

## Minutes of the 31<sup>st</sup> Meeting of the DAB of Department of Gender Studies held on 14<sup>th</sup> December, 2017

The Departmental Advisory Board (DAB) meeting for the year 2018-19 was held on 14<sup>th</sup> December, 2017, in Room No. 207, 2<sup>nd</sup> Floor, CIET, NCERT, New Delhi. The following members attended the meeting:

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| 1. Prof. Poonam Agrawal  | Head, DGS and Chairperson              |
| 2. Prof. C.S. Singhal<br>Head, Centre for Women Development<br>& Gender Studies NIRD&PR, Hyderabad               | Member and External Expert             |
| 3. Prof. Krishna Menon,<br>Head, Department of Gender Studies,<br>Ambedkar University, New Delhi                 | Member and External Expert             |
| 4. Dr. M Meena Kumari Devi,<br>Director, SCERT, Imphal   | Member and External Expert             |
| 5. Dr. Huma Masood,<br>National Programme Officer,<br>UNESCO House, New Delhi                                    | Member and External Expert             |
| 6. Dr. Fauzia Khan,<br>Department of Teacher Training & Non-Formal<br>Education, Jamia Millia Islamia, New Delhi | Member and External Expert             |
| 7. Prof. A.K. Srivastava   | Dean (Research), DER (Special Invitee) |
| 8. Prof. A.D. Tiwari   | Head, PMD (Special Invitee)            |
| 9. Prof. Anupam Ahuja  | Representing Head, DEGSN               |
| 10. Prof. Dinesh Kumar   | Head, DESM                             |
| 11. Dr. Indu Kumar   | Representing Joint Director, CIET      |
| 12. Dr. M.V. Srinivasan  | Representing Head, DESS                |
| 13. Dr. Ramesh Kumar   | Representing Head, DEE                 |
| 14. Dr. Prabhat K Mishra   | Representing Head, DEPFE               |
| 15. Prof. Mona Yadav   | Member, DAB of DGS                     |
| 16. Prof. Mily Roy Anand   | Special Invitee, DGS faculty           |

Professor Poonam Agrawal, Head DGS welcomed the members of the newly constituted DAB. The members introduced themselves, also indicating the work being carried out by

them in their respective organizations/departments. After self-introduction, Prof. Agrawal took the opportunity and initiated a discussion on issues concerning access and retention of girls at secondary level. The discussion brought to light a number of factors impacting girls' education after elementary level.

*Prof. Krishna Menon* was of the view that it is important to focus on gender sensitive pedagogical process for bringing about attitudinal change. The issue of violence in public spaces needs to be addressed as it impedes girls' access to higher education. She also stated that it is equally important for boys and men to confront patriarchal structures.

*Prof. Fauzia Khan* stated that amongst minorities the migration factor is a barrier for access to secondary education of girls. Moreover, lack of awareness amongst parents regarding various schemes and programmes also results in low enrolment of girls. Concern for safety and security of girls often leads to early marriage of girls.

*Prof. C.S. Singhal* was of the view that working with institution like the Panchayati Raj helped a great deal in understanding gender issues. He held the mindset of the people primarily responsible for this issue. Sensitization and awareness programmes at village level are required to bring attitudinal changes at the village level.

*Dr. Huma Masood* was of the view that enrolment and participation of girls have increased, but dropout and retention continues to be a problem. She informed the house about the UNESCO report on girls' education which mentions fifteen reasons for dropout of girls, including poverty, caste structure, conflicts and violence, adolescence issues, early marriage/pregnancy, preparedness of the system, incentives not reaching in time, additional disadvantage of disability, if any; etc. She was also of the view that boys and men also need to be addressed to create an enabling environment. Incentives provided to girls are not contextualized according to their needs. There are factors related to health which affect girls' education. Teachers play an important role in girls' education especially female teachers but there are issues related to teachers working in rural remote areas which need to be addressed.

*Dr. Meena Kumari* suggested that textbooks need to be reviewed from class I onwards and bridge courses and other material should be prepared, in which SCERT, Manipur is also interested.

*Prof. A.D. Tiwari* opined that society is responsible for nurturing boys and girls differently. As an educational institution we need to work on strategies to bring about attitudinal changes.

*Prof. Anupam Ahuja* was of the view that among girls disability is an important factor for their discontinuance in education. People need to be informed on treating disability with proper mindset and these girls need to be accepted in the workforce.

*Dr. Indu Kumar* stated that the girls generally go to government schools; hence, the issues concerning government schools need to be addressed for enhancing girls' participation.

*Dr. Ramesh Kumar* was of the view that gender issues should be integrated in language textbooks and teachers should be trained to transact gender related issues through language teaching.

*Dr. M. V.Srinivasan* stated that the enrolment gap between boys and girls is reducing and one of the reasons for this is increasing number of girls' hostels. But he quoted a study indicating that about forty percent of girls from rural areas who have passed secondary stage are yet to get employment opportunities, as a result of which parents go for their early marriage.

*Prof. Dinesh Kumar* stated that the statistics shows overall enrolment of girls has increased but girls and women still lack empowerment. In rural remote areas transportation is a major problem for accessing schools. There is a need to bring about change in the mindset of society.

Prof. Agrawal thanked the members for critically reflecting on this important issue. This was followed by a presentation by her about the journey, roles and functions and important achievements of the Department. She mentioned that the Department was created as a Women's Education Unit in 1979 and the same was upgraded as the Department of Women's Studies in 1989. In 2014, this department was renamed as the Department of Gender Studies. Further, she threw light on the major roles and functions of the Department. Some of the major roles and functions highlighted were: awareness generation among all levels of educational personnel for taking action regarding elimination of gender bias and stereotyping; re-designing curricula, development of Teaching Learning Material (TLM) and educational programmes to make these gender inclusive, analysis of textbooks and other TLMs to remove gender bias and stereotyping; and orientation of curriculum makers, textbook writers and educational planners. She added that the Department also undertakes research and innovative action projects, evaluation studies, community mobilization programmes, advises and assists the Centre and the State Governments in formulating and executing policies and programmes on gender concerns, offers inputs into teacher education and also provides gender related inputs for all activities of SSA and RMSA programmes. Prof. Agrawal elaborated the scope of work of the department which includes policy interventions, R&D, Training/ Capacity building, extension and consultancy. For each of these some important work done by the department was presented.

Highlights of the activities of the department for the year 2017-18 were presented. The programmes taken up were explained one by one detailing the progress of each.

The minutes of the previous meeting were confirmed.

This was followed by presentation and discussion on the programme proposals for 2018-19. The programmes were recommended with the following observations:

#### **4.01 A Study of Girls' Hostel Scheme for Retention of Scheduled Caste (SC) Girls at Secondary Stage**

**Recommended** with the following suggestions:

The need and justification should highlight on the status of SC girls in their pursuit of education. The objectives of the study should also have a SC girl child focus. The work schedule of the JPF should be included in the proposal. The time frame regarding development of tool can be looked into. The observation schedule should focus on the experiences of SC girls in the hostel. If girls have dropped out of the hostel the reasons for dropping out need to be highlighted. Case study approach can provide a better insight about the hostel.

#### **4.02 Participation and Performance of Girls in National Talent Search Scheme (NTSS): A Spatial-Temporal Study from the Viewpoint of Gender Gap Analysis**

This is an ongoing project, already **recommended** last year. The progress of the project was reported.

#### **4.03 Development of Transformatory Material for Awareness Generation and Attitudinal Change with respect to Gender**

**Recommended** with the following suggestions:

Term of DTP operator may be reduced. Services of graphic designer from CIET may be sought.

Development of digital version of the modules can also be considered. Role Play videos prepared by DESS and the material prepared by UNESCO can also be referred. The material may also focus on healthy relationships and conflict management.

#### **4.04 Capacity Building of Secondary School Teachers from ST concentrated areas of Southern region on Gender Issues in Education to act as Master Trainers**

**Recommended**

The meeting ended with the vote of thanks to the chair.