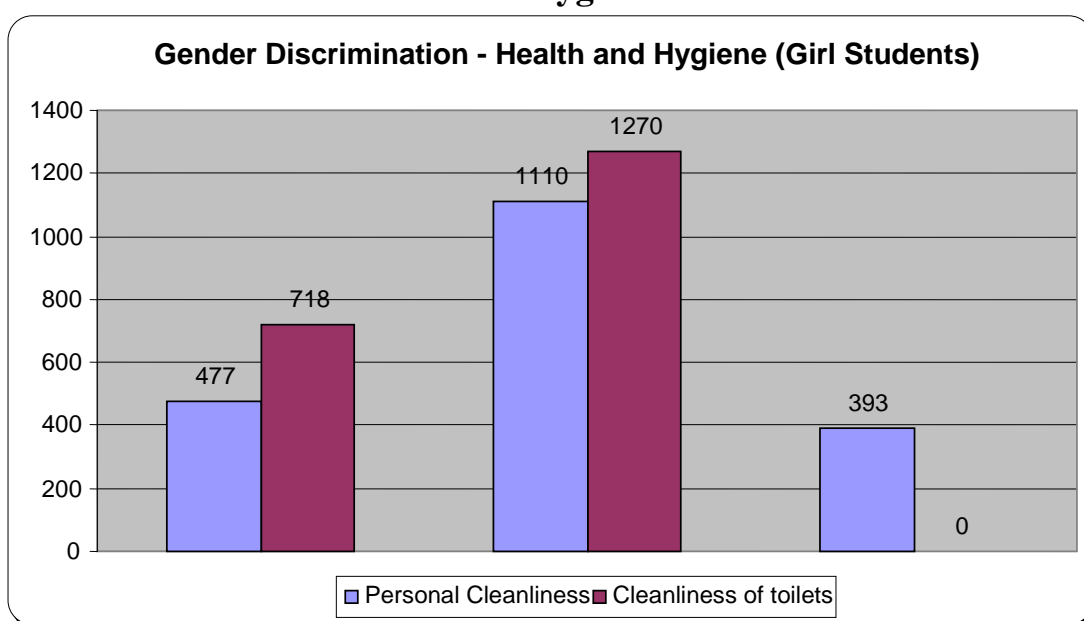
- **Giving punishment for breaking rules** is **381.9**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **54%** girls perceived low, **23.25%** girls perceived high and **22.74%** girls perceived moderate gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of girl students perceived moderate gender discrimination.

Table No-4.1.10
Number / Percentage of girl students who Perceived gender discrimination
in the area of Health and Hygiene

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
05	Personal cleanliness	1980	477 (24.09%)	1110 (56.06%)	393 (19.84%)	465.5	Significant at both level	M > L > H
36	Cleanliness of toilets	1988	718 (36.11%)	1270 (63.88%)	-	153.27	Significant at both level	M > L

Graph No-4.1.10
Girl students who Perceived gender discrimination in the area of Health and Hygiene



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Health and Hygiene** is as follows -

- **Personal cleanliness is 465.5**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate, and high of girl students **56.06%** girls perceived moderate **24.09%** girls perceived low and **19.84%** girls perceived high gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

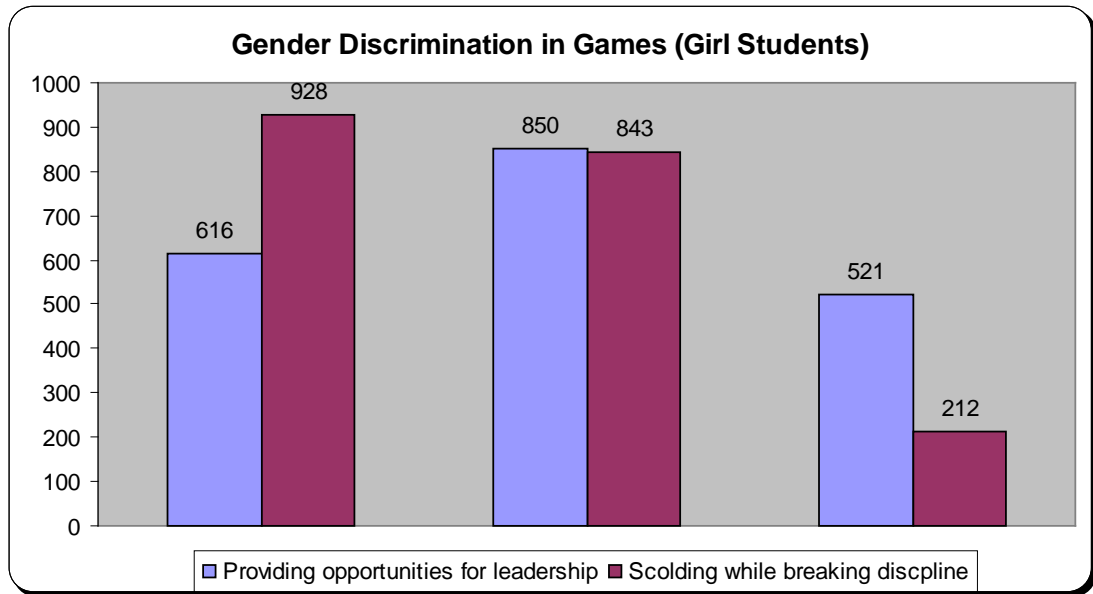
- **Cleanliness of toilets is 153.27**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate, and high of girl students' **63.88%** girls perceived moderate and **36.11%** girls perceived low gender discrimination in schools.

Observation –It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low gender discrimination.

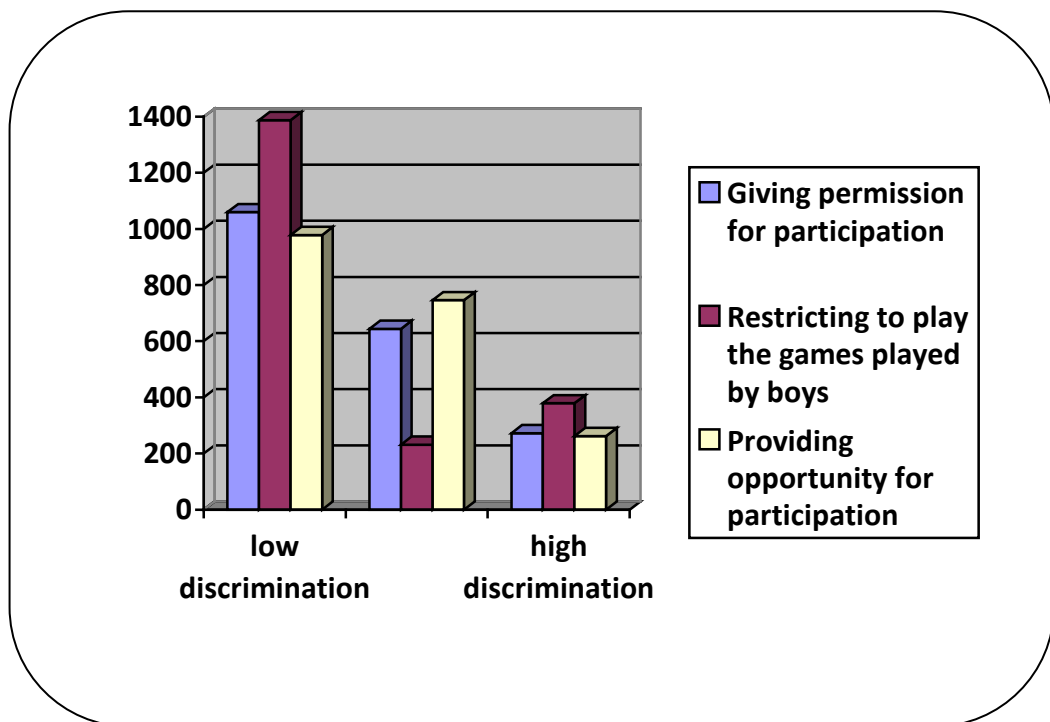
Table No-4.1.11
Number / Percentage of girl students who Perceived gender discrimination in the Area of Games

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
06	Providing opportunity for leadership	1987	616 (31%)	850 (42.77%)	521 (26.22%)	86.57	Significant at both level	M > L > H
13	Giving permission for participation	1976	1060 (53.64%)	644 (32.59%)	272 (13.76%)	471.85	Significant at both level	L > M > H
18	Restricting to play the games played by boys	1998	1388 (69.46%)	231 (11.56%)	379 (18.96%)	1190.4 9	Significant at both level	L > H > M
21	Providing opportunity for participation	1986	978 (49.24%)	746 (37.56%)	262 (13.19%)	403.17	Significant at both level	L > M > H
32	Encouragement and opportunity	1994	960 (48.14%)	783 (39.16%)	251 (12.58%)	179.74	Significant at both level	L > M > H
25	Discrimination while rewarding	1984	1482 (74.69%)	152 (07.66%)	350 (17.64%)	1383.0 8	Significant at both level	L > H > M
27	Scolding while breaking discipline	1996	913 (45.74%)	7940 (47.09%)	143 (07.16%)	615.64	Significant at both level	M > L > H
28	Hooting while making mistakes	1983	928 (46.79%)	843 (42.51%)	212 (10.69%)	462.95	Significant at both level	L > M > H

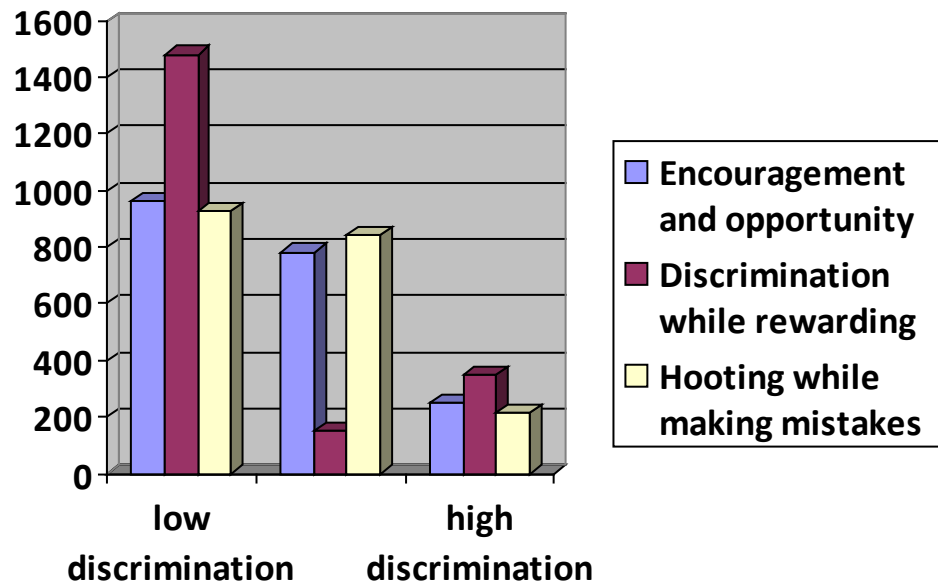
Graph No-4.1.11-A
Girl students who Perceived gender discrimination in the Area of Games



Graph No-4.1.11-B
Girl students who Perceived gender discrimination in the Area of Games



Graph No-4.1.11-C
Girl students who Perceived gender discrimination in the Area of Games



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Games** is as follows -

- **Providing opportunity for leader ship is 86.57**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students **42.77%** girls perceived moderate **31%** girls perceived low and **26.22%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Giving permission for participation is 471.85**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl

students. **53.64%** girls perceived low, **32.59%** girls perceived moderate and **13.76%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Restricting to play the games played by boys is 1190.49**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **69.46%** girls perceived low , **18.96%** girls perceived high and **11.56%** girls perceived moderate gender discrimination in schools

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of girl students perceived moderate gender discrimination.

- **Providing opportunity for participation is 403.17**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **49.24%** girls perceived low, **37.56%** girls perceived moderate and **13.19%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Encouragement and opportunity is 179.74**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **48.14%** girls perceived low, **39.16%** girls perceived moderate and **12.58%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Discrimination while rewarding is 1383.08**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **74.69%** girls perceived low, **17.64%** girls perceived high and **07.66%** girls perceived moderate gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of girl students perceived moderate gender discrimination.

- **Scolding while breaking discipline is 615.64**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **47.09%** girls perceived moderate, **45.74%** girls perceived low and **07.16%** girls perceived high gender discrimination in schools

Observation – It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

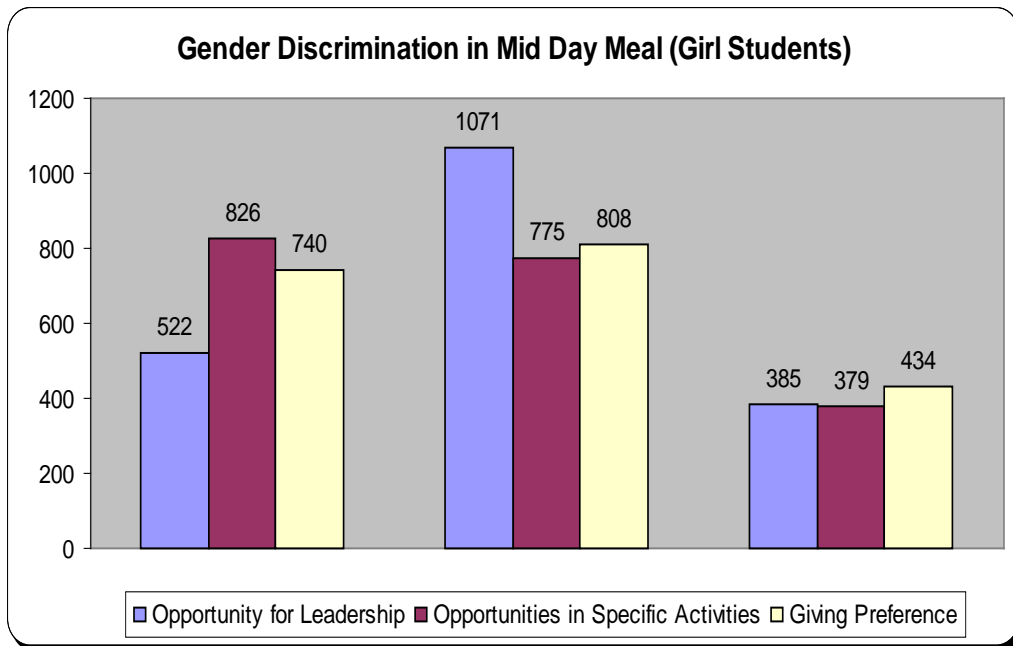
- **Hooting while making mistakes discipline is 462.95**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **46.79%** girls' perceived moderate, **42.51%** girls perceived low and **10.69%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.1.12
Number / Percentage of girl students who perceived gender discrimination in area of Midday meal

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
22	Stereo type attitude for providing work	1990	980 (49.24%)	569 (28.59%)	441 (22.16%)	239.1	Significant at both level	L > M > H
26	Stereo type attitude for Cleaning of floor before and after MDM	1988	1263 (63.53%)	438 (22.03%)	287 (14.43%)	832.98	Significant at both level	L > M > H
30	Preferences while providing MDM	1982	1155 (58.27%)	533 (26.89%)	294 (14.83%)	598.03	Significant at both level	L > M > H

Graph No-4.1.12
Girl students who Perceived gender discrimination in the Area of Games



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Mid day meal** is as follows -

- **Stereo type attitude for providing work is 239.1**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **49.24%** girls perceived low, **28.59%** girls perceived moderate and **22.16%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Stereo type attitude for Cleaning of floor before and after MDM is 832.98**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **63.53%**

girls perceived low, **22.03%** girls perceived moderate and **14.43%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Preferences while providing MDM is 598.03**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **58.27%** girls perceived low, **26.89%** girls perceived moderate and **14.83%** girls perceived high gender discrimination in schools.

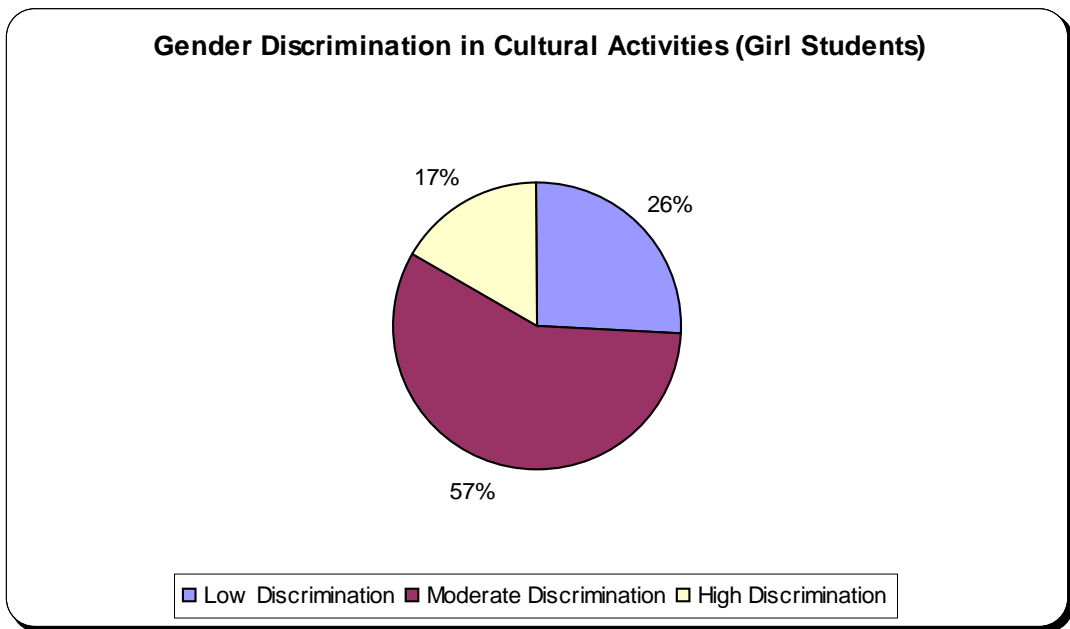
Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.1.13

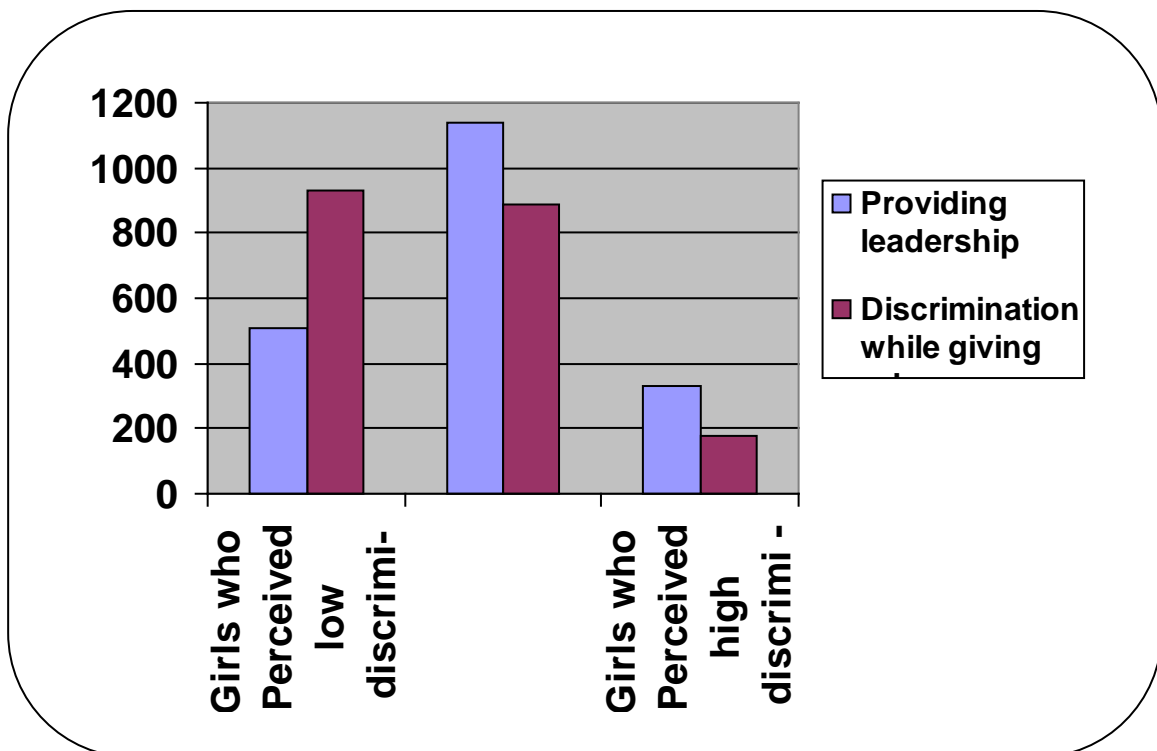
Number / Percentage of girl students who perceived gender discrimination in the area of Cultural activities

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
29	Providing leadership	1983	511 (25.76%)	1141 (57.53%)	331 (16.69%)	547.3 4	Significant at both level	M > L > H
38	Discrimination while giving roles	1992	928 (46.58%)	887 (44.52%)	177 (08.88%)	537.0 4	Significant at both level	L > M > H

Graph No-4.1.13-A



Graph No-4.1.13-B



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Cultural activities** is as follows -

- **Providing leadership** is **547.34**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **57.53%** girls' perceived moderate, **25.76%** girls perceived low and **16.69%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

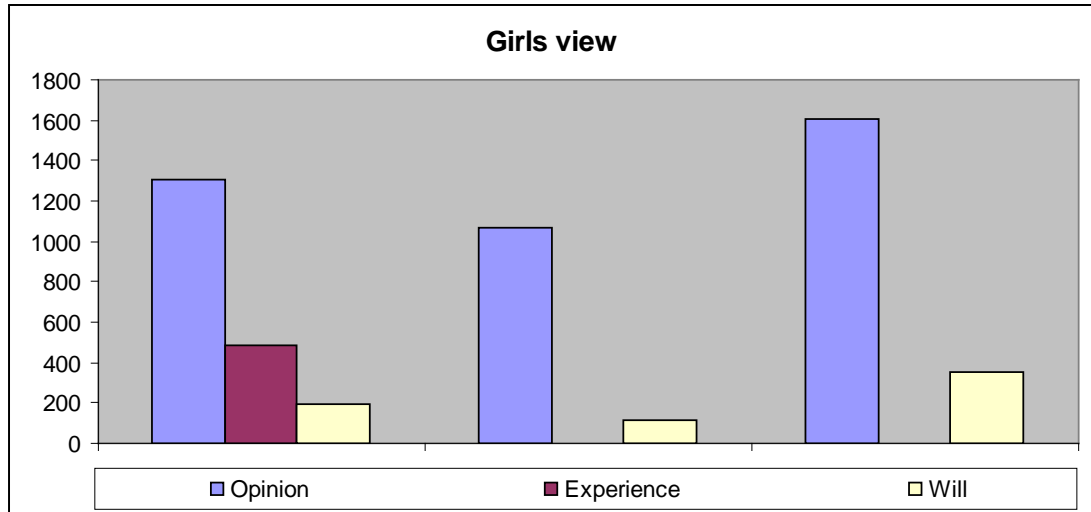
- **Discrimination while giving roles** is **537.04**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **46.58%** girls' perceived moderate, **44.52%** girls perceived low and **08.88%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.1.14
Girls views

Q. No	Sub area	Total No. of Girls	Girls who Perceived low discrimination	Girls who Perceived Moderate discrimination	Girls who Perceived high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
39	Opinion	1990	1309 (65.77%)	489(24.57 %)	192 (09.64%)	1008.94	Significant at both level	L > M > H
40	Experience	1176	1063 (90.39%)	-	113 (09.60%)	1124.5	Significant at both level	L > H
41	Will	1964	1607 (81.82%)	-	357 (18.17%)	795.57	Significant at both level	L > H

Graph No-4.1.14



Explanation- For significance at 2 degree of freedom, table value of Chi square at 0.05 and 0.01 level of reliability is 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Girls views** is as follows -

- **Opinion** is **1008.94**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of three categories low, moderate and high of girl students. **65.77%** girls perceived low, **24.57%** girls perceived moderate and **09.64%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

- **Experience** is **1124.5**, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of two categories low and high of girl students. **90.39%** girls perceived low and **09.64%** girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to high gender discrimination.

- Will is 795.57, which is greater than the Table value. Hence there is significant difference among the perceived gender discrimination of two categories low and high of girl students. 81.82% girls perceived low and 18.17% girls perceived high gender discrimination in schools.

Observation – It is observed that more percentage of girl students perceived low gender discrimination in comparison to high gender discrimination..

Problem – 2

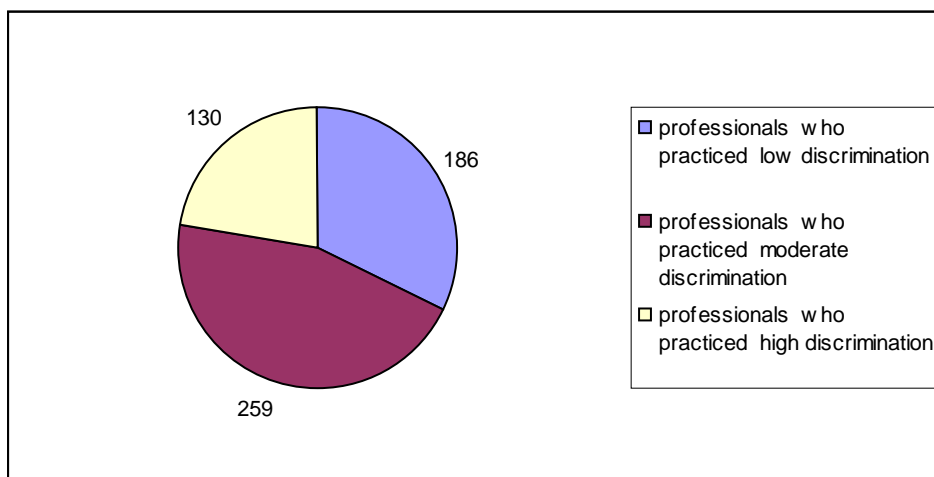
The second problem of the research is to study the status of gender discrimination practiced by professionals in Schools.

**Table No-4.2.1
Number / Percentage of professionals who Practiced Gender discrimination in Schools**

Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	value	Value of Significance at 0.05 level= 5.99 and at 0.01 level =9.21 at 2df	Remark
575	186 (32.3%)	259 (45.2%)	130 (22.5%)	44.36	Significant at both level	M > L > H

Graph No-4.2.1

professionals who Practiced Gender discrimination in Schools



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square is 44.36, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **45.2%** professionals practiced moderate, **32.3%** professionals practiced low and **22.5%** professionals practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

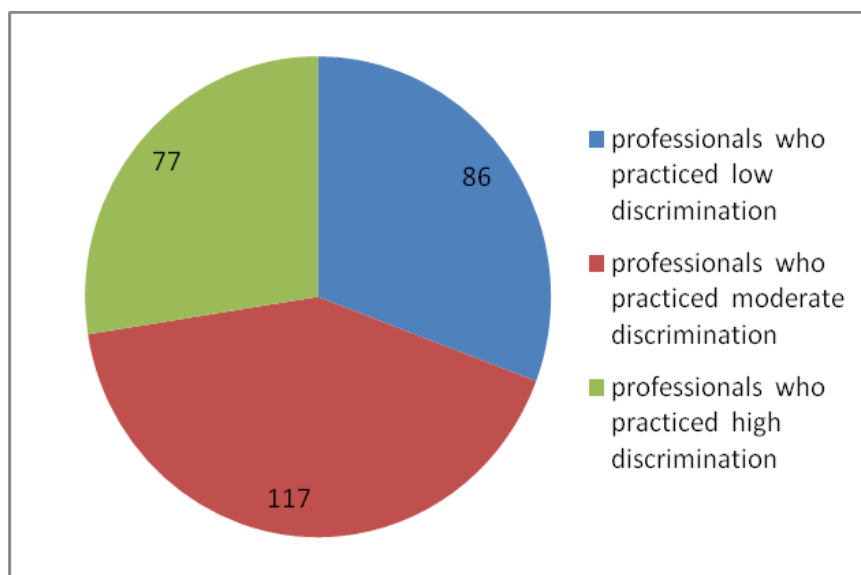
Table No-4.2.2

Number / Percentage of professionals who practiced Gender discrimination in Schools of Dhamtari District.

Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
280	86 (30.7%)	117 (41.7%)	77 (27.6%)	9.42	Significant at both level	M > L > H

Graph No-4.2.2

professionals who practiced Gender discrimination in Schools of Dhamtari District.



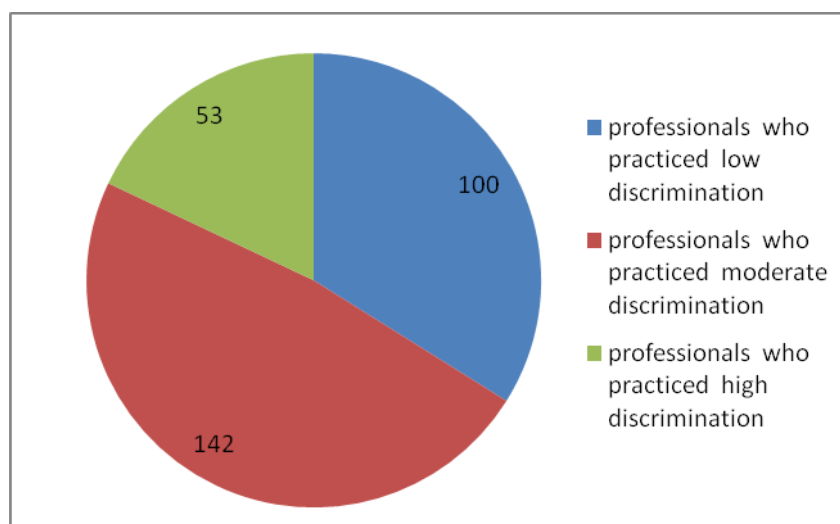
Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square is 09.42, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **41.7%** professionals practiced moderate, **30.7%** professionals practiced low and **27.6%** professionals practiced high gender discrimination in schools of **Dhamtari District**.

Observation – It is observed that more percentage of professionals practiced moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

Table No-4.2.3
Number / Percentage of professionals who practiced Gender discrimination in Schools of Mahasamund District.

Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
295	100 (33.8%)	142 (48.1%)	53 (18.1%)	40.3	Significant at both level	M > L > H

Graph No-4.2.3
professionals who practiced Gender discrimination in Schools of Mahasamund District.



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square is 40.3, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **48.1%** professionals practiced moderate, **33.8%** professionals practiced low and **18.1%** professionals practiced high gender discrimination in schools of **Mahasamund District.**

Observation – It is observed that more percentage of professionals practiced moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

Table No-4.2.4
Different areas of Gender discrimination Practiced by professionals in Schools

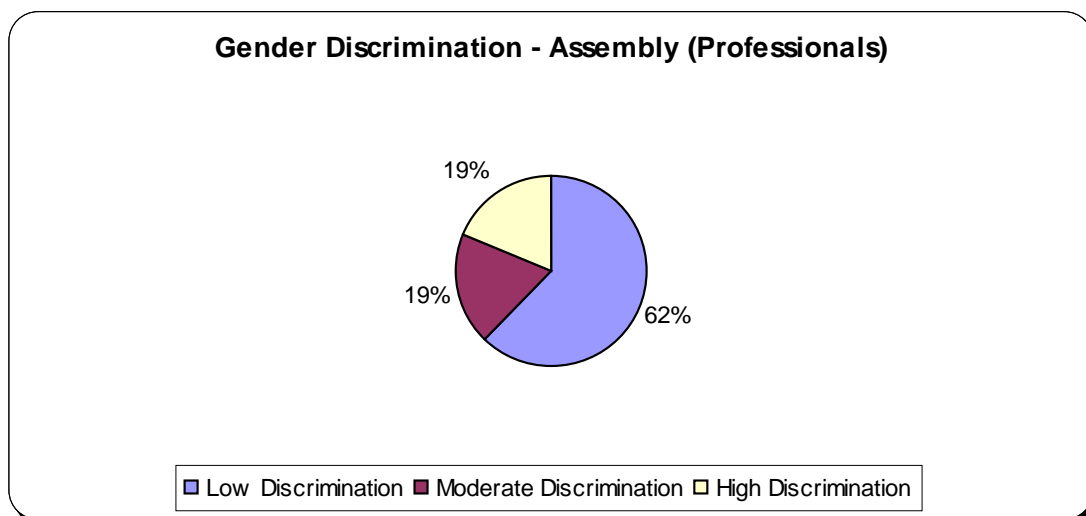
S.N.	Area	Sub area	Question No.
1	Assembly	About leadership quality	01
2	Class room	About classroom situation	04
3	Teacher's attitude	About answering of questions	02
		About making discipline in class	03
		About character	05
4	Mid day meal	About distribution of MDM	17
5	Health and Hygiene	About personal cleanliness	07
6	Teacher's opinion	About stereo type works	06
		About more counselling to girls	09
		About importance/significance of education of boys and girls	20
		About discrimination/equality between boys and girls	21
		About performing important works	08
7	Cultural activities	Opportunity/Preferences	16
8	School	About motivation/ encouragement	13
		About distribution of works	18
		About leadership	19
9	Games	About giving opportunity	10
		About giving motivation	11
		About leadership while organising games	12
		About making /maintaining discipline	14
		About discouragement	15
10	Teacher's views	Experience	22
		Suggestions	23

Explanation- Question wise analysis of themes conceived through sub areas are give in table no. 4.2.5 to 4.2.14

Table No-4.2.5
Number / Percentage of professionals who practiced Gender discrimination in the area of School Assembly

Q. No.	Sub area	Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
01	About leadership quality	571	359 (62.9%)	107 (18.7%)	105 (18.4%)	365.1	Significant at both level	L>M >H

Graph No-4.2.5



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of School **Assembly** is as follows –

- **About leadership quality is 365.1**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **62.9%** professionals practiced low, **18.7%** professionals practiced moderate and **18.4%** professionals practiced high gender discrimination in schools.

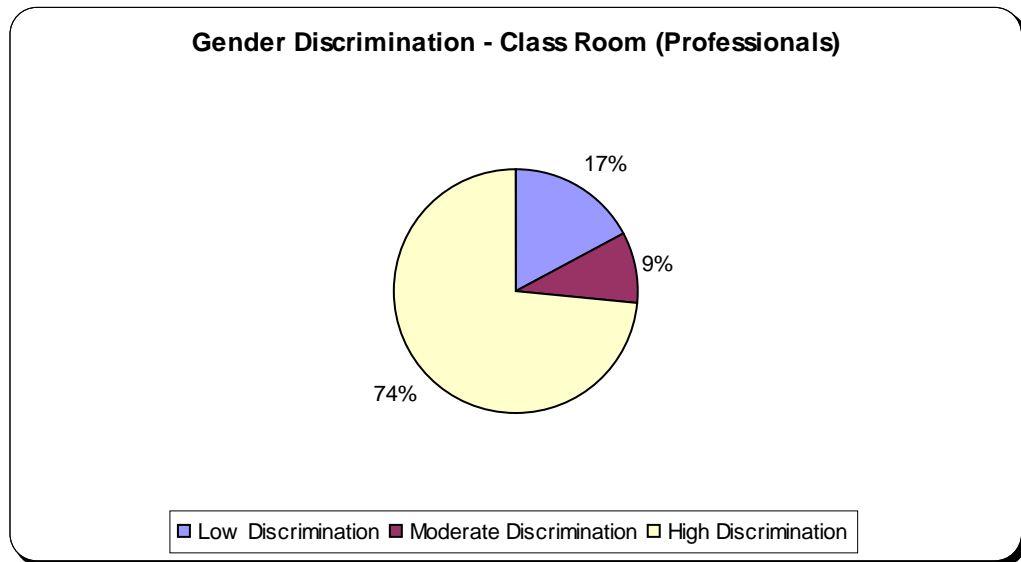
Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

Table No-4.2.6

Number / Percentage of professionals who practiced Gender discrimination in the area of Class room

Q.N.	Sub area	Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
04	About classroom situation	571	98 (17%)	54 (9%)	419 (74%)	508.18	Significant at both level	H > L > M

Graph No-4.2.6



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Class room** is as follows –

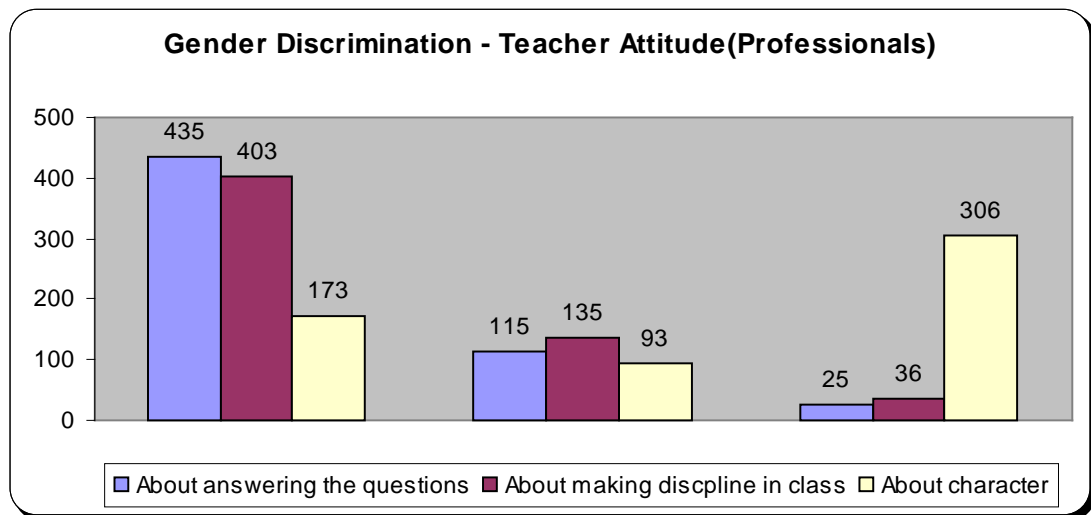
- **About classroom situation is 508.18**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **74%** professionals practiced high, **17%** professionals practiced low and **09%** professionals moderate practiced gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced high gender discrimination in comparison to low and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

Table No-4.2.7
Number / Percentage of professionals who practiced Gender discrimination in the area of Attitude/ Behaviour

Q. No .	Sub area	Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	Value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
02	About answering of questions	575	435 (76%)	115 (20%)	25 (4%)	484.48	Significant at both level	L > M > H
03	About making discipline in class	574	403 (70%)	135 (24%)	36 (6%)	376.81	Significant at both level	L > M > H
05	About character	572	173 (30%)	93 (16%)	306 (54%)	121.42	Significant at both level	H > L > M

Graph No-4.2.7



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Attitude/ Behaviour** is as follows -

- **About answering of questions is 484.48**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **76%** professionals practiced low, **20%** professionals practiced moderate and **04%** professionals' practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

- **About making discipline in class is 376.81**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **70%** professionals practiced low, **24%** professionals practiced moderate and **06%** professionals' practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

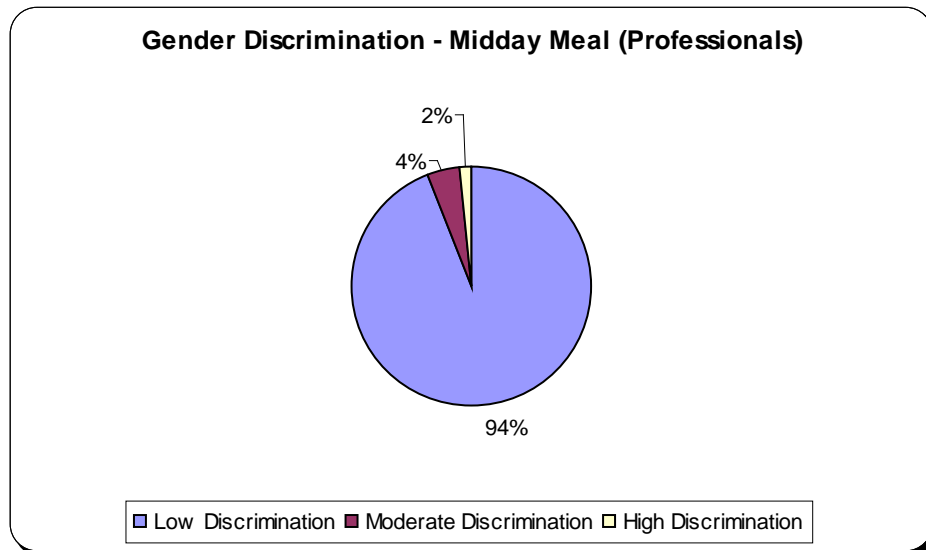
- **About character** is 121.42, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **54%** professionals practiced high, **30%** professionals practiced low and **16%** professionals' practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced high gender discrimination in comparison to low and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

Table No-4.2.8
Number / Percentage of professionals who practiced Gender discrimination in the area of Midday meal

Q. No.	Sub area	Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	Value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
17	About distribution of MDM	574	540 (94.5%)	25 (4%)	09 (1.5%)	953.73	Significant at both level	L > M > H

Graph No-4.2.8



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Midday meal** is as follows –

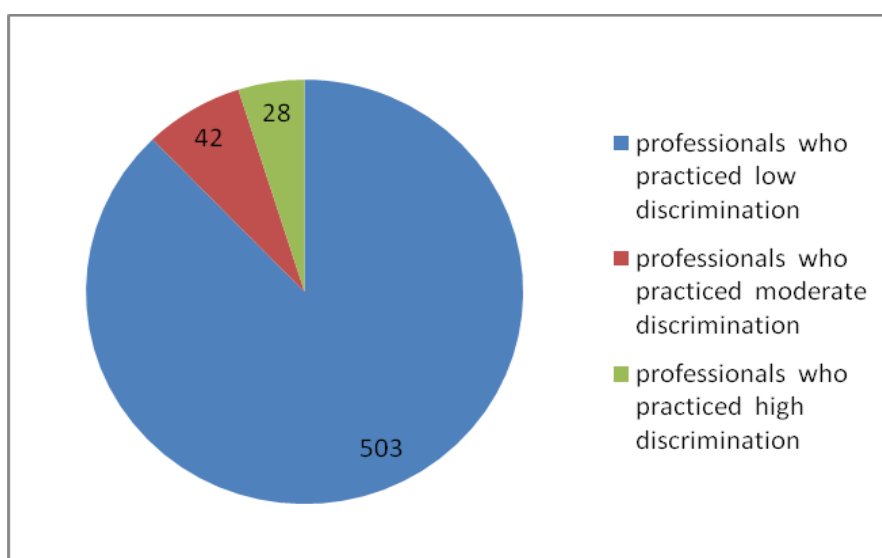
- **About distribution of Midday meal is 953.73**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **94.5%** professionals practiced low, **04%** professionals practiced moderate and **1.5%** professionals' practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

Table No-4.2.9
Number / Percentage of professionals who practiced Gender discrimination in the area of Health and Hygiene

Q. No .	Sub area	Total No. of professionals	profession als who practiced low discrimina tion	profession als who practiced moderate discrimina tion	profession als who practiced high discrimina tion	Value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df at 2df	Remark
07	About personal cleanliness	573	503 (88%)	42 (7%)	28 (5%)	764.98	Significant at both level	L > M > H

Graph No-4.2.9
professionals who practiced Gender discrimination in the area of Health and Hygiene



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Health and Hygiene** is as follows –

Calculated value of Chi square is, in the sub area of area –

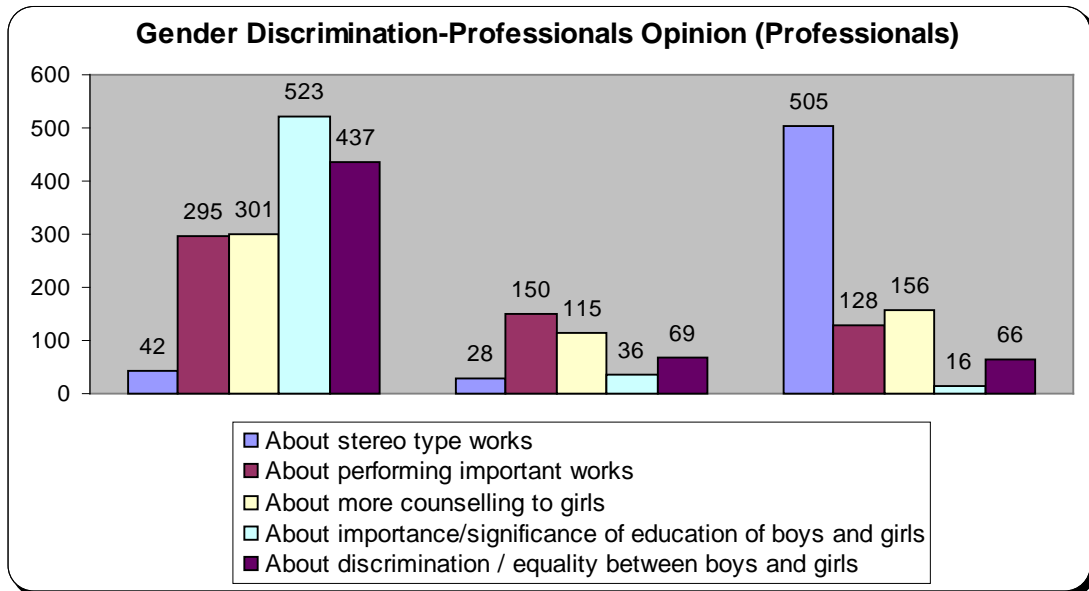
- **About personal cleanliness is 764.98**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **88 %** professionals practiced low, **07%** professionals practiced moderate and **5%** professionals' practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

Table No-4.2.10
Gender discrimination Reflected by professionals Opinion

Q. No .	Sub area	Total No. of professional	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	Value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
06	About stereo type works	575	42 (7%)	28 (5%)	505 (88%)	908.63	Significant at both level	H > L > M
08	About performing important works	573	295 (51%)	150 (26%)	128 (23%)	86.20	Significant at both level	L > M > H
09	About more counselling to girls	572	301 (53%)	115 (20%)	156 (27%)	100.17	Significant at both level	L > H > M
20	About importance /significance of education of boys and girls	575	523 (91%)	36 (6%)	16 (3%)	860.19	Significant at both level	L>M> H
21	About discrimination/equality between boys and girls	572	437 (76.4%)	69 (12.1%)	66 (11.5%)	477.41	Significant at both level	L>M> H

Graph No-4.2.10



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **professionals Opinion** is as follows -

- **About stereo type work is 908.63**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **88 %** professionals practiced high, **07%** professionals practiced moderate and **5%** professionals' practiced low gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced high gender discrimination in comparison to moderate and low gender discrimination. While minimum percentage of professionals practiced low gender discrimination.

- **About performing important works is 86.20**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **51%** professionals practiced low, **26%** professionals practiced moderate and **23%** professionals' practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

- **About more counselling to girls is 100.17**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **53%** professionals practiced low, **27%** professionals practiced high and **20%** professionals' practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

- **About importance/significance of education of boys and girls is 860.19**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **91%** professionals practiced low, **06%** professionals practiced moderate and **03%** professionals' practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

- **About discrimination/equality between boys and girls is 477.41**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **76.4%** professionals practiced

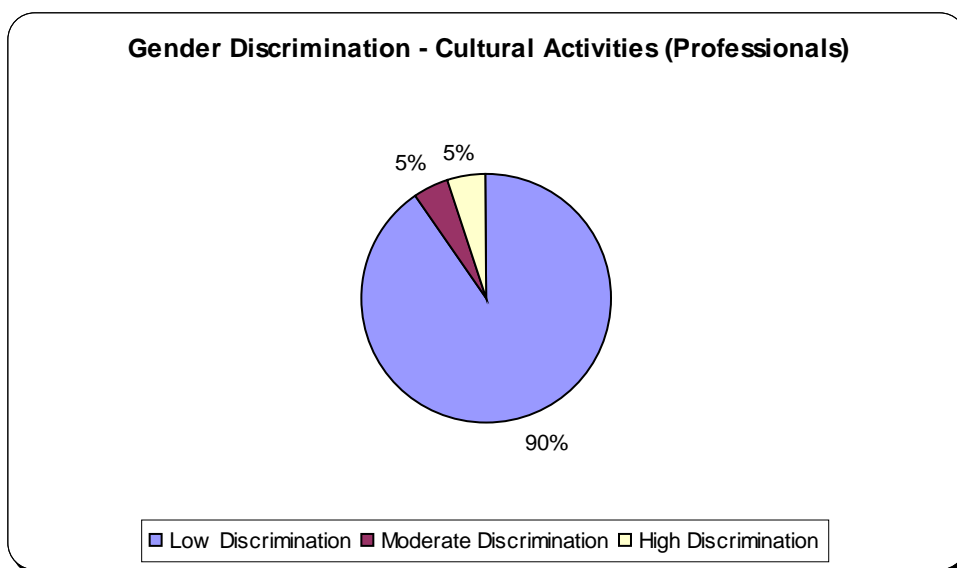
low, **12.1%** professionals practiced moderate and **11.5%** professionals' practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to moderate and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

Table No-4.2.11
Number / Percentage of professionals who practiced Gender discrimination in the area of Cultural Activities

Q. No.	Sub area	Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	Value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
16	Opportunity/Prefereces	574	519 (90%)	26 (4.5%)	29 (5.5%)	841.74	Significant at both level	L > H > M

Graph No-4.2.11



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Cultural Activities** is as follows –

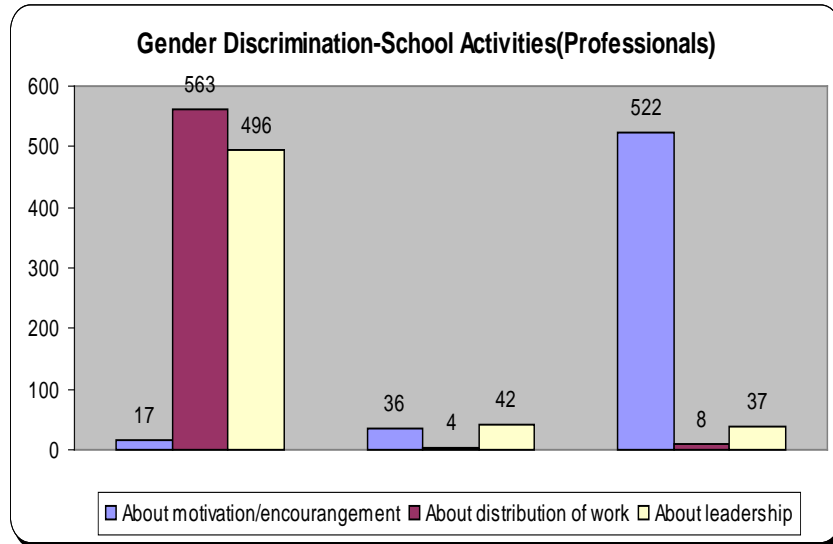
- **Opportunity / Preference is 841.74**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **90 %** professionals practiced low, **5.5 %** professionals practiced high and **4.5 %** professionals' practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

Table No-4.2.12
Number / Percentage of professionals who practiced Gender discrimination in the area of different School Activities

Q. No .	Sub area	Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
13	About motivation / encouragement	575	17 (3%)	36 (6%)	522 (91%)	854.94	Significant at both level	H > M > L
18	About distribution of works	575	563 (98%)	04 (0.69%)	08 (1.31%)	1079.19	Significant at both level	L > H > M
19	About leadership	575	496 (85.5%)	42 (7.5%)	37 (07%)	723.33	Significant at both level	L > M > H

Graph No-4.2.12



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **School Activities** is as follows –

- **About motivation / encouragement is 854.94**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **91%** professionals' practiced high, **6%** professionals practiced moderate and **03%** professionals practiced low gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced high gender discrimination in comparison to moderate and low gender discrimination. While minimum percentage of professionals practiced low gender discrimination.

- **About distribution of work is 1079.19**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **98%** professionals practiced low, **1.31%** professionals' practiced high and **0.69%** professionals practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

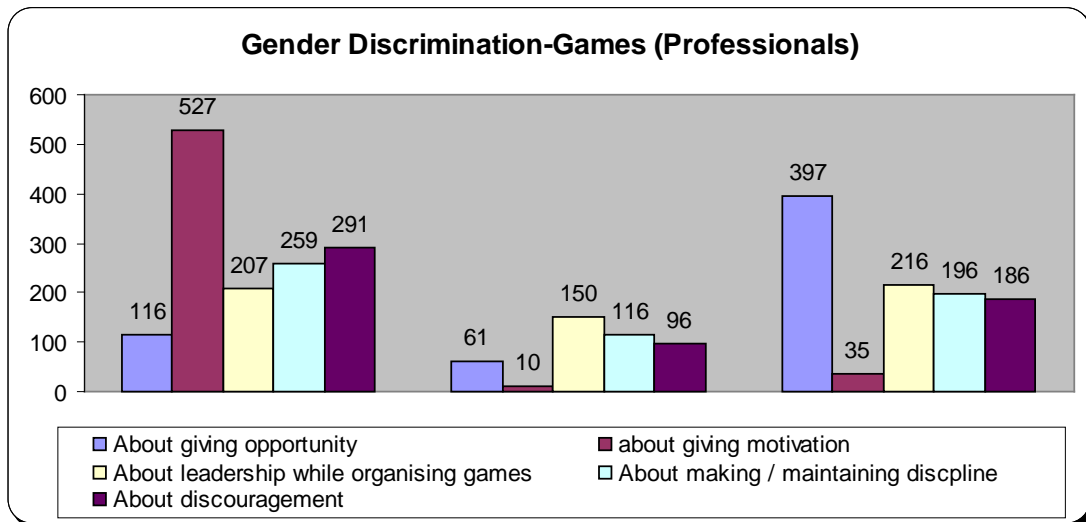
- **About leadership is 723.33**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **85.5%** professionals practiced low, **7.5%** professionals practiced high and **07%** professionals’ practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

Table No-4.2.13
Number / Percentage of professionals who practiced Gender discrimination in the area of Games

Q. No .	Sub area	Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
10	About giving opportunity	574	116 (20%)	61 (11%)	397 (69%)	339.50	Significant at both level	H > L > M
11	About giving motivation	572	527 (92.14%)	10 (1.75%)	35 (6.11%)	875.79	Significant at both level	L > H > M
12	About leadership while organising games	573	207 (36%)	150 (26%)	216 (38%)	13.41	Significant at both level	H > L > M
14	About making /maintaining discipline	571	259 (45%)	116 (20%)	196 (35%)	72.56	Significant at both level	L > H > M
15	About discouragement	573	291 (51%)	96 (17%)	186 (32%)	130.45	Significant at both level	L > H > M

Graph No-4.2.13



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square of the sub areas in the area of **Games** is as follows -

- **About giving opportunity is 339.50**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **69%** professionals' practiced high, **20 %** professionals practiced low and **11%** professionals practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced high gender discrimination in comparison to low and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

- **About giving motivation is 875.79**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **92.14%** professionals practiced low, **6.11%** professionals practiced high and **1.75%** professionals practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

- **About leadership while organizing games is 13.41**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals., **38%** professionals practiced high **36%** professionals practiced low and **26 %** professionals practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced high gender discrimination in comparison to low and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

- **About making / maintaining discipline is 72.56**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **45%** professionals practiced low, **35%** professionals practiced high and **20%** professionals' practiced moderate gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

- **About discouragement is 130.45**, which is greater than the Table value. Hence there is significant difference among the practiced gender discrimination of three categories low, moderate and high of professionals. **51%** professionals practiced low, **32%** professionals

practiced high and 17% professionals' practiced moderate gender discrimination in schools.

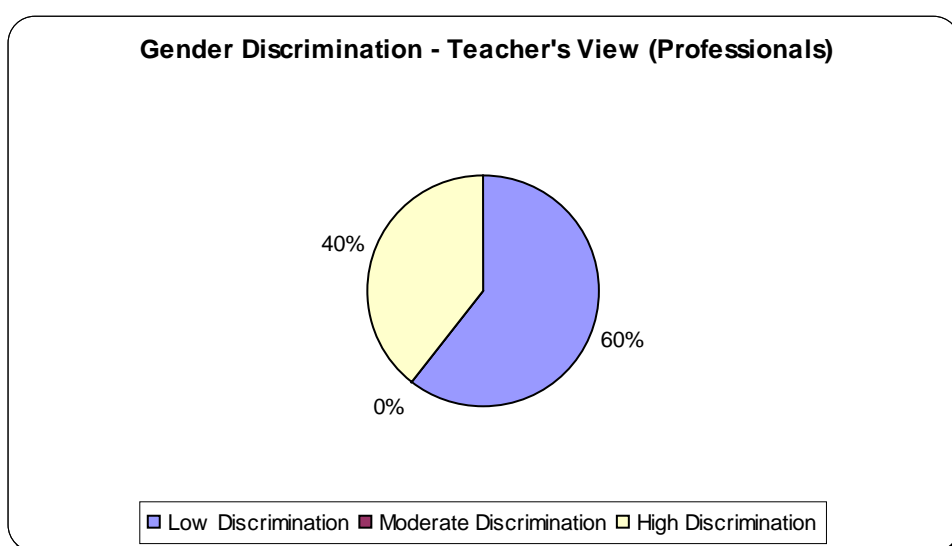
Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to high and moderate gender discrimination. While minimum percentage of professionals practiced moderate gender discrimination.

Table No-4.2.14

Experience of professionals about Gender discrimination Practiced

Q. No	Sub area	Total No. of professionals	professionals who practiced low discrimination	professionals who practiced moderate discrimination	professionals who practiced high discrimination	value	Value of Significance at 0.05 level = 5.99 and at 0.01 level =9.21 at 2df	Remark
22	Experience	306	185 (60.45%)	-	121 (39.55%)	12.49	Significant at both level	L > H

Graph No-4.2.14



Explanation- For significance at 2 degree of freedom, Table value of Chi square at 0.05 and 0.01 level of reliability are 5.99 and 9.21. Calculated value of Chi square is **12.49** which is greater than the Table value.

Hence there is significant difference between practiced gender discrimination of two categories low and high of professionals. **60.45 %** professionals practiced low and **39.55%** professionals' practiced high gender discrimination in schools.

Observation – It is observed that more percentage of professionals practiced low gender discrimination in comparison to high gender discrimination..

Problem – 3

The last problem of the research pertains to impact of high gender discrimination practiced by professionals on gender discrimination perceived by girl students.

To find out the answer of this specific problem following hypothesis was framed-

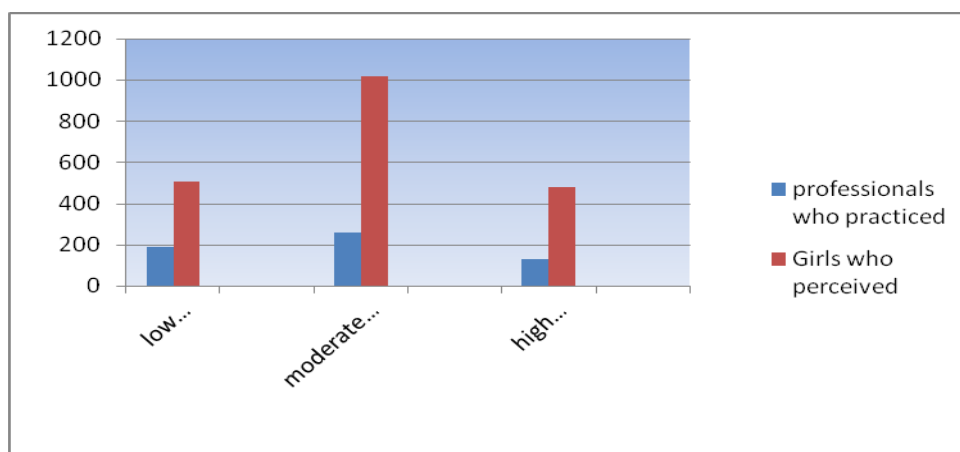
Hypothesis -

It has been hypothesized that high discrimination practicing professionals would exert its effect on gender discrimination perceived by girl students. Specifically, the girl students of high gender discrimination practicing professionals would have higher perceived gender discrimination.

Table No-4.3.1
Number / Percentage of professionals who practiced and girls who perceived gender discrimination within schools

S.No.	professionals / Girls	low discrimination	moderate discrimination	high discrimination	Total Number	Remark
1	professionals who practiced	186 (32.3%)	259 (45.2%)	130 (22.5%)	575	M>L>H
2	Girls who perceived	506 (25.3%)	1017 (50.85%)	477 (23.85%)	2000	M>L>H

Graph No-4.3.1
professionals who practiced and girls who perceived gender discrimination
within schools



Explanation:- Status of gender discrimination practised by professionals is $M>L>H$ and gender discrimination perceived by girl students is $M>L>H$

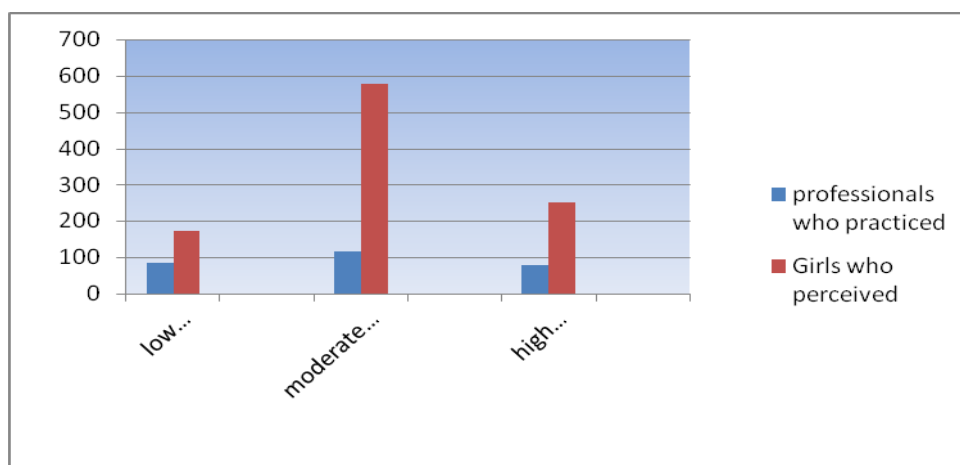
Observation – It is observed that more percentage of professionals practiced moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

More percentage of girl students perceived moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of girls perceived high gender discrimination..

Table No-4.3.2
Number / Percentage of professionals who practiced and girls who
perceived gender discrimination within schools of Dhamatari District

S.No.	professionals / Girls	low discrimination	moderate discrimination	high discrimination	Total Number	Remark
1	professionals who practiced	86 (30.7%)	117 (41.7%)	77 (27.5%)	280	$M>L>H$
2	Girls who perceived	172 (17.2%)	577 (57.7%)	251 (25.1%)	1000	$M>H>L$

Graph No-4.3.2
professionals who practiced and girls who perceived gender discrimination
within schools of Dhamatari District



Explanation- In Dhamtari district status of gender discrimination practised by professionals is $M > L > H$ and gender discrimination perceived by girl students is $M > H > L$

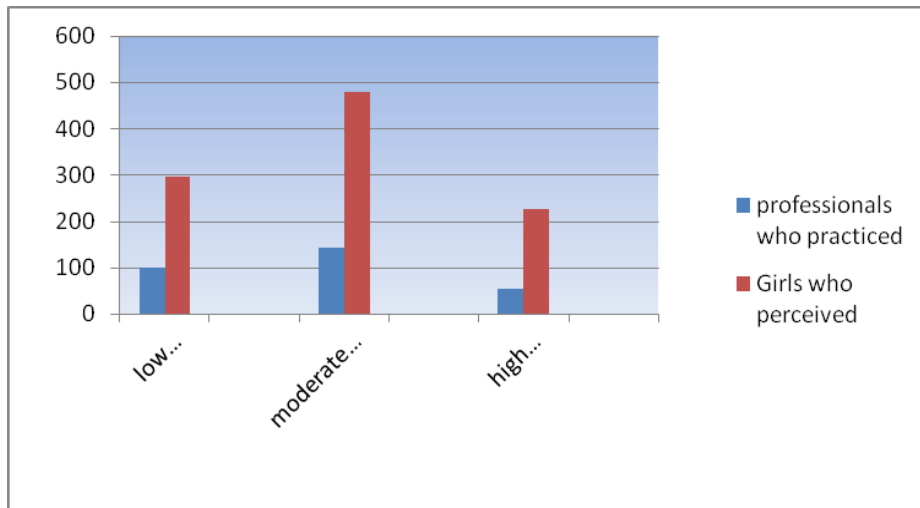
Observation – It is observed that more percentage of professionals practiced moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

More percentage of girl students perceived moderate gender discrimination in comparison to high and low gender discrimination. While minimum percentage of girl students perceived low gender discrimination.

Table No-4.3.3
Number / Percentage of professionals who practiced and girls who perceived gender
discrimination within schools of Mahasamund District

S.No.	professionals / Girls	Low discrimination	moderate discrimination	High discrimination	Total Number	Remark
1	professionals who practiced	100 (33.8%)	142 (48.1%)	53 (18.1%)	295	$M > L > H$
2	Girls who perceived	295 (29.5%)	479 (47.9%)	226 (22.6%)	1000	$M > L > H$

Graph No-4.3.3
professionals who practiced and girls who perceived gender discrimination
within schools of Mahasamund District



Explanation- In Mahasamund district status of gender discrimination practised by professionals is $M > L > H$ and gender discrimination perceived by girl students is $M > L > H$

Observation – It is observed that more percentage of professionals practiced moderate gender discrimination in comparison to low and high gender discrimination. While minimum percentage of professionals practiced high gender discrimination.

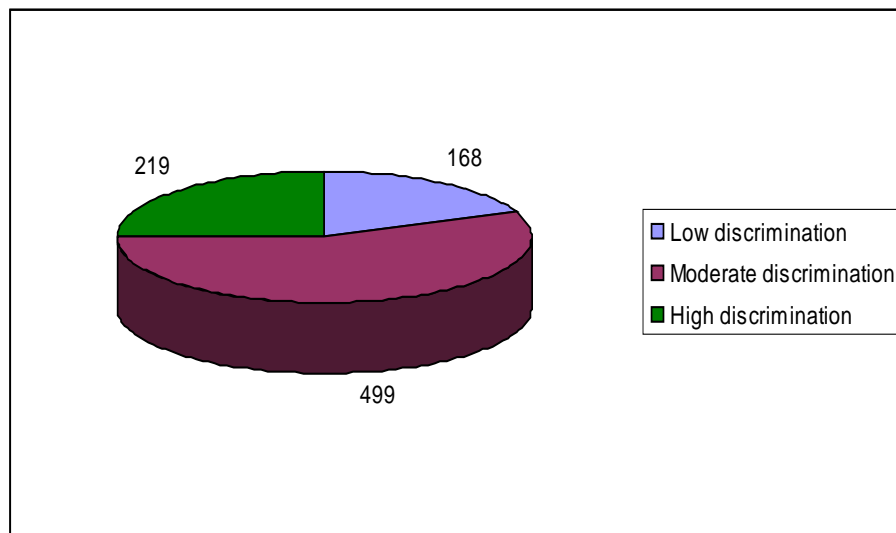
More percentage of girl students perceived moderate gender discrimination in comparison to high and low gender discrimination. While minimum percentage of girl students perceived high gender discrimination.

Table No-4.3.4
Number / Percentage of Girls who perceived gender discrimination by High gender discrimination practiced professionals

No. of professionals who practiced high gender discrimination	Total Number of Girls who perceived gender discrimination by these professionals	Total No. of Girls who perceived		
		low discrimination	moderate discrimination	high discrimination
130 (22.6%)	886 (44.3%)	168 (18.96%)	499 (56.32%)	219 (24.72%)

Graph No-4.3.4

Girls who perceived gender discrimination by High gender discrimination practiced professionals

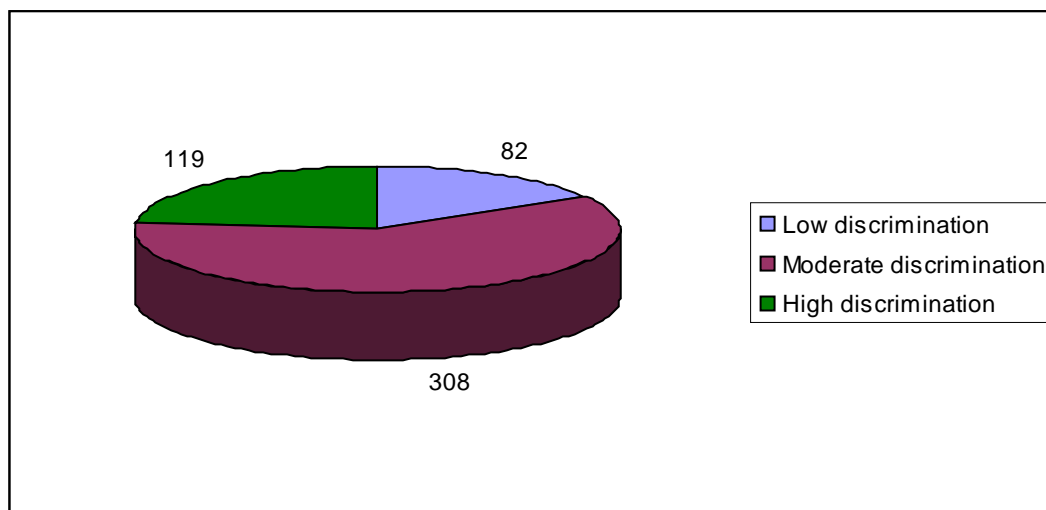


Explanation- Out of 575 professionals only 130 professionals (22.6 percent) are practising high gender discrimination but only 886 girls girl students (44.3 percent) perceive gender discrimination by these professionals .Out of which only 24.72 percent girls perceive high gender discrimination.

Table No-4.3.5
Number / Percentage of Girls who perceived gender discrimination by High gender discrimination practicing professionals in Dhamatari District

No. of professionals who practiced high gender discrimination	Total Number of Girls who perceived gender discrimination	Total No. of Girls who perceived		
		low discrimination	moderate discrimination	high discrimination
77 (27.5%)	509 (50.9%)	82 (16.11%)	308 (60.51%)	119 (23.37%)

Graph No-4.3.5
Girls who perceived gender discrimination by High gender discrimination practicing professionals in Dhamatari District



Explanation- In Dhamtari district out of 280 professionals only 77 professionals (27.5 percent) are practising high gender discrimination.

but only 509 girls students (50.9 percent) perceive gender discrimination by these professionals .Out of which only 23.37 percent girls perceive high gender discrimination.

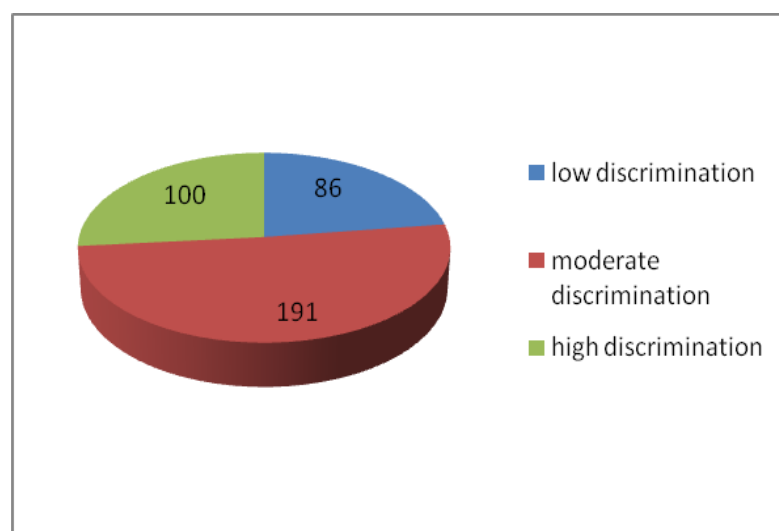
Table No-4.3.6

Number / Percentage of Girls who perceived gender discrimination by High gender discrimination practicing professionals in Mahasamund District

No. of professionals who practiced high gender discrimination	Total Number of Girls who perceived gender discrimination	Total No. of Girls who perceived		
		low discrimination	moderate discrimination	high discrimination
53 (17.96%)	377 37.7%	86 22.81%	191 50.66%	100 26.52%

Graph No-4.3.6

Girls who perceived gender discrimination by High gender discrimination practicing professionals in Mahasamund District



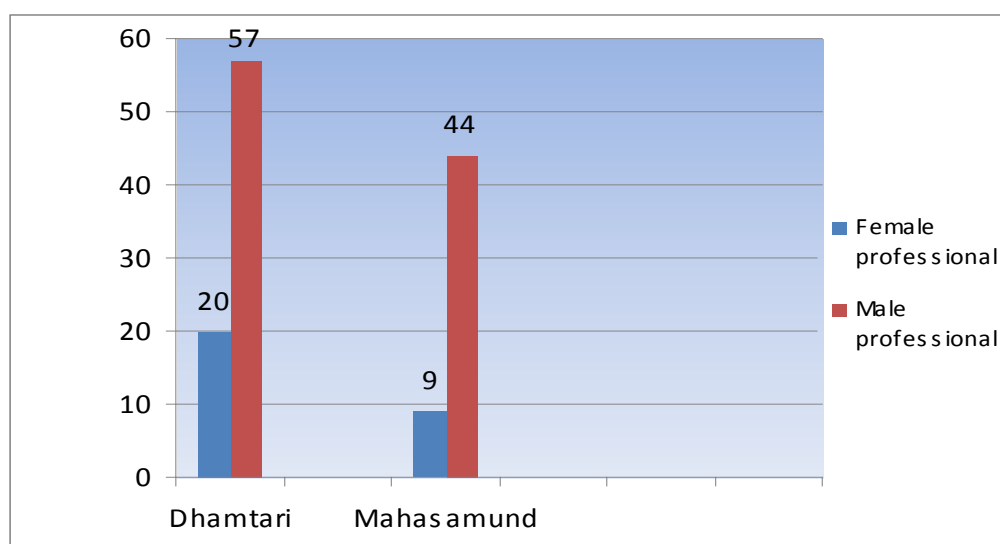
Explanation- In Mahasamund district out of 295 professionals only 53 professionals (17.96 percent) are practising high gender discrimination. High gender discrimination practicing professionals put effect on 37.7 percent i.e.377 girl students, who perceive gender discrimination but only 377 girls students

(37.7 percent) perceive gender discrimination by these professionals .Out of which only 26.52 percent girls perceive high gender discrimination.

Table No-4.3.7
Number / Percentage of High gender discrimination practicing professionals according to Sex

District	Sex of Professionals		
	F	M	Total
Dhamtari	20 (26%)	57 (74%)	77
Mahasamund	09 (17%)	44 (83%)	53
Total	29 (22.30%)	101 (77.69%)	130

Graph No-4.3.7
High gender discrimination practicing professionals according to Sex



Explanation- Out of 130 high gender discriminating professionals only 29 (22.30 percent) are female and 101 (77.69 percent) are male.

In Dhamtari district Out of 77 high gender discriminating professionals only 20 (26 percent) are female and 57 (74 percent) are male .

In Mahasamund district Out of 53 high gender discriminating professionals only 09 (17 percent) are female and 44 (83 percent) are male .

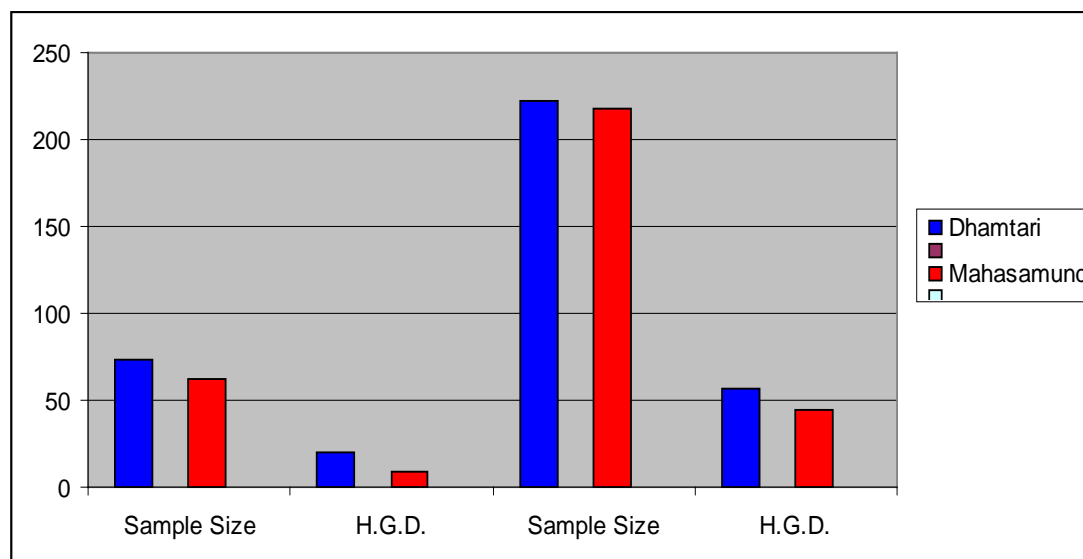
Table No-4.3.8

Number / Percentage of High gender discrimination practicing professionals according to Sample Size

District	Sex of Professionals				Total
	F		M		
	Sample Size	H.G.D.	Sample Size	H.G.D.	
Dhamtari	73	20 (27.39%)	222	57 (25.06%)	77
Mahasamund	62	09 (14.5%)	218	44 (20.18%)	53
Total	135	29 (21.48%)	440	101 (22.9%)	130

Graph No-4.3.8

High gender discrimination practicing professionals according to Sample Size



Explanation- According to the size of sample Out of 130 high gender discriminating professionals only 29 (21.48 percent) are female and 101 (22.9 percent) are male.

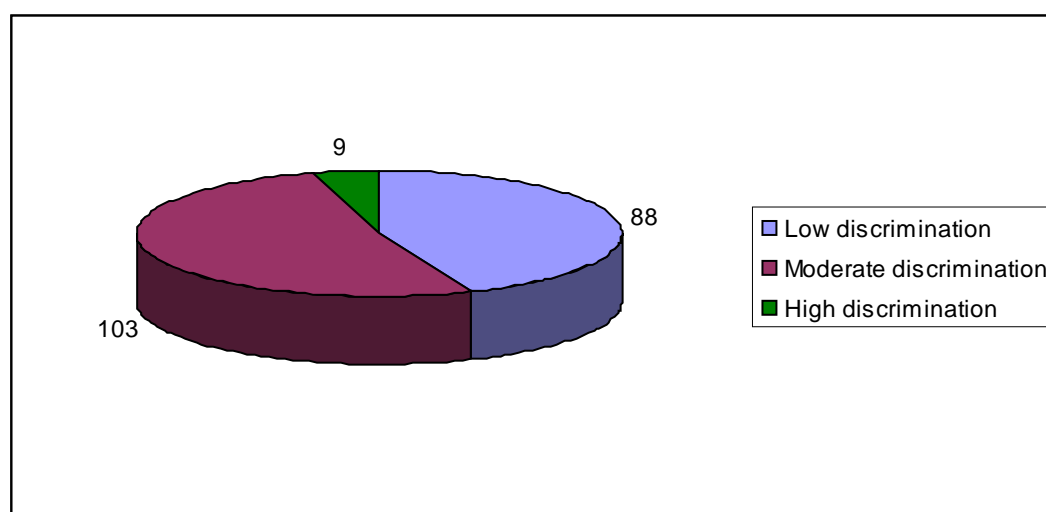
In Dhamtari district Out of 77 high gender discriminating professionals only 20 (27.39 percent) are female and 57 (25.06 percent) are male .

In Mahasamund district Out of 53 high gender discriminating professionals only 09 (14.5percent) are female and 44 (20.18 percent) are male .

Table No-4.3.9
Categorisation of schools according to School Observation Schedule

S.No.	Category	Number / Percentage of Schools	Remark
1	Low discrimination	88 (44%)	M>L>H
2	Moderate discrimination	103 (51.4%)	
3	High discrimination	09 (4.5%)	
	Total	200	

Graph No-4.3.9
Categorisation of schools according to School Observation Schedule

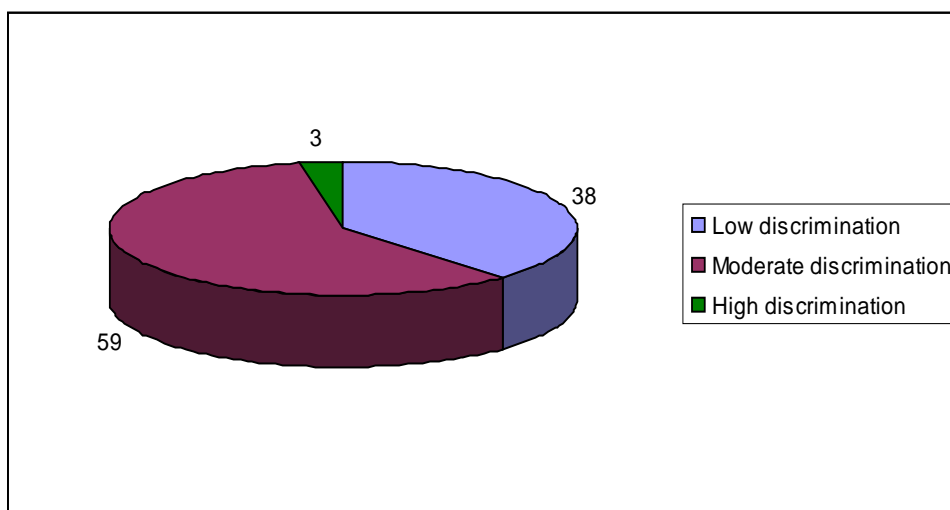


Explanation- According to School Observation Schedule 51.4% Schools are categorised in moderate, 44% in low and 4.5% schools are in high gender discrimination category.

Table No-4.3.10
Categorisation of schools according to School Observation Schedule Of
Dhamtari District

S.No.	Category	Number / Percentage of Schools	Remark
1	low discrimination	38 (38%)	M > L > H
2	Moderate discrimination	59 (59%)	
3	High discrimination	03 (3%)	
	Total	100	

Graph No-4.3.10
Categorisation of schools according to School Observation Schedule Of
Dhamtari District

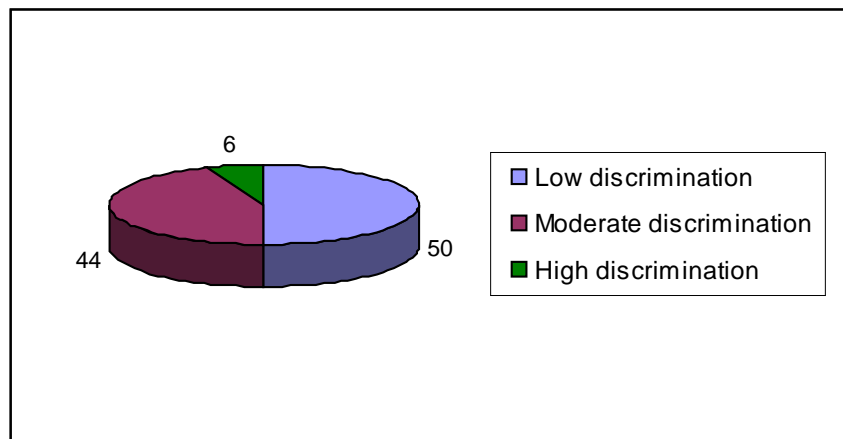


Explanation- According to School Observation Schedule in Dhamtari District 59% Schools are categorised in moderate, 38% in low and 3% schools are in high gender discrimination category

Table No-4.3.11
Categorisation of schools according to School Observation Schedule Of
Mahasamund District

S.No.	Category	Number / Percentage of Schools	Remark
1	low discrimination	50 (50%)	L > M > H
2	Moderate discrimination	44 (44%)	
3	High discrimination	06 (6%)	
	Total	100	

Graph No-4.3.11
Categorisation of schools according to School Observation Schedule Of
Mahasamund District



Explanation- According to School Observation Schedule in Mahasamund District 50% Schools are categorised in low, 44% in moderate and 6% schools are in high gender discrimination category .



CHAPTER V

FINDINGS AND SUGGESTIONS

The findings drawn from the analysis of the data are -

For Overall Sample

- Half of the girl respondents (50.85%) perceived moderate gender discrimination while nearly one fourth girls (23.85%) perceived high gender discrimination.
- The gender discrimination practiced by professionals also showed the same response as that of the girls. 45.2% professionals practiced moderate gender discrimination, while 22.5% practiced high gender discrimination.

• Accordingly, Moderate gender discrimination is commonly prevalent in our schools which could be due to the traditional practices of the society, since both the professionals and girl students belong to same socio- cultural background.

• This means that gender sensitization is observed in school system but needs some more inputs to bring it to the gender fair state .

For Individual Districts

- Moderate gender discrimination was perceived by girl students in both Dhamtari and Mahasamund districts. 57.7% and 47.9 % of girl students showed moderate discrimination in Mahasamund and Dhamtari districts respectively which was followed by high gender discrimination in Dhamtari and low in Mahasamund.
- Moderate gender discrimination was practiced by the professionals in both the districts. 41.7% and 48.1% percent of the professionals showed moderate discrimination in Dhamtari and Mahasamund districts respectively which was followed by low discrimination
- The overall findings of the two districts are that more number of schools are come under the head of **moderate** discriminating schools

- It is inferred that in both the districts moderate gender discrimination is found to be practiced.
- The practiced gender discrimination by professionals in Dhamtari is much less than that which is being perceived by the girls. The variation in the perceived and practiced scores may be due to the reason that even though the professionals practice discrimination but they are not aware of it or in other words it is unconsciously practiced by them or the girl children feel that they should be provided more care by the professionals.
- Again this shows that the professionals of both the districts are less sensitive towards the issue of gender sensitisation and therefore they need to be more conscious while they are in situations where they are with the students (girls and boys together).

Most of the sample shows moderate gender discrimination but high gender discrimination though less can't be overlooked.

- High gender discrimination was perceived by the 25.11% of girl students in Dhamtari and 22.6% of girls of Mahasamund district.
- More High gender discrimination was practiced by professionals of Dhamtari districts (27.6%) than professionals of Mahasamund (18.1%).

- This highlights the fact that as the professionals practice more gender discrimination, the discrimination perceived by the girls' students is also high.
- Approximately 25% of the both the sample showed that there is high gender discrimination in our school system which is a challenging issue. The figure though not large opens up our mind and underlines the fact that the issue of gender sensitization needs to be addressed so that our girl child breathes safely in this world without any fears.
- We can't say our state is gender sensitized so the issue of sensitivity can't be taken lightly.

Gender sensitization among professionals .

- In Dhamtari district high gender discrimination is practiced more by the female professionals as compared to the male professionals.
- In Mahasamund district high gender discrimination is practiced more by the male professionals as compared to the female professionals.

It is inferred that high gender discriminating female professionals are more in Dhamtari district as compared to Mahasamund district.

It concludes that sex is not a factor that forces the individual to practice gender discrimination This leaves a question behind on all the policies of education reforms which lay stress on gender equality in teacher education curriculum and activities for professional development of teachers.

It is also inferred that high gender discriminating female professionals are more in Dhamtari district as compared to Mahasamund district.

Gender sensitization is less in professional practices irrespective of sex i.e being male and female professionals. So both the sexes thoroughly need to be attended to in order to confiscate this issue.

Gender discrimination perceived by girls:

I. In School Assembly –

- According to the responses of the girls moderate discrimination was mainly seen in area of leadership and giving preferences while low discrimination was in the area of providing opportunities in specific activities.
- Prevailingly 19.14% of girls responded that there is a high discrimination while providing opportunities for specific activities in school assembly. Likewise high discrimination was shown by 21.89% of girls for giving preferences and 19.37% of girls showed the same in providing opportunities for leadership.

- The system needs to be sensitized in the area of providing leadership in school assembly and giving preferences.

II.In Classrooms –

- Based on the responses of the girl students moderate discrimination was found mainly in providing leadership and low discrimination in the areas of giving importance in group wise work distribution, giving punishment for breaking rules, and appreciation while answering questions.
- In the targeted schools, it was inferred that high gender discrimination in classroom was shown by 20.95 % for providing leadership to girls, 13.37 % for giving importance to group wise distribution of work, 22.14% for giving punishment to girls and 4.42%.for appreciation while answering questions.

This indicates that, classroom transaction is erroneous and affected with gender biases, where girl children are victims to multiform disparities. This means girls are not treated equally with the boys in one hand, and the treatment given to them is discouraging. In case of distribution of group work also the girl children perceive discrimination as they are allocated less important works.

- The system is not sensitized in the area of class room practices and thus the new pedagogical training imparted in current times has not reached to the classroom transaction culture.

III. Attitude of peer groups

- Moderate discrimination is practiced by the peer group as per the responses of the girls.
- Regarding the attitude of peers on gender aspect, 19.15 % of girls showed high gender discrimination.

- The boys should be sensitized about the gender fair environment and its benefits.

IV. Teachers Attitude and Behaviour:

- Based on the responses of the girl students moderate discrimination was found mainly towards complaints, favouritism, appreciation and encouragement.
- Low discrimination was found towards giving punishment while answering questions, towards defaming , while interacting with girls, while talking with one other, while asking questions, to do the house hold works of school authorities and towards giving punishment.
- Teachers attitude and behaviour showed High gender discrimination of 12.22% in the areas of complaints, 14.42% in favouritism, 23.81% in punishment during questions, 16.59% in appreciation, 19.61% in encouragement, 15.44% in defame/insulting the children, 21.09% in defaming/insulting while talking with one other, 17.52% in interaction of teachers with the girls, 21.20% in asking questions, 12.03% in household work done by the girls for school authorities, 22.46% in punishment. After having viewed the scores we arrived at the conclusion that, gender discrimination is currently at hand in the attitude and behaviour of teachers and headmasters in the school domain.

• .As found from the study the attitude of authorities was influenced by their conservative pedagogical practices. This established that, girls are not treated equal to the boys and treated as second sex. Compelling girls for household work is a violation of the children's human rights, which should be removed from the school practices.

• This again raises a question on the socio-cultural context with the multicultural aspects like traditional gender stereotypes, caste disparity from where the teachers and girls come. When the high gender discrimination appears to be less in comparison to the moderate and low , it is pertinent to

discern that in a same social groups, the degree of such gender discrimination varies and rests on different situations which influence the school culture and classroom transaction.

- Attitude and Behaviour of teachers reveal their poor sensitization in the classroom culture.

V.School Activities:

- Moderate discrimination was found in providing opportunities for leadership and giving preferences in activities where as low discrimination was seen in assigning tasks and punishing for breaking rules.
- School activities in the context of high gender discrimination was attributed to discrimination in giving opportunity to girls in leadership (13.58%), performances in activities (22.34%), while assigning tasks (18.34%) and punishment for breaking the rules(23.25%).

The strategies used while interacting and engaging the students in school activities show that the teachers are not gender sensitized. They should be motivated for building gender fair schools.

VI. Health and Hygiene:

Moderate discrimination was found in the area of personal cleanliness and cleanliness of toilets for girls.

Discrimination in participation of girls in health and hygiene related activities indicate that girls responses towards personal cleanliness is moderate (56 .06%) and authorities attention towards cleanliness of toilets is also moderate (63.06%).

This indicates that schools authorities are not so much sensitised towards personal health and cleanliness of girls but they are aware to a certain degree for cleanliness which is a good sign of girl's health habits.

VII. Participation in Games:

- Moderate gender discrimination (MGD) was mainly found in providing opportunities for leadership and being scolded when breaking rules/discipline and low discrimination was seen in other areas of games.

Participation of girls in games determines their personality. High gender discrimination was shown by 26.22% of girls in providing leadership opportunities, 13.19% in opportunities for participation, 12.58% in encouraging and providing opportunities. Correspondingly 7.16% of girls showed high gender discrimination while scolding on breaking rules/discipline, 13.76% in permission to participate in games and 10.69% while hooting for making mistakes.

High gender discrimination was shown both in the areas of restriction to play games played by boys (18.96%) and discrimination while rewarding (17.64 %).

- This specifies the changing scenario of gender roles that is introduced in schools after SSA interventions. This shows that there is a substantial reduction of gender disparity in schools, especially when the physical activities are conducted. But SSA still needs to make interventions in the area of leadership in sports.

VIII. Mid Day Meals:

- Moderate discrimination was found in all the three areas of stereotype attitude for providing work for cleaning of floor during MDM and preferences while providing **Mid Day Meals**. This is another good practice found in terms of reducing gender discrimination.
- 22.16% and 14.43% respondents showed High gender discrimination (HGD) towards stereotype attitude of system during distribution of MDM and cleaning of floor respectively. 14.83 % respondents showed HGD towards giving preferences while providing MDM.

- Though MGD was seen in the overall responses a bit of high gender discrimination still exists which needs be removed by sensitization.

IX . Cultural Activities:

- Moderate discrimination was mainly found in providing opportunities for leadership low discrimination was seen in area of giving roles.
- 16.69 % and 8.88% respondents showed HGD while providing leadership and distribution of roles to girls .

- This is a good trend that about 85 % girls have responded to the low and moderate degree that marks the attempt to eliminate the gender disparity in co- curricular activities of the schools. But SSA still needs to make interventions for sensitization of system in the area of leadership.

X.Girls Opinion / Experience/Will

- A high discrimination was shown by 9.64% of girls in perceived views, 9.60% in experience and 18.17% in terms of will. This means girls have come across a considerable socio – behavioural changes in the school system.
- In spite of all these gender discrimination, most of girls of these two districts have expressed their willingness to take birth as girls again if given a chance whereas Only 18. 17% girls have expressed that they want to be boys in their next birth.

- This indicates that, in spite of gender disparity, girls are optimistic. Since Chhattisgarh has a culturally rich society and the status of woman is conventionally believed to be equal to man. The concept of gender disparity is a modern phenomena and possibly may not be fit in to the rural and tribal belt of Chhattisgarh. Gender as a modern concept, has been only ostensibly acknowledged by the teachers and professionals, while most of the scores showed moderate discrimination. The undertone of the findings , reveals the fact that , most of the teachers have a little understanding of

gender concept, except some superficial knowledge which is conditional to incentives , rather than theory or pedagogy.

- From the study it is found that, the scope and opportunities given to girls have no direct intercessions in the cognitive development of girls in the classrooms. The interventions given by the SSA is based on incentives and supply of physical facilities. Though the girl children gets ample scope to establish themselves as individuals, there is little scope for them to develop their intellectual and academic excellence. These incentives may help in their development of self-image in the school and society, but may not be helpful to develop their academic career.

Gender discrimination practiced by the professional

The professional practices of teachers and Head masters from two districts showed moderate gender discrimination. This indicates that the schools have the practices of sustaining gender discrimination.

I. School assembly :

- Based on the responses of the professionals low discrimination was found in the school assembly but responses of girls shows moderate.

- This shows that school assembly still needs to reduced the gender discrimination by sensitizing professionals for providing leadership to girls.

II. Class room Situation:

- Professional practice of gender discrimination was high, which was a matter of concern and indicate the low level of sensitisation .

- This indicates that classroom was stereotyped and teachers dominate the class, whereas the girls in the culture of silence.

III. Attitude and behaviour of professional:

- Low discrimination was found while girls were answering the questions and making discipline in the class, where as high discrimination (54%) was seen about character of girls.
- This aspect further strengthened from the questions addressed to the professionals' attitude and behaviour. It was revealed that teachers are less sensitive towards girls which was made known through the high discrimination shown by professionals.

As per the respondents, the discipline in the classroom constitutes low gender discrimination,. Much emphasis was given to the attitude of girls which justified that teachers are less sensitive to the behaviour and manner of the girls as they have perceived from their gender stereotypes. The imposed values of teachers upon the girls are reflected in their responses.

This indicates that classroom transaction in term of addressing the subjects, attitude and behaviour of teachers was gender biased and gender stereotypes of the professional influence their behaviour in classroom .

The gender stereotype attitude of teachers directly affects the freedom of girls and their behaviour in class room.

IV. Mid-Day Meal:

- It was revealed from the teachers' responses that low gender discrimination (94.5%) was found during the MDM distribution. MDM was distributed equally to girls and boys and there was no gender discrimination. This is a good practice and the stains of stereotype behaviour don't seem to prevail in this category.

No gender discrimination has been seen from the responses of respondents (girls and professionals) in this category which is really the initial step towards a gender fair society.

V. Health and hygiene:

- Regarding the health and hygiene – personal cleanliness of girls, it was found that there was low gender discrimination (88%) in schools, which is again a good indication of gender equity.

- No gender discrimination has been seen in this category which is perhaps is a good indication for a gender fair society.

VI. Teachers Opinion

- Regarding the stereotyped works assigned to the girls in the schools it was found from the 88% of respondents agreed to assigning gender stereotyped work such as cleaning the classroom etc. to girls.

- This practice stems out from the cultural practices of the society, of which the teachers are also a part.

- Regarding importance of education for boys than the girls, the professionals' responses showed that there was low gender discrimination (91%) in them.

- Equal importance to education of both girls and boys in spite of showing a gender fair attitude of the sample also highlights the fact that in years to come the female literacy would increase which would eventually raise the number of literate mothers.

- But a few respondents 27%, 23% and 11.5% showed high gender discrimination in the area of more counselling of girls, about performing important works and equality between boys and girls.

- Further percentage of high gender discrimination shown by the professionals revealed that gender equity was not well established. This appears to be the need of sensitization in the schools.

VII. Cultural activities:

- In cultural activities the responses of the professionals showed that there is low gender discrimination in respect of providing opportunities, distribution of work and leadership whereas girl respondents show there is discrimination in giving opportunity for leadership.

- This indicates the gender discrimination still persist in school system and sensitization is needed.

VIII. School activities

- In case of motivation of girls in school activities, the respondents have shown high gender discrimination (91%). While low discrimination was found in the area of distribution of works and leadership.

- It indicates that girls get less motivation due to the gender stereotypes attitude shown towards them.

IX. Games

- In case of opportunities provided to girls a high gender discrimination (69%) was shown, which was again a matter of gender disparity in the system. Similarly high gender discrimination about leadership while organising games(38%), while maintaining discipline by the girls is 35% and discouragement is 32% .

• In the area of Games high gender discrimination was found in participation of girls in games as reported by the professionals. Girls responses support the same .This apart from showing gender disparity in the system, authenticates that the professionals are still not willing to eliminate gender discrimination.

X. Experience:

• 39.55% of the professional in educational institutes responded that high gender discrimination is in practice which is an alarming issue.

• If the professionals have witnessed this disparity in school culture, then it is inferred that, somewhere the school system is unable to address the issues of gender equity.

Overall result-

• 22.5% of the professionals' responded high gender discrimination is found in the school practices. Similarly 23.85% of girls responded the same from which it can be inferred that both the professional and the girls have been the victims of higher gender discrimination. This indicates that school system has not been able to address the gender issue properly. Moderate gender discrimination was shown by 50.85% of the girls and by 45.2% of professional respectively, from which it is revealed that awareness on gender sensitization is found but need to be attended more effectively .

• It indicates that some sort of gender awareness exists in the culture which is a good practice and needs to be improved and sustained.

• It was found from the professionals' responses that in physical activities like Health and Hygiene, MDM and Cultural activities, girls were provided with equal opportunities like the boys. But with respect to the leadership, motivation in all areas of school system and intellectual domain, (such as classroom transaction) the teachers' behaviour and attitude towards girl

students is camouflaged with the traditional mind set and gender stereo types. Therefore more physical space is required for the girls to accommodate them in all types of activities that is provided to boys, transformation of conventional mind-set and gender stereotypes should be removed through training, orientation of teachers, providing gender aware literature etc. When the co-curricular activities of schools accommodate the girls, their motivation level was still low and this was because the cultural background of the teachers and girls who come from diverse socio- cultural background where gender stereotypes are very strong.

- The school being a place where gender equity is ensured, the school climate and organisational behaviour of professionals need to be changed from stereo typed to a more open and gender fair one. We would therefore need to sensitize the whole system in order to eradicate this gender biased culture.

Suggestions and Recommendations -

A nation or society, without the participation of female cannot develop. Gender discrimination, if eradicated can deliver all the potentials, skills, knowledge to develop the family, the nation and the universe. This can be done through gender fair schools.

Various movements, programmes are being carried out by the Government and voluntary organizations by undertaking lot of social activities for the development of girls and to sensitize school authorities(against the gender discrimination).

To address the issue of gender sensitisation the following suggestions are made –

(A) For girls

1. Empowerment -

Providing knowledge about the laws and policies and empowering the girls. This would help the school and the society to accept and give equal status as well as help to use her full potentials and mitigate the dependency.

2. Self-confidence (Through Co-Scholastic activities)-

Due to prolonged suppressions in a male biased society, girls lacked the self-confidence. They need to understand the history and fight against all the odds and atrocities practices against them and to take steps to groom up their personality and self esteem. Hence, boosting the morale of the girls is the key to eliminate the inferiority complex that dwells in them. For which the co-scholastic areas should be given preferences in schools and bringing in an environment free from gender bias and transforming the classrooms to gender fair ones.

3. Decision Making (Through text books/other literature/ Co Curricular activities /Classroom activities)

Everywhere in the society the decision making power of girls is denied and the males take the important decision .Our traditional bonds, don't permit the girl child to voice her views because of which she feels neglected. So, to put an end to this deep rooted problem of gender discrimination, girls must be given opportunities to take their decisions, voice their ideas and give their views in co curricular activities and classroom activities. School should have the facility of library ample literature to boost the decision making power of students.

4. Self-defence –(Through activities)

Self defence activities (e.g. Judo and karate) should be compulsorily taught from an early stage to all the children, particularly girls, in order to strengthen themselves and face the societal odds and atrocities without the need of anyone else's shoulder or hand.

5. Leadership: (Scholastic and Co Scholastic activities)

Leadership is not only endowed with males. The patriarchal system has restricted the women to confine her to the domestic domain. In the classroom too girls are equally restricted and are denied to leadership. The societal gender role is reflected in the classroom culture too.

This societal gender stereotype attitude must be removed from the school system by providing equal opportunities to girls in both scholastic and co-scholastic areas so that the inhibition that is ingrained among the girls is removed and they can develop the leadership qualities irrespective of their caste, creed or colour.

6. Creative Girls meet –

Meets based on science and technology, fairs, Group discussions, seminars, Creativity and Cultural festival should be organised for girls.

7. Motivation-

Girls should be motivated by providing them with motivational books, telecasting of documentaries based on real life stories through Edusat, Publication of brochures, books, leaflets on success stories of women/girls and circulating to all the schools which could be the part of the school library.

(B) For Boys-

It is necessary to sensitise boys that girls too have equal rights as they have. The areas which should be focussed are: -

1. Right of Equity and Equality

2. Stereo type attitude and behaviour of the society and our cultural heritage.
3. Respect to all human being without any discrimination (caste, sex, creed and colour).

(C) For Professionals-

1. Preparation of gender aware literature: Necessary gender aware literature may be prepared for the professionals. Literature should include Global theory on gender, case studies from action researches, true stories from field etc. Booklets, posters, magazines and small books may be prepared for dissemination of gender aspect.

2. Training of Teachers on gender sensitization – Training module for teacher may be prepared to understand the gender concept and dynamics of gender sensitization. The focus of training should be on gender stereotype, equity and equality, gender discrimination in society and school system, causes and its effect, life skills, physical and emotional development of children, problems of adolescent girls and boys, teacher attitude /behaviour, school climate and classroom transaction and concept of gender fair school .

After training teachers from the respective localities should be able to explore the issue of gender stereotype in school system and should take initiation and help authorities and teachers to come up with gender fair schools.

3. Revision of Pre service Teacher Education curriculum: The curriculum of pre service teacher education course should also be reviewed using the gender lens and necessary study materials for teachers may be prepared

(C) Suggestions for Department-

1. Gender fair schools- (Gender Policy and plan implementation)

Education in these Schools develops the skills, imparts knowledge, changes the attitude and improves the self-confidence of both boys and girls. Hence educating them in these types of schools is the prime factor to combat gender discrimination for the upliftment of girls. Necessary steps may be taken up to make the schools responsive to gender equity. A policy on gender equity may be helpful to make the schools more responsive to the girls. In this context, WCD and Tribal Welfare and Education Dept. may jointly take up the programme.

2. Establishment of a Gender unit in SCERT, CG - Establishment of a Gender unit in SCERT, CG followed by the DIETs to focus on the gender issues by sensitization, planning and implementation of the programmes and research works .

3. Research work - The invisible and uncomfortable issues in the school system need to be brought upfront through challenging researches. There are unrecognised, unintended and unknown biases in the minds of professionals and peers in the schools, which inhibit girls to come forward at par with the boys and enjoy freedom.

1. Research on curriculum and text books, and teacher training component that echoes gender equity issues.

2. Research on School in the context of gender equity

4. Orientation of Educational administrators- It is necessary to orient and sensitise Educational administrators towards gender dimensions and empower their skills which are necessary to deal with gender issues in their school system. A critical number of motivated functionaries are necessary to bring about sustainable change in School system.

5. Follow up gender Sensitisation training with appropriate administrative reforms – Rules, regulations, work ethics, training system and a whole management system needs to be reviewed from gender lens.

6. Community Involvement on Gender Aspects: The prime role of woman in SMC, MTA, PTA and PRIs is important in terms of giving equal opportunities to the male counterparts. Activities like sensitization of these representatives can be a better way in eliminating gender discrimination in the society and foster gender equity in schools. While imparting training of members from SMC, PTA and PRIs, special focus should be given in the training component.

Suggestions for Further Studies

1. Research on curriculum and text books-The striking points in the study is that it does not cover the gender aspects reflected in the curriculum, text books and teacher training.

2. The teachers education content pertaining to gender component may also be a part of new study, where in comparison to the male teachers, how the female teachers are exposed to the gender aspect could also be a part of the study.

3. Research on School in the context of gender equity. In future, study on gender responsive classroom, girls learning achievements and girls perceived wisdom etc. may be taken up. Within the school itself, there is need to identify the overt and covert discrimination arising out of ignorance and deeply ingrained ways of thinking on the part of teachers and educational administrators. This manifests itself in language, gesture, posture and action as seen in the way girls and boys are seated in the classroom. **We neither need to exceed the limits of decency nor do we need show prudery – again it is for teachers and the administrators in schools to ensure that girls and boys are comfortable in each other's company. Quite often more chances are given to boys than to girls (by a kind of reflex action) to answer questions or to take on responsibility. Girls keep away from sports and physical activity and nothing**

is done to see that they are talked out of this preference by providing some transport or other facilities for getting home safe and encouraging them to take part in all the games and fitness programmes of the school. In fact it should be advocated that self-defence should be compulsorily taught from an early stage for all children, particularly girls, in order to build confidence in them.

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EXECUTIVE SUMMARY

The study was commissioned to SCERT by SARVA SHIKSHA ABHIYAN, State Project Office Chhattisgarh, Raipur CG. The title of the study was **"Gender sensitization within school system in Chhattisgarh"**

Objective - The objective of the study was to assess the gender sensitization in terms of perceived gender discrimination by girls and practised gender discrimination by professionals in schools of Chhattisgarh.

Problems and Hypothesis-The identified problems are as follows –

Problem – 1

The first problem of the research is to study the status of self perceived gender discrimination by girl Students in school.

Problem – 2

The second problem of the research is to study the status of gender discrimination practiced by professionals in Schools.

Problem – 3

The last problem of the research pertains to impact of high gender discrimination practiced by professionals on gender discrimination perceived by girl students.

To find out the answer of this specific problem following hypothesis was framed-

Hypothesis –

It has been hypothesized that high discrimination practicing professionals would exert its effect on gender discrimination perceived by girl students. Specifically, the girl students of high gender discrimination practicing professionals would have higher perceived gender discrimination.

Delimitations of the study – The present study is delimited to –

1. Girls studying in government co-education upper primary schools of Dhamtari and Mahasamund districts.
2. The teachers and head masters working in the schools from where girl students are taken as objects.

Sample -

In the present study purposive sampling technique was used for selection of schools and students. Total 200 schools were selected from the districts Dhamtari and Mahasamund (100 schools from each district). Ten girls of class VIII, two teachers (One male and one female), and the head master of the school were selected as the sample.

Sample selected is tabulated in table –

Description of sample selected for the study

S.N.	District	No. of schools	No. of girls students	No. of Professionals
1	Dhamtari	100	1000 (10 girls from each school)	222 male and 73 female teachers
2	Mahasamund	100	1000(10 girls from each school)	218 male and 62 female teachers
		Total	2000	575

Tools -The tools used for the study are –

- **Test for Gender discrimination against Girls (TGDG – G)** – Self made and standardized. – For girl students.
- **Test for Gender discrimination against Girls (TGDG – T)** – Self made and standardized. – For teachers and Head Masters.
- **School Observation Schedule** – Self made and standardized Schedule for school observers.

Findings:

The findings drawn from the analysis of the data are :-

For Overall Sample

- Half of the girl respondents (50.85%) perceived moderate gender discrimination while nearly one fourth girls (23.85%) perceived high gender discrimination.
- The gender discrimination practiced by professionals also showed the same response as that of the girls. 45.2% professionals practiced moderate gender discrimination, while 22.5% practiced high gender discrimination.

- Accordingly, Moderate gender discrimination is commonly prevalent in our schools which could be due to the traditional practices of the society, since both the professionals and girl students belong to same socio- cultural background.
- This means that gender sensitization is observed in school system but needs some more inputs to bring it to the gender fair state .

For Individual Districts

- Moderate gender discrimination perceived by girl students in Dhamtari district is 57.7% and Mahasamnd is 47.9 %. Which is followed by high gender discrimination in Dhamtari and low gender discrimination in Mahasamund.
- According to gender discrimination practiced by the professionals, moderate discrimination in Dhamtari and Mahasamund districts are 41.7% and 48.1% respectively followed by low discrimination.
- The overall findings of the two districts are that more number of schools are come under the head of moderate discriminating schools

- It is inferred that in both the districts moderate gender discrimination is found to be practiced.

- The practiced gender discrimination by professionals in Dhamtari is much less than that which is being perceived by the girls. The variation in the perceived and practiced scores may be due to the reason that even though the professionals practice discrimination they are not aware of it or in other words it is unconsciously practiced by them or the girl children feel that they should be provided more care by the professionals.
- Again this shows that the professionals of both the districts are less sensitive towards the issue of gender sensitization and therefore they need to be more conscious while they are in situations where they are with the students (girls and boys together).

Most of the sample shows moderate gender discrimination but high gender discrimination though less can't be overlooked.

- High gender discrimination is perceived by the girl students of Dhamtari district is 25.11% and in case of Mahasamnd it is 22.6%.
- More High gender discrimination is practiced by the professionals of Dhamtari district (27.6%) than Mahasamnd (18.1%).

- This highlights the fact that as the professionals practice more gender discrimination, the discrimination perceived by the girls' students is also high, which is a challenging issue that needs to be addressed. This highlights the fact that as the professionals practice more gender discrimination, the discrimination perceived by the girls' students is also high.
- Approximately 25% of the both the sample showed that there is high gender discrimination in our school system which is a challenging issue. The figure though not large opens up our mind and underlines the fact that the issue of gender sensitization needs to be addressed so that our girl child breathes safely in this world without any fears.
- We can't say our state is gender sensitized so the issue of sensitivity can't be taken lightly.

Gender sensitization among professionals .

- In Dhamtari district high gender discrimination is practiced more by the female professionals as compared to the male professionals.
- In Mahasamund district high gender discrimination is practiced more by the male professionals as compared to the female professionals.
- It is inferred that high gender discriminating female professionals are more in Dhamtari district as compared to Mahasamund district.

- It concludes that sex is not a factor that forces the individual to practice gender discrimination This leaves a question behind on all the policies of education reforms which lay stress on gender equality in teacher education curriculum and activities for professional development of teachers.
- It is also inferred that high gender discriminating female professionals are more in Dhamtari district as compared to Mahasamund district.
- Gender sensitization is absent in professional practices irrespective of sex i.e being male and female professionals. So both the sexes thoroughly need to be attended to in order to confiscate this issue.

- The overall findings on attitude and behaviour of teachers on girls are the result of traditional gender stereotypes, which has not influenced by the western concept of gender. Rather the gender concept and its disparity stems out from the customs and culture where the role specification of male and female is prescribed. Therefore, when the male teachers show their patriarchal attitude and behaviour, even the female teachers are also not away from it. They also show the same type of gender stereotype since they have also accepted it as a cultural behaviour in their everyday life, may it be home, society or even school.
- The girls are not treated equal to the boys and treated as second sex. Compelling girls for household work is a violation of the children's human

rights, which should be removed from the school practices. Attitude and Behaviour of teachers reveal their poor sensitization in class room culture.

Overall result-

- 22.5% of the professionals' responded high gender discrimination is found in the school practices. Similarly 23.85% of girls responded the same from which it can be inferred that both the professional and the girls have been the victims of higher gender discrimination. This indicates that school system has not been able to address the gender issue properly. Moderate gender discrimination was shown by 50.85% of the girls and by 45.2% of professional respectively, from which it is revealed that awareness on gender sensitization is found but need to be attended more effectively .

• It indicates that some sort of gender awareness exists in the culture which is a good practice and needs to be improved and sustained.

- It was found from the professionals' responses that in physical activities like Health and Hygiene, MDM and Cultural activities, girls were provided with equal opportunities like the boys. But with respect to the leadership, motivation in all areas of school system and intellectual domain, (such as classroom transaction) the teachers' behaviour and attitude towards girl students is camouflaged with the traditional mind set and gender stereo types. Therefore more physical space is required for the girls to accommodate them in all types of activities that is provided to boys, transformation of conventional mind-set and gender stereotypes should be removed through training, orientation of teachers, providing gender aware literature etc. When the co-curricular activities of schools accommodate the girls, their motivation level was still low and this was because the cultural background of the teachers and girls who come from diverse socio-cultural background where gender stereotypes are very strong.

- The school being a place where gender equity is ensured, the school climate and organisational behaviour of professionals need to be changed from stereo typed to a more open and gender fair one. We would therefore need to sensitize the whole system in order to eradicate this gender biased culture.

Suggestions and Recommendations -

To address the issue of gender sensitisation the following suggestions are made –

(A) For girls

1. Empowerment -

Providing knowledge about the laws and policies and empowering the girls. This would help the school and the society to accept and give equal status as well as help to use her full potentials and mitigate the dependency.

2. Self-confidence (Through Co-Scholastic activities)-

Due to prolonged suppressions in a male biased society, girls lacked the self-confidence. They need to understand the history and fight against all the odds and atrocities practices against them and to take steps to groom up their personality and self esteem. Hence, boosting the morale of the girls is the key to eliminate the inferiority complex that dwells in them. For which the co-scholastic areas should be given preferences in schools and bringing in an environment free from gender bias and transforming the classrooms to gender fair ones.

3. Decision Making (Through text books/other literature/Co Curricular activities /Classroom activities)

Every where in the society the decision making power of girls is denied and the males take the important decision. Our traditional bonds, don't permit the girl child to voice her views because of which she feels neglected. So, to put an end to this deep rooted problem of gender discrimination, girls must be given opportunities to take their decisions, voice their ideas and give their views in co

curricular activities and classroom activities. School should have the facility of library ample literature to boost the decision making power of students.

4. Self-defence –(Through activities)

Self defence activities (e.g. Judo, karate) should be compulsorily taught from an early stage to all the children, particularly girls, in order to strengthen themselves and face the societal odds and atrocities without the need of anyone else's shoulder or hand.

5. Leadership: (Scholastic and Co Scholastic activities)

Leadership is not only endowed with males. The patriarchal system has restricted the women to confine her to the domestic domain. In the classroom too girls are equally restricted and are denied to leadership. The societal gender role is reflected in the classroom culture too.

This societal gender stereotype attitude must be removed from the school system by providing equal opportunities to girls in both scholastic and co-scholastic areas so that the inhibition that is ingrained among the girls is removed and they can develop the leadership qualities irrespective of their caste, creed or colour.

6. Creative Girls meet –

Meets based on science and technology, fairs, Group discussions, seminars, Creativity and Cultural festival should be organised for girls.

7. Motivation-

Girls should be motivated by providing them with motivational books, telecasting of documentaries based on real life stories through Educate, Publication of brochures, books, leaflets on success stories of women/girls and circulating to all the schools which could be the part of the school library.

(B) For Boys-

It is necessary to sensitise boys that girls too have equal rights as they have. The areas which should be focussed are: -

1. Right of Equity and Equality
2. Stereo type attitude and behaviour of the society and our cultural heritage.
3. Respect to all human being without any discrimination (caste, sex, creed and colour).

(C) For Professionals-

1. Preparation of gender aware literature –

Necessary gender aware literature may be prepared for the professionals. Literature should include Global theory on gender, case studies from action researches, true stories from field etc. Booklets, posters, magazines and small books may be prepared for dissemination of gender aspect.

2. Training of Teachers on gender sensitization –

Training module for teacher may be prepared to understand the gender concept and dynamics of gender sensitization. The focus of training should be on gender stereotype, equity and equality, gender discrimination in society and school system, causes and its effect, life skills, physical and emotional development of children, problems of adolescent girls and boys, teachers attitude /behaviour, school climate and classroom transaction and concept of gender fair school.

After training teachers from the respective localities should be able to explore the issue of gender stereotype in school system and should take initiation and help authorities and teachers to come up with gender fair schools.

3. Revision of Pre service Teacher Education curriculum –

The curriculum of pre service teacher education course should also be reviewed using the gender lens and necessary study materials for teachers may be prepared

(D) Suggestions for Department-

- 1. Gender fair schools - (Gender Policy and plan implementation)** Education in these Schools develops the skills, imparts knowledge, changes the attitude and improves the self-confidence of both boys and girls. Hence educating them in these types of schools is the prime factor to combat gender discrimination for the upliftment of girls. Necessary steps may be taken up to make the schools responsive to gender equity. A policy on gender equity may be helpful to make the schools more responsive to the girls. In this context, WCD and Tribal Welfare and Education Dept. may jointly take up the programme.
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 - Research on curriculum and text books, and teacher training component that echoes gender equity issues.
 - Research on School in the context of gender equity
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ANNEXURE - 2
STUDY TOOLS



TGDG-G

हिन्दी संस्करण

डा.जे.सी. अजवानी
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व्याख्याता
एस.सी.ई.आर.टी.
रायपुर (छ.ग.)

कृपया निम्न विवरण भरें :-

नाम :- आयु :-

कक्षा :- वर्ग :- दिनांक :-

शाला का नाम :- जिला :-

निर्देश

अगले पृष्ठों पर शिक्षा व्यवस्था व शैक्षिक वातावरण से संबंधित कुछ प्रश्न प्रस्तुत किये गये हैं। प्रत्येक प्रश्न का उत्तर पांच विकल्पों हमेशा/अक्सर/कभी-कभी/बहुत कम तथा कभी नहीं में से किसी एक विकल्प को चुनकर दिया जा सकता है।

कृपया प्रत्येक प्रश्न को ध्यान पूर्वक पढ़ें तथा प्रश्न के समक्ष 5 खंडों में दिये गये विकल्पों में से आपके मतानुसार सही विकल्प वाले खण्ड में $\frac{1}{2}$ का चिन्ह लगायें। यदि आप 'हमेशा' के विकल्प से सहमत हैं तो प्रथम खण्ड में $\frac{1}{2}$ का चिन्ह लगायें। यदि उस प्रश्न के उत्तर के रूप में आपके मतानुसार 'अक्सर' विकल्प उपयुक्त है तो द्वितीय खण्ड में $\frac{1}{2}$ चिन्ह लगायें, 'कभी-कभी' विकल्प सही होने पर तीसरे खण्ड में तथा 'बहुत कम' विकल्प सही होने पर चौथे खण्ड में $\frac{1}{2}$ का चिन्ह लगायें। इसी प्रकार यदि आपका उत्तर 'कभी नहीं' है तो अंतिम खण्ड में $\frac{1}{2}$ का चिन्ह लगायें। कृपया अपने उत्तर स्वयं के मतानुसार तथा स्वयं के अनुभवों के आधार पर ही दें। कोई भी उत्तर न सही है न गलत।

यह प्रश्नावली एस.सी.ई.आर.टी., रायपुर (छ.ग.) द्वारा शोध कार्य हेतु उपयोग में लायी जा रही है। आपके उत्तर पूर्णतः गोपनीय रखे जायेंगे तथा इनका उपयोग केवल शोध कार्य हेतु ही किया जाएगा। अतः निःसंकोच होकर समस्त प्रश्नों के उत्तर दें।

यद्यपि इस प्रश्नावली को पूर्ण करने की कोई समय सीमा नहीं है, तथापि इसे जल्द से जल्द पूरा करने का प्रयास करें। एस.सी.ई.आर.टी. रायपुर (छ.ग.) आपके इस सहयोग के लिए धन्यवाद प्रेषित करता है।

एस.सी.ई.आर.टी. तथा राजीव गांधी शिक्षा मिशन रायपुर (छ.ग.) के तत्वावधान में निर्मित

TGDG

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1	क्या आपको ऐसा लगता है कि आपकी शाला में लड़कियों द्वारा की गई शिकायतों की तुलना में लड़कों द्वारा की गयी शिकायत पर ज्यादा ध्यान दिया जाता है? 4					
2	क्या आपकी शाला के अधिकांश शिक्षक व शिक्षिकाएं लड़कों को ज्यादा पसंद करते हैं? 4					
3	क्या आपकी शाला में प्रार्थना कार्यक्रम का संचालन लड़कियों से कराया जाता है? 0					
4	क्या आपको ऐसा लगता है कि आपकी शाला के शरारती लड़के, लड़कों की तुलना में लड़कियों को ज्यादा तंग (परेशान) करते हैं ?4					
5	क्या आपको ऐसा लगता है कि व्यक्तिगत साफ सफाई जैसे— कपड़े, बाल, नाखून, जूते आदि के मामलों में लड़कियों पर अधिक सख्ती की जाती है? 4					
6	क्या शाला में खेलकूद कार्यक्रमों की जिम्मेदारी लड़कियों को दी जाती है ? 0					
7	क्या आपको लगता है कि कक्षा में प्रश्न का गलत उत्तर देने पर शिक्षक लड़कियों को ज्यादा दण्ड देते हैं? 4					
8	क्या आपको ऐसा लगता है कि पढाई संबंधी विभिन्न कार्यों, गृहकार्य, कक्षाकार्य एवं परीक्षा में अच्छी उपलब्धि प्राप्त करने पर शिक्षक द्वारा लड़कों की अधिक प्रशंसा की जाती है? 4					
9	क्या आपकी कक्षा में शिक्षक प्रश्न का उत्तर देने के लिए लड़कियों को अधिक प्रोत्साहित करते हैं? 0					
10	क्या कक्षा में शिक्षक द्वारा दण्ड देते समय लड़कियों के साथ भेदभाव किया जाता है ? 4					
11	क्या आपको ऐसा लगता है कि प्रार्थना के कार्यक्रमों में लड़कों को ज्यादा महत्व दिया जाता है? 4					
12	क्या आपको ऐसा लगता है कि खराब आचरण के लिये लड़कियों की ज्यादा निंदा की जाती है? 4					
13	क्या आपको ऐसा लगता है कि शाला में लड़कियों को कमजोर समझकर उन्हें कुछ ही खेलों में भाग लेने की अनुमति दी जाती है? 4					
14	क्या आपकी शाला में लड़कियों को कक्षा नायक (मॉनिटर) बनाया जाता है? 0					
15	क्या आपके शिक्षक लड़कों की तुलना में लड़कियों के साथ ज्यादा असभ्य(गलत)तरीके से बात करते हैं? 4					
16	क्या आपको ऐसा लगता है कि सामूहिक कार्य कराते समय लड़कियों के समूह को कम महत्व के कार्य करने के लिये दिये जाते हैं ? 4					

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17	क्या आपको ऐसा लगता है कि शाला के विभिन्न कार्यों जैसे क्लास मॉनिटरिंग, साफ सफाई आदि को देते समय लड़कियों के साथ भेदभाव होता है ? 4					
18	प्रायः लड़कों द्वारा खेले जाने वाले खेलों में किसी लड़की द्वारा रुचि दिखाने पर क्या शिक्षकों द्वारा उसे खेलने से मना किया जाता है ? 4					
19	क्या लड़के व लड़की को अकेले आपस में बातचीत करते देख लड़की की अधिक निंदा की जाती है? 4					
20	क्या आपकी शाला में लड़कियों को शाला अध्यक्ष (नायक) बनाया जाता है? 0					
21	क्या आपको ऐसा लगता है कि लड़कों की तुलना में लड़कियों को खेल के अवसर कम मिलते हैं? 4					
22	क्या आपकी शाला में भोजन परोसने का काम लड़कियों द्वारा किया जाता है ? 4					
23	क्या आपकी शाला में प्रार्थना के दौरान विभिन्न कार्यक्रमों (समाचार वाचन, अनमोल वचन आदि) में लड़कियों को भाग लेने दिया जाता है? 0					
24	क्या कक्षा में प्रश्न का सही उत्तर देने पर शिक्षक लड़कियों की ज्यादा प्रशंसा करते हैं। 0					
25	क्या कक्षा में आपको ऐसा लगता है कि खेलों तथा सांस्कृतिक कार्यक्रमों के लिए लड़कियों को दिये जाने वाले पुरस्कार (ईनाम) लड़कों को दिये जाने वाले पुरस्कार से सस्ते होते हैं। 4					
26	क्या e/; kg भोजन के पहले तथा बाद में भोजन स्थल की सफाई लड़कियों से करायी जाती है ? 4					
27	क्या शाला में खेल के दौरान अनुशासन तोड़ने पर लड़कियों को ज्यादा डांटा जाता है ? 4					
28	क्या खेल के दौरान गलती करने पर लड़कियों को ज्यादा चिढ़ाया (hoot) जाता है ? 4					
29	क्या आपकी शाला में सांस्कृतिक कार्यक्रमों की जिम्मेदारी लड़कियों को दी जाती है ? 0					
30	क्या e/; kg भोजन के समय लड़कियों को भोजन लड़कों के बाद दिया जाता है ? 4					
31	क्या आपको लगता है कि कक्षा में प्रश्न पूछते समय लड़कियों के साथ भेदभाव होता है? 4					
32	क्या आपको ऐसा लगता है कि खेलों में आगे बढ़ने के लिये शिक्षकों द्वारा लड़कों को ज्यादा मौके दिये जाते हैं ? 4					

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33	क्या कक्षा में देर से आने अथवा अनुपस्थित रहने पर लड़कियों को ज्यादा डांट पड़ती है? 4					
34	क्या शाला के विभिन्न कार्यक्रमों जैसे बालमेला, वृक्षारोपण, नृत्य, नाटक आदि में लड़कियों को अधिक महत्व दिया जाता है ? 0					
35	क्या आधी छुट्टी के समय शाला परिसर से बाहर जाने पर लड़कियों को ज्यादा दण्ड दिया जाता है। 4					
36	क्या आपको ऐसा लगता है कि, शाला के प्रधान अध्यापक लड़कियों के टॉयलेट (शौचालय) की साफ-सफाई के संबंध में ज्यादा ध्यान देते हैं ? 0					
37	क्या आपकी शाला में लड़कियों की इच्छा के विरुद्ध शाला के शिक्षक तथा प्रधान अध्यापक उनसे अपने घर के काम कराते हैं ? 4					
38	क्या आपको ऐसा लगता है कि ऐसे सांस्कृतिक कार्यक्रम जिसमें लड़के-लड़कियों दोनों की भूमिका हो उसमें मुख्य भूमिका लड़कों को दी जाती है ? 4					
39	शाला/कक्षा में पढ़ते समय क्या आपको ऐसा लगता है कि काश मैं लड़की न होकर लड़का होती । 4					

40. कक्षा में आपके या आपकी सहेली के साथ भेदभाव पूर्ण व्यवहार संबंधी अपने अनुभव लिखें?

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41. अगले जनम में आप किस रूप में जन्म लेना चाहेंगी।

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हिन्दी संस्करण

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कृपया निम्न विवरण भरें :-

नाम :- पद :-

शाला का नाम :- जिला :- दिनांक
:-

निर्देश

अगले पृष्ठों पर शिक्षा व्यवस्था व शैक्षिक वातावरण से संबंधित कुछ प्रश्न प्रस्तुत किये गये हैं। प्रत्येक प्रश्न का उत्तर तीन विकल्पों 'हाँ/अनिश्चित/नहीं' में से किसी एक विकल्प को चुनकर दिया जा सकता है।

कृपया प्रत्येक प्रश्न को ध्यान पूर्वक पढ़ें तथा प्रश्न के समक्ष 3 खंडों में दिये गये विकल्पों में से आपके मतानुसार सही विकल्प वाले खण्ड में $\frac{1}{2}$ का चिन्ह लगायें। यदि आप 'हाँ' के विकल्प से सहमत हैं तो प्रथम खण्ड में $\frac{1}{2}$ का चिन्ह लगायें। यदि उस प्रश्न के उत्तर के रूप में आपके मतानुसार 'अनिश्चित' विकल्प उपयुक्त है तो द्वितीय खण्ड में $\frac{1}{2}$ चिन्ह लगायें, इसी प्रकार यदि आपका उत्तर 'नहीं' है तो अंतिम खण्ड में $\frac{1}{2}$ का चिन्ह लगायें। कृपया अपने उत्तर स्वयं के मतानुसार तथा स्वयं के अनुभवों के आधार पर ही दें। कोई भी उत्तर न सही है न गलत। यह प्रश्नावली एस. सी. ई. आर. टी., रायपुर (छ. ग.) द्वारा शोध कार्य हेतु उपयोग में लायी जा रही है। आपके उत्तर पूर्णतः गोपनीय रखे जायेंगे तथा इनका उपयोग केवल शोध कार्य हेतु ही किया जाएगा। अतः निःसंकोच होकर समस्त प्रश्नों के उत्तर दें।

यद्यपि उस प्रश्नावली को पूर्ण करने की कोई समय सीमा नहीं है, तथापि इसे जल्द से जल्द पूरा करने का प्रयास करें। एस. सी. ई. आर. टी. रायपुर (छ. ग.) आपके इस सहयोग के लिए धन्यवाद प्रेषित करता है।

एस. सी. ई. आर. टी. तथा राजीव गांधी शिक्षा मिशन रायपुर (छ. ग.) के तत्वावधान में निर्मित

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(हिन्दी संस्करण)

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1	क्या आपकी राय में प्रार्थना के कार्यक्रमों का संचालन लड़कों की तुलना में लड़कियाँ ज्यादा अच्छे ढंग से करती हैं ? 0			
2	क्या आपको लगता है कि कक्षा में कठिन एवं महत्वपूर्ण प्रश्नों के उत्तर प्रायः लड़के देते हैं ? 2			
3	आपके अनुसार क्या शिक्षक की अनुपस्थिति में कक्षा में होने वाला हल्ला लड़कियों द्वारा किया जाता है ? 2			
4	आपकी राय में क्या कक्षा में लड़कियों को असभ्य/अवांछित स्थितियों का सामना ज्यादा करना पड़ता है 0			
5	क्या आपको लगता है कि शिक्षक लड़कियों के आचरण के प्रति ज्यादा संवेदनशील होते हैं ? 2			
6	आपकी राय में क्या लड़कियाँ साफ-सफाई का कार्य ज्यादा अच्छे से करती हैं ? 2			
7	क्या आपकी शाला में व्यक्तिगत साफ-सफाई (जैसे कपड़े, बाल, जूते, नाखून आदि) के मामलों में लड़कियों पर अधिक सख्ती की जाती है?2			
8	क्या आपकी राय में शाला के महत्वपूर्ण कार्य करने में लड़के प्रायः अधिक अच्छी भूमिका निभाते हैं ? 2			
9	शाला में लड़के व लड़की की अकेले में आपसी बातचीत पर आपकी राय में क्या लड़कियों को ज्यादा समझाया जाना चाहिए ? 2			
10	क्या आपको लगता है कि शाला में लड़कों के लिए खेल के अवसर ज्यादा उपलब्ध हैं ? 0			
11	आपकी राय में क्या प्रायः लड़कों द्वारा खेले जाने वाले खेलों को खेलने के लिए लड़कियों को भी प्रोत्साहित करना चाहिए ? 0			
12	आपके मतानुसार क्या लड़के शाला में खेल आयोजनों की जिम्मेदारी संभालने में ज्यादा सक्षम हैं ? 2			
13	क्या आपको ऐसा लगता है कि आपकी शाला में लड़कों को ज्यादा प्रोत्साहन दिया जाता है ? 0			
14	आपकी राय में क्या खेल के दौरान अनुशासन के मुद्दों पर लड़कियों को ज्यादा सजग होना चाहिए ? 2			
15	क्या आपको ऐसा लगता है कि खेल के दौरान लड़कियाँ 'हूटिंग' (hooting) की ज्यादा शिकार होती हैं ? 2			
16	क्या आपको ऐसा लगता है कि शाला के खेल एवं सांस्कृतिक कार्यक्रमों में लड़कियाँ ज्यादा अवहेलना की शिकार होती हैं ? 2			
17	आपकी जानकारी में मध्याह्न भोजन के समय क्या लड़कियों को भोजन लड़कों के बाद दिया जाता है ? 2			
18	क्या आपकी जानकारी में शाला के विभिन्न कार्यों (जैसे-साफ सफाई आदि) को देते समय लड़कियों के साथ भेद-भाव किया जाता है ? 2			
19	क्या आपको ऐसा लगता है कि विभिन्न शालेय गतिविधियों जैसे - नेतृत्व आदि में लड़कियों की तुलना में लड़कों को अधिक महत्व दिया जाता है ? 2			

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21	D; k vki dks yxrk gSdh yMels vj yMfd; kads e/; vl ekurk dks l ekR ughafd; k t k l drk \	2		

22. कृपया शालाओं में लड़कियों के साथ किये जाने वाले भेदभाव के संदर्भ में अपने व्यक्तिगत अनुभवों को लिखें ।

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23. शालाओं में लड़कियों के प्रति होने वाले भेदभाव को कम करने या दूर करने के लिये आपके अनुसार क्या-क्या करना चाहिए ?

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यह शोधकार्य एस.सी.ई.आर.टी. रायपुर (छ.ग.) द्वारा शालाओं में बालिकाओं के प्रति भेदभाव की जानकारी प्राप्त करने हेतु किया जा रहा है। इस संवेदनशील कार्य में आपकी भूमिका अत्यंत महत्वपूर्ण है। कृपया नीचे दिये जा रहे निर्देशों को ध्यान से पढ़कर आपको सौंपी जा रही जिम्मेदारी को निभाएं।

इस कार्य में सहयोग हेतु एस.सी.ई.आर.टी. रायपुर (छ.ग.) आपको धन्यवाद प्रेषित करता है।

1. यह शोध कार्य केवल 'कक्षा' पर किया जाना है जो 'कक्षा' में अध्ययनरत हैं।
2. इस शोधकार्य हेतु चयनित 'कक्षा' (Co-Education) शालाएं हों।
3. प्रश्नावली TGDG-G छात्राओं से तथा TGDG-T शिक्षकों तथा प्रधानाध्यापकों से भरायी जाएं।
4. प्रत्येक शाला से कक्षा आठवीं में अध्ययनरत 10 कक्षा का यादृच्छिक (Random) चयन करें तथा प्रश्नावली TGDG-G भरवाएं।
5. कक्षा आठवीं की जिन छात्राओं से प्रश्नावली TGDG-G भरायी गयी है उन्हें पढ़ाने वाले 2 शिक्षकों (1 महिला, 1 पुरुष) तथा प्रधानाध्यापक से प्रश्नावली TGDG-T भरायी जाए। इस प्रकार प्रति शाला कुल तीन TGDG-T भरवायी जाएं।
6. प्रश्नावली भरने के लिए समय-सीमा नहीं है किंतु इसे जल्द से जल्द भर कर देने का अनुरोध किया जाए। किंतु किसी भी स्थिति में प्रपत्र उन्हें घर से भरकर लाने के लिए न दें।
7. इस बात का ध्यान रखें कि प्रश्नावली भरते समय छात्राएँ आपस में चर्चा न करें वरन् इसे अपने अनुभव के आधार पर भरें।
8. छात्राओं, शिक्षकों को शब्द/प्रश्न समझ में न आने पर उनकी सरल व्याख्या कर समझाएं।
9. प्रत्येक शाला से भरायी गयी कक्षा (10 TGDG-G + 3 TGDG-T) को एकत्र कर निर्देशानुसार स्कोरिंग करें तथा प्रपत्र-1 में दर्शायी गयी प्रविष्टियों को भरें। इस प्रकार प्रपत्र 1 तथा संलग्न प्रश्नावलियों को डाइट के संबंधित प्रभारी के पास जमा करें।
10. इस बात का ध्यान रखें कि प्रश्नावली भरते समय छात्राएं/शिक्षक/प्रधानाध्यापक अपने अभिमत स्वयं के अनुभवों के आधार पर ही दें।

Ldkjx grqfunzk &

1. प्रस्तुत प्रश्नावली (TG DG-G) शिक्षा व्यवस्था एवं शैक्षिक वातावरण के प्रति छात्रों के मत का निर्धारण करने के लिए निर्मित की गई है। प्रत्येक प्रश्न के प्रत्युत्तर के रूप में पाँच विकल्पों को प्रस्तुत किया गया है। कृपया नीचे निर्देशित प्रश्न के क्रमानुसार प्रत्येक प्रश्न के लिए प्राप्तांक दें तथा अंतिम पृष्ठ पर पृष्ठ दो, तीन तथा चार के कुल योग लिखें।
 - प्रश्न क्रमांक 3, 6, 9, 14, 20, 23, 24, 29, 34, 36, के लिए पाँच विकल्पों यथा हमेशा, अक्सर, कभी-कभी, बहुत कम, कभी नहीं के लिए क्रमशः 0, 1, 2, 3, 4, प्राप्तांक दिये जायेंगे।
 - शेष प्रश्नों के प्राप्तांक देने की प्रक्रिया इसकी उल्टी अर्थात् हमेशा के लिए 4, अक्सर के लिए 3, कभी-कभी, के लिए 2, बहुत कम बार के लिए 1 तथा कभी नहीं के लिए 0 अंक दिये जायेंगे। इस प्रश्नावली में न्यूनतम प्राप्तांक 0 तथा अधिकतम प्राप्तांक 156 होंगे।
2. प्रस्तुत प्रश्नावली (TG DG-T) शिक्षा व्यवस्था एवं शैक्षिक वातावरण में जेण्डर के प्रति शिक्षकों एवं प्रधान अध्यापकों के मत का निर्धारण करने के लिए निर्मित की गई है।
 - प्रत्येक प्रश्न के प्रत्युत्तर के रूप में तीन विकल्पों को प्रस्तुत किया गया है। कृपया नीचे निर्देशित प्रश्न के क्रमानुसार प्रत्येक प्रश्न के लिए प्राप्तांक दें तथा अंतिम पृष्ठ पर कुल प्राप्तांकों को लिखें।
 - प्रश्न क्रमांक 1,4,10,11,13 के लिए तीन विकल्पों यथा – हाँ, अनिश्चित, नहीं, के लिए, क्रमशः 0, 1, 2 प्राप्तांक दिये जायें। शेष प्रश्नों के लिए प्राप्तांक की प्रक्रिया उसकी उल्टी अर्थात् हाँ के लिए 2, अनिश्चित के लिए 1, तथा नहीं के लिए 0, अंक दिये जायें। इस प्रश्नावली में न्यूनतम प्राप्तांक 0 तथा अधिकतम प्राप्तांक 42 होंगे।

ANNEXURE - 1
DISTRICT & BLOCK WISE LIST OF
SAMPLED SCHOOLS

S.No.	District	Block	Name of school
1	Mahasamund	Sarayepalee	M.S. Lingaon
2	Mahasamund	Sarayepalee	H.S.S. Bonda
3	Mahasamund	Sarayepalee	H.S.S. Navagarh
4	Mahasamund	Sarayepalee	H.S.S. Bodesara
5	Mahasamund	Sarayepalee	H.S.S. Jamhari
6	Mahasamund	Sarayepalee	H.S.S. Bherapali
7	Mahasamund	Sarayepalee	H.S.S. Mohada
8	Mahasamund	Sarayepalee	H.S.S. Amarkot
9	Mahasamund	Sarayepalee	M.S. Kalenda
10	Mahasamund	Sarayepalee	M.S. Paraskol
11	Mahasamund	Sarayepalee	H.S. Kisdi
12	Mahasamund	Sarayepalee	H.S.S. Devalbhatha
13	Mahasamund	Sarayepalee	H.S.S.Khaparidih
14	Mahasamund	Sarayepalee	H.S.S. Arjunda
15	Mahasamund	Sarayepalee	H.S. Bardola
16	Mahasamund	Sarayepalee	H.S. Paatsendri
17	Mahasamund	Sarayepalee	H.S. Baanigirola
18	Mahasamund	Sarayepalee	H.S.S Chattigirola
19	Mahasamund	Sarayepalee	H.S.S. Kena
20	Mahasamund	Sarayepalee	H.S.S. Jhilmila
21	Mahasamund	Basna	H.S. Butipaali
22	Mahasamund	Basna	H.S. BundelaaBhatha
23	Mahasamund	Basna	H.S.S. Jagat
24	Mahasamund	Basna	H.S.S. Baaradoli
25	Mahasamund	Basna	H.S. Khoksa
26	Mahasamund	Basna	H.S. Lambar
27	Mahasamund	Basna	H.S.S. Aamapaali
28	Mahasamund	Basna	H.S. Kudaribahara
29	Mahasamund	Basna	H.S. Singhanpur
30	Mahasamund	Basna	H.S. Gaurtek
31	Mahasamund	Basna	H.S. Undela
32	Mahasamund	Basna	H.S. Santpaali
33	Mahasamund	Basna	H.S. Gharfuljhat
34	Mahasamund	Basna	H.S. Kayatpaali
35	Mahasamund	Basna	H.S. Bhukel
36	Mahasamund	Basna	H.S.S. Barpeladiha
37	Mahasamund	Basna	H.S. Gidhalee
38	Mahasamund	Basna	H.S.S. Mohaka
39	Mahasamund	Basna	H.S. Chipreekonaa
40	Mahasamund	Basna	H.S.S. Roopawali
41	Mahasamund	Mahasamund	H.S. Kaundkera
42	Mahasamund	Mahasamund	H.S.S. Saradeeha
43	Mahasamund	Mahasamund	H.S. Ghodari

44	Mahasamund	Mahasamund	H.S. Naandgano
45	Mahasamund	Mahasamund	H.S. Jobaakala
46	Mahasamund	Mahasamund	H.S. Chaukbeda
47	Mahasamund	Mahasamund	H.S.S. Baavankera
48	Mahasamund	Mahasamund	H.S.S. Chinraud
49	Mahasamund	Mahasamund	H.S. Achanakpur
50	Mahasamund	Mahasamund	H.S. Bandoraa
51	Mahasamund	Mahasamund	H.S. Kharora
52	Mahasamund	Mahasamund	H.S.S. Labhara Khurd
53	Mahasamund	Mahasamund	H.S. Bamhani
54	Mahasamund	Mahasamund	H.S. Laafin Khurd
55	Mahasamund	Mahasamund	H.S. Barekel Khurd
56	Mahasamund	Mahasamund	H.S.S. Khairjhhiti
57	Mahasamund	Mahasamund	H.S. Kanpa
58	Mahasamund	Mahasamund	H.S. Nartora
59	Mahasamund	Mahasamund	H.S. Bhatgaon
60	Mahasamund	Mahasamund	H.S. Jobakala
61	Mahasamund	Mahasamund	H.S.S. Mudhena
62	Mahasamund	Bagbaaharaa	H.S. Bindravan
63	Mahasamund	Bagbaaharaa	H.S. Ukhara
64	Mahasamund	Bagbaaharaa	H.S.S. Churki
65	Mahasamund	Bagbaaharaa	H.S. M.K. Baaharaa
66	Mahasamund	Bagbaaharaa	H.S. Bhadrasi
67	Mahasamund	Bagbaaharaa	H.S.S. Mungaser
68	Mahasamund	Bagbaaharaa	H.S. Tupakbora
69	Mahasamund	Bagbaaharaa	H.S. Smahar
70	Mahasamund	Bagbaaharaa	H.S. Smahar
71	Mahasamund	Bagbaaharaa	H.S. Khushroopaali
72	Mahasamund	Bagbaaharaa	H.S. Gabaudha
73	Mahasamund	Bagbaaharaa	H.S. Bhalesar
74	Mahasamund	Bagbaaharaa	H.S. Boirgaon
75	Mahasamund	Bagbaaharaa	H.S. Bihajhar
76	Mahasamund	Bagbaaharaa	H.S.S. Maulimuda
77	Mahasamund	Bagbaaharaa	H.S. Ghunchapali
78	Mahasamund	Bagbaaharaa	H.S. Bakma
79	Mahasamund	Bagbaaharaa	H.S. Kaunsara
80	Mahasamund	Bagbaaharaa	H.S. Lamkeni
81	Mahasamund	Bagbaaharaa	H.S.S. Patparpaali
82	Mahasamund	Bagbaaharaa	H.S. Bhatgaon
83	Mahasamund	Pithhora	H.S. Bagaarpali
84	Mahasamund	Pithhora	H.S. Diyakala
85	Mahasamund	Pithhora	H.S. Saalhetaraai
86	Mahasamund	Pithhora	H.S. Bhagatdevari
87	Mahasamund	Pithhora	H.S. Badhaipaali
88	Mahasamund	Pithhora	H.S. Mohada

89	Mahasamund	Pithhora	H.S. Mudagaon
90	Mahasamund	Pithhora	H.S. Bhurkoni
91	Mahasamund	Pithhora	H.S.S. Lilesar
92	Mahasamund	Pithhora	H.S. Beldih
93	Mahasamund	Pithhora	H.S. Janghora
94	Mahasamund	Pithhora	H.S. Laarwagarh
95	Mahasamund	Pithhora	H.S. Barekel Kalaa
96	Mahasamund	Pithhora	H.S. Athharhagudi
97	Mahasamund	Pithhora	H.S. Bhaskarapaali
98	Mahasamund	Pithhora	H.S. Rajpaalpur
99	Mahasamund	Pithhora	H.S. Baldidiha
100	Mahasamund	Pithhora	H.S. Memra
101	Mahasamund	Pithhora	H.S. Chhindauli
102	Mahasamund	Pithhora	H.S. Arayand
103	Dhamtari	Dhamtari	M.S. Piparchedi
104	Dhamtari	Dhamtari	M.S. Gagara
105	Dhamtari	Dhamtari	M.S. Mudpaar
106	Dhamtari	Dhamtari	Bendra Navagaon
107	Dhamtari	Dhamtari	M.S. Bhothipaar
108	Dhamtari	Dhamtari	M.S. Kurra
109	Dhamtari	Dhamtari	M.S. Chati
110	Dhamtari	Dhamtari	M.S. Udena
111	Dhamtari	Dhamtari	M.S. Koliyari
112	Dhamtari	Dhamtari	M.S. Gokulpur
113	Dhamtari	Dhamtari	M.S. Telinasatti
114	Dhamtari	Dhamtari	M.S. PiparChhedi
115	Dhamtari	Dhamtari	H.S.S. Doma
116	Dhamtari	Dhamtari	M.S. Biretara
117	Dhamtari	Dhamtari	M.S. Rataava
118	Dhamtari	Dhamtari	M.S. Podgaon
119	Dhamtari	Dhamtari	M.S. Birnasili
120	Dhamtari	Dhamtari	M.S. Kaspur
121	Dhamtari	Dhamtari	M.S. Navaagaon
122	Dhamtari	Dhamtari	M.S. Lakharpuri
123	Dhamtari	Dhamtari	M.S. Umargaon
124	Dhamtari	Dhamtari	M.S. Mauhabahara
125	Dhamtari	Dhamtari	M.S. Chiplipara
126	Dhamtari	Dhamtari	M.S. Pandaripani
127	Dhamtari	Dhamtari	M.S. Farsiya
128	Dhamtari	Dhamtari	M.S. Khamariya
129	Dhamtari	Dhamtari	M.S. Ranigaon
130	Dhamtari	Dhamtari	M.S. Malhari
131	Dhamtari	Dhamtari	M.S. Bodara

132	Dhamtari	Dhamtari	M.S. Bhothali
133	Dhamtari	Dhamtari	M.S. Chhuhi
134	Dhamtari	Dhamtari	M.S. Saloni
135	Dhamtari	Dhamtari	M.S. Chhipli
136	Dhamtari	Dhamtari	M.S. Mode
137	Dhamtari	Dhamtari	M.S. Amali
138	Dhamtari	Dhamtari	M.S. Goregaon
139	Dhamtari	Dhamtari	M.S. Sirsida
140	Dhamtari	Dhamtari	M.S. Devpur
141	Dhamtari	Dhamtari	M.S. Birgudi
142	Dhamtari	Dhamtari	M.S. Semra
143	Dhamtari	Dhamtari	M.S. Hardi Bhata
144	Dhamtari	Dhamtari	M.S. Jangal Para Nagari
145	Dhamtari	Dhamtari	M.S. Paaik Bhata
146	Dhamtari	Dhamtari	H.S. Panodwar
147	Dhamtari	Dhamtari	H.S. Bilbhadar
148	Dhamtari	Dhamtari	H.S. Nagari
149	Dhamtari	Dhamtari	H.S. Navagaon
150	Dhamtari	Dhamtari	H.S. Charra
151	Dhamtari	Dhamtari	H.S. Kot Para Nagari
152	Dhamtari	Dhamtari	H.S. Kot Para Karraghati
153	Dhamtari	Dhamtari	H.S. Khisora
154	Dhamtari	Dhamtari	H.S. Mohrenga
155	Dhamtari	Dhamtari	H.S. Rankadih
156	Dhamtari	Dhamtari	H.S. Khirjhiti
157	Dhamtari	Dhamtari	H.S. Dumarпали
158	Dhamtari	Dhamtari	H.S. Navagaon (Khisora)
159	Dhamtari	Dhamtari	H.S. Belardona
160	Dhamtari	Dhamtari	H.S. Shukla Bhata
161	Dhamtari	Dhamtari	H.S. Kapalfodi
162	Dhamtari	Dhamtari	H.S. Dhaurabhata
163	Dhamtari	Dhamtari	H.S. Parasvaani
164	Dhamtari	Dhamtari	H.S. Bharda
165	Dhamtari	Dhamtari	H.S. Belora
166	Dhamtari	Dhamtari	H.S. Luge
167	Dhamtari	Dhamtari	H.S. Sargi
168	Dhamtari	Dhamtari	H.S. Raajpur
169	Dhamtari	Dhamtari	H.S. Dabha
170	Dhamtari	Dhamtari	H.S.S. Kareli (Chhoti)
171	Dhamtari	Dhamtari	H.S. Mohadi
172	Dhamtari	Dhamtari	H.S. Birchhuli

173	Dhamtari	Dhamtari	H.S. Giraud
174	Dhamtari	Dhamtari	H.S. Arod
175	Dhamtari	Dhamtari	H.S. Pahanda
176	Dhamtari	Dhamtari	H.S.S. Borsi
177	Dhamtari	Dhamtari	H.S. Durra
178	Dhamtari	Dhamtari	H.S. Kurra
179	Dhamtari	Dhamtari	H.S. Ghuma
180	Dhamtari	Dhamtari	H.S. Darra
181	Dhamtari	Dhamtari	H.S. Pchpedi
182	Dhamtari	Dhamtari	H.S. Rampur
183	Dhamtari	Dhamtari	H.S. Borjhara
184	Dhamtari	Dhamtari	H.S. Gatapar
185	Dhamtari	Dhamtari	H.S. Chatora
186	Dhamtari	Dhamtari	H.S. Bhendara
187	Dhamtari	Dhamtari	H.S. Sankari
188	Dhamtari	Dhamtari	H.S. Goji
189	Dhamtari	Dhamtari	H.S. Joratarai (A)
190	Dhamtari	Dhamtari	H.S. Anwari
191	Dhamtari	Dhamtari	H.S. Joratarai (N)
192	Dhamtari	Dhamtari	H.S. Seldeep
193	Dhamtari	Dhamtari	H.S. Bhothidih
194	Dhamtari	Dhamtari	H.S. Kamraud
195	Dhamtari	Dhamtari	H.S. Mujgahan
196	Dhamtari	Dhamtari	H.S. Lohrasi
197	Dhamtari	Dhamtari	H.S. Parevadih
198	Dhamtari	Dhamtari	H.S. Kurmatarai
199	Dhamtari	Dhamtari	H.S.S. Parastarai
200	Dhamtari	Dhamtari	H.S.S. Tumabaiga Para Amdi
201	Dhamtari	Dhamtari	H.S. Gangrel
202	Dhamtari	Dhamtari	H.S. Rudri