

REPORT OF THE FIELD-TESTING OF GENDER FRIENDLY SCHOOL INDICATORS [GFSI] IN INDIA

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**Professor P.K.Michael Tharakan
Professor M.D.Usha Devi**

Abbreviations

ASER	Annual Status of Educational Report
CBO	Community Based Organizations
CDC	Challenged and Differentially able Children
CF	Commonwealth Foundation
CG	Core Group
CI	Coordinating Institutions
COL	Commonwealth of Learning
CS	Commonwealth Secretariat
CSO	Civil Society organizations
DPI	Draft Process Indicators
EFA	Education For All
FGD	Focused Group Discussion
GER	Gross Enrolment Ratio
GFSI	Gender Friendly School Indicators
GP	Gram Panchayat
GPK	Grameena Patana Kendram
HS	High School
HSS	Higher Secondary School
IRT	International Round Table
ISEC	Institute for Social and Economic Change
IVW	International Validation Workshop
LG	Local Government
LPS	Lower Primary School
MDG	Millennium Development Goal
MTA	Mother-Teacher Association
NGO	Non-Governmental Organizations
NLSUI	National Law School of India University
OB	Operation Blackboard
PO	Partner Organizations
PRI	Panchayat Raj Institutions
PTA	Parent-Teacher Association
RKHC	Ramakrishna Hedge Chair
RPI	Revised Process Indicators
SC	Scheduled Caste
SDMC	School Development and Management Committee
SHG	Self-Help Group
SMART	Specific, Measurable, Achievable, Realistic and Time bound
SSF	School Support Functions
SSO	School Support Organizations
UPE	Universal Primary Education
UPS	Upper Primary School

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1. Introduction:

It was on the occasion of the visit of Dr. Tanyss Munro and Dr. Mohan Menon, Educational Specialists of the COL to the ISEC on an invitation from the RK Hegde Chair [RKHC] in Decentralisation and Governance on 4th of December, 2007 that the idea of a partnership between the COL and the ISEC was initially discussed. The idea took shape eventually as a proposal to organise an International Round Table [IRT]. The document prepared in this connection by the COL, pointed out that¹

access and quality have been of equal concern to policy makers and practitioners in the area of schooling... Lately, efforts made towards Universalization of Primary Education have been giving emphasis to quality by tracking students' performance in various school subjects in different grades. It is now understood that if universal access to primary education is to be attained, it is critical to develop quality gender-friendly schools to make sure that both boys and girls enjoy school, do not drop out and are able to learn, thereby increasing completion rates. A pertinent question is 'what is school quality' and what are those 'quality indicators' which are critical to school participation, retention and performance... The next question that emerges is how to define and monitor the quality of the learning environment... Considering the reality of gender inequality in many countries and situations, it is important to expand the notion of child friendly to gender-friendly school environment. Gender friendly learning environment refers to learning environment which gives special consideration to the needs of both girls and boys, and does not view children as gender neutral. This also means special consideration to the prevalent gender relations and the resultant implications for their needs. It also means the environment should be able to respond to particular needs of boys or girls if they happened to be more disadvantaged in a particular context.

The Commonwealth Secretariat [CS], London, UK, and the Commonwealth Foundation [CF], London, UK also joined in organising the IRT. Through extensive e-mails and tele-conferencing among representatives of the four organisations/institutions the IRT was organised on "Indicators of School Quality: Towards Gender-friendly Schooling Environment" co-sponsored by the COL, CS, CF and the ISEC, and the ISEC as the local organizer in Bangalore. The Director-ISEC, appointed P.K.Michael Tharakan, RK Hegde Chair Professor as the Convenor of the IRT.

¹ Commonwealth of Learning, "A Proposal for a Roundtable on 'Indicators of School Quality: Towards Gender-Friendly Schooling Environment'," Vancouver, Canada, 2008.

The IRT was scheduled for 27th to 29th March, 2008 to be preceded by a special Inaugural Session on the 26th afternoon to be addressed by Sri.P.P.Prabhu, Advisor to the Governor of Karnataka. The IRT was to concentrate on issues emerging mainly from South Asia. The Millennium Development Goal [MDG] II² envisaged achievement of Universal Primary Education [UPE] within which it was targeted that by 2015 to get all boys and all girls complete primary school. Similarly the MDG III undertakes to promote gender equality and empowerment of women within which elimination of gender disparities in primary and secondary education preferably by 2005 and at all levels by 2015 was targeted. A very important Report brought out by the CF and which was released in an official function held along with the IRT in Bangalore pointed out that 51 Commonwealth countries are committed to work towards the achievement of all MDGs by 2015, with 41 of them having also endorsed the Dakar Framework for Action on Education for All [EFA].³ It is evident that a significant section of the world, among them some important Commonwealth countries, particularly of South Asia, are not likely to achieve these specific MDGs by 2015. Therefore, it was decided that the IRT should emphasise South Asian experience in particular.

The Report of the CF focused on India, Pakistan, Cameroon and Papua New Guinea; because these countries currently appear to be very much off the track from achieving the Millennium Development Goal (MDG) III. It was based upon thirteen national consultations that were conducted via questionnaire. The Report considered both systemic issues, such as access to education and the cost of education, and societal issues that included poverty and socio-cultural norms. The Report presented a review of the main impediments faced by the four Commonwealth countries in this respect. Attaining gender equality in education hinges on increasing female enrolment, promoting girls' education and, in the broader context, empowering women to play an equal role in society. The Report found that while the factors may have commonality across nations; they are tempered by local factors too. For instance, in Cameroon it was found that both girls and boys need to be empowered first, while parents and governmental decision-makers alike need to be convinced of the importance of this issue. With regard to India several issues such as improving transport facilities to and from schools, making school environments safer for all children, employing more female teachers, improving teacher training and establishing a gender-focussed curriculum were found relevant. In Pakistan, it was felt that the lack of opportunity available for pupils to make the transition from primary to the middle and secondary levels of schooling is one of the greatest challenges. Meanwhile in Papua New Guinea, it was felt that gender equality has to be handled separately rather than having it mainstreamed with other topics as it is being done now. Many developing countries in the Commonwealth have adopted a variety of policies to promote access, enrolment and retention in basic education. These included opening small schools in remote and small

² See David Satterthwaite [ed], The Millennium Development Goals and Local Process, Hitting the target or Missing the point?, International Institute for Environment and Development [IIED], London, 2003, p.1

³ Commonwealth Foundation, Girls' Education: a Foundation for Development, [Prepared by Mihirinie Wijayawardene], CF, London, 2008, p.7.

habitations, recruitment of untrained teachers, and a move toward decentralization. Research findings as well as experience of practitioners indicate that the school environment and family and community support are all important to develop school quality. This Report was officially released by Padma Vibhushan Professor U.R. Ananthamurthy, well known educationist and writer in a meeting presided over by Sri S.L. Rao, Chairman ISEC, and which was addressed by Mr. Vijaya Krishnanarayan, Deputy Director, CF and Dr. Jyotsna Jha, Advisor, CS on 28th March, 2008, during the holding of the IRT, itself.

The IRT held its discussions on the basis of another document which was commissioned by the COL on behalf of the IRT⁴. This document pointed out that “there are an estimated 15 million children at the primary level in South Asia who are either not enrolled or nominally enrolled, but not attending school”. It also pointed out poverty as perhaps the greatest deterrent to children’s participation in education; within which the girls are discriminated against the boys and this particular disadvantage increases as girls moved down the social hierarchy. In addition, dowry was another factor located as a major obstacle. Other factors are the demand upon girls for domestic labour and the distance children have to travel to get to school. Gender stereotypes also stand in the way of equal access to schooling. It was noted that without adequate sanitation and reliable water supply, parents are reluctant to send their daughters to schools. Further, girls’ attendance drops once they reach puberty. Parents also worry about the vulnerability of their children, particularly of girls. The document tried to bring out some tentative suggestions as how these problems can be rectified.

2. Discussion at the IRT

The IRT had representation from different parts of the world; particularly from South Asia. Unfortunately, Pakistan and Nepal could not be represented. [See Appendix I for list of Participants at IRT]. In the discussions at the IRT several important perspectives emerged. In order to achieve gender equality in education, opportunities for and equality of access to education should be made available to girls and boys. Within the school, they should have the feeling and sense of equal treatment too. It is either difficult or impossible to provide these in a qualitatively bad educational process. Therefore, all children should be able to receive an education of good quality. Then only will both boys and girls be able to make use of their learning to build up meaningful and useful lives. If quality education is to be provided irrespective of gender differences and if girls are to make use of access to and opportunities for education, there has to be institutionalisation of non-discriminatory practices. In other words, number of social, cultural, economic and political factors which restricted women’s participation have to be overcome if women have to be empowered to play an equal role in education as well as society.

Since the IRT emphasized the South Asian experience, the enormity as well as diversity of issues that are to be faced in each of the countries of the

⁴ Inez Gibbons, “Building Gender-Friendly Schools” [Draft], COL, Vancouver, 2008.

region and also within each of these countries naturally came up for discussion. Such a discussion led to the requirement of having context-specific indicators for assessing and monitoring GFSI. It was argued that schools themselves should develop and use indicators rather than outsiders forcing them to do so. Nevertheless, it was agreed that there could be multiple users of the indicators. The need for building a uniform set of indicators that can be used across countries not only of South Asia, but elsewhere too, was also stressed. In this specific context, three space-based contexts to develop indicators were agreed upon. They were; physical space, socialization space and learning space.

Some other important points were also discussed at the IRT. One of the most common question raised whenever gender friendliness is discussed is whether quality of education and gender-sensitiveness are conflicting or complimenting factors. It was felt that such questions arise from deep-rooted gender-unfriendliness which is rampant in patriarchal societies. It was also indicative of the difficulties involved in attempting to evolve gender-friendly indicators in a gender-unfriendly society. Gender-friendly values, skills and behaviour patterns are likely even to contradict customarily accepted value-systems, including family-based behaviour patterns.

Therefore, a reflective and inclusive public policy aiming at universalization of primary education is the most important requirement. In South Asian societies in particular, in all sections of society there is discrimination against the girl child. Widespread son-preference has created low social and economic value for women. Sex selective abortion and practice of dowry are continuing phenomenon. Therefore, not only female enrollment but also their retention in schools remain a serious problem. It is difficult in such circumstances to have female empowerment emerging internally in such communities by themselves. Effective poverty eradication strategies may have to be initiated simultaneously. A poor society where parents are destined to grow old without any institutionalised social support is bound to be hostile to female-empowerment and girls' education. A gender friendly educational system can act as a catalyst to bring about fundamental social changes to establish an egalitarian society.

The IRT focussed upon what can be done within the confines of the educational process and system. The factors and the directions of change were taken as the basis of development indicators. Before initiating programmes for educational change, at least three important functions have to be undertaken by the State and the Civil Society. They are (a) Negotiation (b) Conflict Resolution and (c) Leadership. At the most basic level, groups holding differing perspectives have to be encouraged to negotiate with each other to reach a consensus regarding the desirability of the change that is contemplated. In such negotiations all resources available with the State, the Civil Society Organizations [CSO] and with Community Based Organizations [CBOs] are to be made maximum use of. It does not mean that public institutions, CSOs and CBOs will be above the differing perspectives. Therefore the negotiation process should at the same time be pointed inwards as well as outwards. Secondly, the

conflicts that are almost sure to rise in the wake of making far-reaching changes in the educational process and system have to be resolved as early as possible. The initial negotiations themselves can to some extent smoothen the acceptance of otherwise conflict-raising educational changes. Subsequently all the groups mentioned earlier should undertake the leadership in seeing that these changes are completely and effectively implemented. Here the assumption or expectation is that a change- process that is known to be backed by State, CSOs and CBOs are unlikely to be seriously contested. In this way the challenge of gender mainstreaming in education can effectively address the more fundamental questions of the relationship between education and wider development.

The plenary of the IRT divided itself into separate groups to discuss specific points. They discussed issues emerging [1] within the classroom [2] outside the classroom and [3] at the level of the community. The discussions kept in mind the basic categorizations of physical space, learning space and social space. The discussion covered 14 separate subjects. They were,

1. Physical facilities
2. Classroom environment
3. Teaching learning process
4. Teacher performance
5. Students
6. Library and Laboratory
7. Games and Sports
8. Cultural activities, music and drama
9. Field visits
10. School assembly
11. Parent teacher association [PTA/School Development and Management Committee (SDMC)]
12. Transportation
13. Infrastructural facilities
14. Committee against harassment

It was pointed out that activities which build self esteem, self confidence and self discipline should be promoted. As part of it, leadership skill and team sprit should be encouraged. Correction and punishment, if necessary, should always be of a positive nature. The teachers' approach should be student-centered and this should be built into the training given to teachers. The accountability to the wider society and particularly to the parents should be accepted by the community of teachers. Teachers should be supportive, non-judgemental and should provide equal opportunities to boys and girls.

The IRT defined who should constitute the community. Apart from representative forums like the democratically elected SDMC and the Panchayat,⁵ the community in this context should consists of all CBOs like

⁵ Panchayat or Gram Panchayat is the term used to describe the basic rural Local Government [LG] in India.

youth clubs, Mahila Sabhas,⁶ Self-help Groups [SHGs], Gramasabha,⁷ and parents' and childrens' groups. It was also felt that since the community has no statutory power it can nevertheless act quite effectively as a forum in creating an enabling and supporting environment for the school to move towards gender mainstreaming. In this context, it was felt that the community should create a representative forum of various interest groups to form an advisory group to influence policy decisions which come in the way of quality education and gender friendliness. It was also felt necessary that the community should be made to share the same vision, values and world view that are held by the school. There should be as much continuity between the school and the home as far as possible. It should be ensured that outside the school also only gender sensitive language is used. The community should be encouraged to negotiate and resolve conflicts that may arise when priorities are to be made and resources are to be raised and distributed for effective and equitable use for promoting school quality and gender friendliness. The community forum is also required to address larger social issues relating to child marriage, and child labour and such other issues which come in the way of quality education and gender friendliness. The community forum in this context would be required to negotiate with diverse interest groups working at cross purposes. It was also felt that the forum could address issues related to school budget and academic calendar and participate in the social auditing of the school system.

The forum should ideally be able to rectify the systemic inefficiency and disfunctionalities which thwart promotion of school quality and gender friendliness. In this context it was felt that the community should act as a pressure group to demand accountability of State/Panchayat and bureaucracy at all levels. Community should also facilitate optimal ownership with decision making power to be vested with the Local Government [LG]. It can also encourage in social auditing on a continuous basis to assess equality and quality issues in education. Yet another role identified for the community was to facilitate linkage with other agencies/institutional structures for better use of resources for improving quality and gender friendliness, including undertaking of resource mapping.

Professional ethics in all respects should be followed by teachers and school administrators. Special study trips may be undertaken by teachers to acquire gender friendly knowledge. Teachers' unions must have a constructive role. Classroom transactions must accommodate children speaking different dialects. Seating facilities should be arranged in such a way as to encourage classroom interaction between student and student and between student and teacher. More encouragement to develop leadership and to identify female role models should be ensured. Local NGOs should play an active role in mobilizing community and in enhancing teaching-learning capacity. Human resource mapping should be undertaken and the resources should be utilized by schools as a platform to build talents.

⁶ Mahila Sabhas are women groups.

⁷ Grama Sabha [GS] is the most basic decision making body in the decentralised LG system in India.

The points raised in the IRT were not only an argument just for participation alone. The IRT felt that the participation should be democratic as far as possible. There could be a lot of tension when it comes to discussion and dialogue among different stakeholders in education. Local community has a greater stake in the school and their role must be acknowledged as such. It should be remembered that community is not always a homogenous group. Schools are to be treated as learning centers for the community as well. When coming to school to take back their children, parents and especially mothers must be given facilities to spend time usefully by reading news papers and project work done by children in school etc. Right To Information Act in India may be used as a tool to accountability. Higher officials should be monitored through community forums. Teachers must self report not only to the peer community and to the education department but also to the local community. An overall attempt to transform government schools to centers of quality is necessary. In the meantime Private schools should be encouraged to carry out their social obligations too.

3. Evolution of Process Indicators on Gender Friendly Schools

The important outcome of the IRT was the decision that the points emerging from the IRT be transformed into indicators which should be tested at the field/school/community level. The process of testing was expected to generate insights which will lead to policy-making towards GFS. On the basis of the discussions at the IRT, Draft Process indicators [DPI] for assessing GFS were prepared. They were discussed among COL, ISEC and some others who were involved with the IRT. After checking and cross-checking it was posted in the [http://www.wikieducator.org/WikiGovernance/GenderSensitiveSchools#Next Steps](http://www.wikieducator.org/WikiGovernance/GenderSensitiveSchools#NextSteps). [See Appendix II].

Though the DPI has been fairly widely circulated among the groups represented in the IRT and also some others who were expected to be interested, there were hardly anybody prepared to do the testing on their own. Ultimately the COL suggested that a small group of Partner Organisations [POs] may be identified by the ISEC and they may be invited to do the testing in a fresh phase or in continuation of the earlier Project of conducting the IRT⁸. There was some money left over in the initial grant extended by the COL for conducting the IRT. This was in a new contract signed between the COL and the ISEC earmarked to be used to initiate the testing activities as the next stage of the work done in the IRT. The DPI were to be tested by getting community/school level input from institutions representing a spectrum of communities in South Asia. The DPI were presented under three headings. They were, [a] Inside classroom [b] Outside classroom, within school jurisdiction and [c] Community-school Relationship. These divisions corresponded to the three areas into which IRT plenary had divided for more intense discussions. Further, the Inside classroom indicators were presented under different components such as (a) Physical Environment (b) Learning Environment (c) Teaching-Learning Processes and (d) Teacher Performance. Meanwhile the outside classroom indicators were

⁸ For conducting the IRT as the local organizer the ISEC had entered into a contract with the COL.

presented under (a) Library and Laboratory (b) Facilities (c) Cultural Activities, Music and Drama (d) Games and sports (e) School Assemblies (f) Health and Nutrition (g) Field Visits and (h) Security and Harassment. The indicators under the community-school relationship were presented in a combined way rather than splitting into separate single components. The process indicators were presented in one column followed by rating on a reverse scale of 1-4, which was followed by a column of suggestions as to a number of methods of verification and a last column where miscellaneous comments, clarifications and remarks were given. The indicators under physical environment enquired about natural barriers as well as human-made obstacles. It also enquired about space per student, type of furniture used etc. The way in which seating is arranged in classrooms, and about light and ventilation were also enquired into. Wherever national or regional standards are prescribed by statutes, it was asked whether they were followed. The continued purpose in these indicators were to see how they are applicable to every student irrespective of gender. Similarly, the indicators under learning environment were generally enquired, not only learning materials but also learning facilitation and availability of encouragement for learning are available to all students. Meanwhile in indicators under teaching/learning processes, some points with regard to qualitative improvement of the learning process, like encouragement to explore, experiment and develop critical capacities, regular attendance etc. were included. Further, there were indicators enquiring into adequate representation for all sections of students in such a way as to inculcate confidence in this section. Under teacher performance, indicators enquiring into teachers' attitude, sensitiveness and training were included.

The outside classroom indicators under the library and laboratory section enquired into contents and presentation of library books, while those under facilities enquired into age-specific, clean and separate toilet for boys and girls and with regard to access to clean water source. The indicators under cultural activities asked about mixed performance and activities going beyond stereotypes; while those under the sports section, enquired after assessment of playground according to gender-friendliness and whether the games played promote team-spirit all around. Similarly, the indicators under school assemblies drove at its pro-active environment and the opportunities of the nature that they were able to provide leadership skills. The indicators under health and nutrition stressed the need to have regular health check-ups made and records kept. It also enquired as to gender discriminatory feeding practices at home. There were indicators with regard to the availability of puberty education and also with regard to access to feminine hygiene products. Under the section of field visits, the safety management and participation of such trips were enquired into. The last section on security and harassment had indicators with regards to the availability of preventive and redressal mechanisms against harassment and bullying; so that the school will be perceived as a safe and comfortable space.

Among indicators included under community-school relationship there were enquiries emphasizing the role that the local community can play in

support of the local processes; including in monitoring standards of equity. The enquiries ended with an indicator which specifically raised the question whether the school and the local community have a shared vision of quality and equity in education.

The DPI generally reflected the points raised by the IRT. Nevertheless, there were problems in testing them as given at the field level anywhere in India or South Asia. Some of the situations expected in the indicators may not exist at the field-level. On the contrary a diametrically opposite social or educational situation may be forthcoming at that level. Therefore both the means of verification and the comments and remarks left lot of room for experimenting in many ways. They also implied several means through which information can be collected. The whole DPI wanted those organisations who undertake such field-level testing to have the freedom not only to innovate but also to make changes even upon the DPI given.

The ISEC accepted to be the coordinating institution. The COL and ISEC had by then decided to restrict the field-testing to India which could be taken up by other countries eventually. Bangladesh did take up field testing. The ISEC approached Dr.Niranjanaradhya [since recently with the Centre for Child and the Law, National Law School of India University (NLSIU), Bangalore], the Grameena Patana Kendram (GPK), Karakulam, Thiruvananthapuram, Kerala and Vishakha, Jaipur, Rajasthan to do the field level testing. They kindly agreed, and tested the indicators and they were considered to be Partner Organisations [POs]. The three institutions/ organisations cannot be claimed to represent the diversity and plurality of institutions in the whole of India. Besides they were able to provide rich field data under different socio-cultural geographic and school circumstances. The testing had to be restricted to these three institutions because of the expenses involved. The purpose was to evolve testing methodologies and collect field level experiences on the basis of which other organisations elsewhere in India and in South Asia could carry out further such testing. The results of these testing were to be posted in the Wiki Educator regularly so that even organisations elsewhere in the world could comment upon it help to refine the indicators. This could not work out. The three groups which undertook to field-test the DPI found it impossible to report even once a month on the results of their test due to various administrative problems. The distances involved and the inconveniences caused by the school calendar clashing with the testing activities etc. were some of them. Their eventual reports were to be presented in an International Validation Workshop [IVW] in November, 2008. Finally a Toolkit was expected to be prepared which can be amended from time to time for use in different national and cultural contexts. The DPI were handed over to the POs, Dr.Niranjanaradhya, GPK, and Vishakha to be tested with the understanding that they can, in the process of testing them, make whatever changes that they found necessary. The only request to them was to mark the changes that they have made in the indicators and why such changes were made. However, this could not work as per originally planned time schedule due to various constraints experienced by the POs.

The indicators were framed in such away as to achieve the target that “if quality education is to be provided irrespective of gender differences and if girls are to make use of access to and opportunities for education, there has to be institutionalization of non-discriminatory practices. In other words, number of social, cultural, economic and political factors which restricted women’s participation have to be over come and women have to be empowered to play an equal role in education as well as society”. Therefore, the DPI was to motivate all stake-holders including the local community to refashion their attitudes towards gender-friendliness and quality upgradation. The context in which the indicators were tested are obvious. Since the South Asian experience which was emphasized by the IRT was so enormous and diverse, the discussions at the IRT itself recommended context specific indicators. Nevertheless, it was also felt that there should be common indicators that can be used across countries not only of South Asia but elsewhere too. The balancing between the common features and context specific features of the indicators were to be given preference when the process indicators were finalized.

4. Field Testing:

The actual field testing was delayed beyond the time-schedule fixed earlier due to several reasons. The original idea was to have at least three months field testing for each of the schools/communities. This was not possible primarily because the Coordinating Institution [CI], ISEC had to wait to hear from the prospective POs with regard to their willingness to take part in the field testing. By the time, at least these three POs agreed and the administrative arrangements were finally made-including signing of the original contract between COL and ISEC and between the ISEC and the individual POs- it was already late September, 2008. Only GPK, Thiruvananthapuram was able to initiate the procedure in early September itself because at the IRT itself they had agreed to initiate the process. October happened to be a month of holidays all over India preceded by examinations. Therefore, in almost all the schools concerned there was the need to literally break the organisational sequence of field testing into convenient and manageable exercises. As a result, the POs were forced to do was to take up the testing with regard to institutional matters during the holidays and to take up the testing of student-specific as well as teacher-specific testing, at a later stage. One could point out a certain weakness in this manner of testing because it would have been much more useful if the teacher-specific as well as the student-specific testing could also be done along with the institution-based testing. This is because there are lot of inter-linkages between the three kind of questions that are raised to the school community. If the answers to these questions were gathered together they would have given deeper insights into the dynamics of the working of the whole school community. However, this was not possible to be gathered because of the period that we were forced to choose and due to the lack of time for alternate arrangements. The parents-specific questions as well as community-based enquiries could be done along with the institution based testing. Therefore, at least with regard to these three dimensions of field testing, very little was lost in terms of a direct understanding of the holistic dynamics.

Though the GPK started the field testing first, Dr.Niranjanaradhya and his associates came up with a detailed filled-up DPI along with that of the GPK. In fact, when we managed to organise the IVW, there were only two filled up DPIs available, that of Dr.Niranjanaradhya and associates that of GPK. The Vishakha due to certain difficulties could join in the testing only later. Therefore, the CI had to wait for their filled up DPI. In any case, let us discuss the filled up DPI of Dr.Niranjanaradhya and associates first.

(a) Field Testing in Bannikuppe Panchayat, Ramnagar District, Karnataka State.

Dr.Niranjanaradhya took up the field testing at the Government Lower Primary School [LPS], Kurubara Kerenahalli in Bannikuppe Panchayat in Ramnagar district. There were an extensive discussion on the specific steps to be taken for field testing, conducted at the ISEC on 8th October, 2008 between him and P.K.Michael Tharakan. He followed the following steps in field testing,⁹

Stage -1

- Read through the following papers related to the assignment;
 1. Draft indicators developed as part of IRT held at ISEC
 2. The document on process indicators developed by the COL and ISEC team

Step-2

- Contacted couple of known people to request them to spare their time to assists in the process, but could not get through because of prior engagements and short term notice
- Decided to take the assistance of two education coordinators working in the field as part of field extension project namely; Ms. Paravatamma and Ms.Savithri

Step -3

- Worked with the education coordinators to translate the 'process indicators' from English to Kannada to enable them to use the local language while testing
- Orientation to education coordinators regarding the process of testing and recording the opinion of primary stakeholders in the field on the given scale

Step -4

- Selection of schools within the Panchayat ; Lower Primary School (class I-V), Higher Primary School/Upper Primary Schools (Class I-VII) and Composite High School (Class I -X)
- Process of testing the indicators and recording the responses (roughly about 8 working days).

⁹ Based largely upon a report prepared by Dr. V.P Niranjanaradhya who wishes to acknowledge the support rendered by the village education coordinators in the process of testing the indicators.

Dr.Niranjana Radhya and his associates reported that the testing ended up in giving in several insights and experiences to the education coordinators. They can be listed as follows:

(a) Positive experiences

- Children, teachers and SDMC representatives were more responsive during the process of testing compared to others
- The SDMC members have fair knowledge about the school related issues compared to Gram Panchayat and Self Help Group members
- Stakeholders were willing to spend time on issues related to schooling
- Since schools were closed for Dassara holidays the field assistants spent more time with children to build a vision of child-friendly school as part of the testing process

(b) Negative experiences and Constraints

- Limited Time available
- Difficulty in orienting the field assistants (education coordinators) to get a holistic perspective of the process
- Difficulty of sustaining the interest of the stakeholders especially the SDMC, GP and SHG members for more than an hour at individual levels.
- The field assistants had faced some difficulties while testing the indicators with the primary stakeholders as to make them to understand each process indicator to enable them to choose the right option on the scale because they themselves lacked in-depth understanding of each indicator

In the light of the experiences and insights gained by the field-testing, some suggestions were made by the group. They were the following:

- It is good to involve the primary stakeholders at all levels so that they could internalize the process through first hand experiences and thereby participate more meaningfully
- The team leaders, the field workers and the primary stakeholders should come together at school level as part of Focused Group Discussion [FGD] at some point of time to test the process indicators in order to obtain collective response and consensus
- On the whole it was felt that though it is desirable to have process indicators/parameters to visualize a gender friendly school in a larger context, it is good to have a fair understanding of gender friendly components/ interventions in the existing policy framework /action plans and develop a set of tools to verify the extent of implementing those components at the school level as bare minimum towards GFS

The results of the preliminary field testing done by Dr.Niranjanaradhya and his associates were presented to the IVW on 3rd and 4th November, 2008.¹⁰ What it indicated was that there were varying levels of gender friendliness as measured by the DPI; that was existing in the schools. Inside the classroom they were problems of adequate classroom space for children and also with regard to seating arrangements. What is to be noted is that through-out the points raised in [a] inside classroom [b] outside classroom (within school jurisdiction) and [c] community/school relationship, the perceptions do change according to the person/s who/m is/are approached for their understanding. To understand this in greater detail one may look through the results of the field testing done by Dr.Niranjanaradhya and associates. [See Appendix III]

The results of the initial testing done by Dr.Niranjanaradhya and his team do reflect the diversity of perceptions within the different sub-groups who were approached. For instance in LPS in inside classroom section; while one member of the Community thought that the provision of child-sized furniture was fully met, the Teachers and Students felt that the furniture was only partially friendly. Similarly, when the female teacher felt that women do fully participate in the educational process, the parents, the community and even the children are not in full agreement. Again with regard to toilet facilities for men and women and for boys and girls being provided there is a wide perceptual-level difference between the community and children on the one hand and teachers and SDMC members at the other. It is nevertheless to be noted that with regard to different points within 'learning environment', 'teaching/learning processes' and 'teacher performance' there is more or less agreement at the same rating across all categories. Quite interestingly, while with regard to every sub-question like escort programmes, policy against sexual harassment and committee against bullying etc. a low rate or negative response was given across categories, all categories joined in responding in the matter of the school providing a safe and comfortable environment for children. In other words, in the perception of almost all stakeholders the school can still be a safe and comfortable place even without the measures envisaged by the DPI. With regard to the Higher or Upper Primary School (class I to VII) there is commonness between categories in their rating in almost all sections. The noticeable exception is with regard to girl friendly, age appropriate toilet facilities that ensure privacy and facilitate menstrual hygiene. As far as the High School (class I to X) is concerned, though differences in category-wise perceptions do exist, they are not so noticeable as with regard to the LPS. Here for instance, with regard to the question of age friendly toilets, all categories united in giving a low rating. Nevertheless, looking at all the ratings together we cannot deny that perception level differences do occur with regard to various facilities and attitudes which may matter eventually influence GFSI in policy making. What such differences in perception do emphasize is that each category of stake-holders in the school/educational process/system views it

¹⁰ We wish to report that Dr.Niranjanaradhya did this excellent work of field testing in spite of he being not physically well. Subsequent to the initial field testing he felt sick for a significant period of time even when he contributed to the process by e-mail. We wish to express our special thanks to Dr.Niranjanaradhya for the commitment that he showed to the project work.

differently. Therefore, to achieve a common indicator for the school community itself a lot of discussions and even 'negotiations' are necessary. One major issue to be raised in the context of the field testing in the Bannikuppe Panchayat is that the parents of the students were not included in the community category but were included along with the SDMC/Board category; which was not strictly according to the categorization made originally by the IRT. There were some discrepancies like this which could have been settled by a common FGD in which the CI [ie. ISEC], the POs, and the school/community participated. Unfortunately, due to paucity of time such FGDs could not be conducted.

(b) Field Testing at Karakulam Panchayat, Thiruvananthapuram District, Kerala State.

The Grameena Patana Kendrum [GPK] in Karakulam, undertook the field testing with the Government Upper Primary School and Government Higher Secondary School, in Karakulam Panchayat. Their immediate objective was to conduct Field Testing, Monitoring and Validating of the draft GFSI process indicators. The field-testing population was primary, secondary and higher secondary school communities. They defined the stake holders as the following: [1] students [2] faculty/teachers [3] elected representatives of the three-tire Panchayat Raj Institutions (PRI)¹¹ along with the people of the immediate locality including parents of the current student population [4] voluntary education activists¹² and educationalists. The GPK agreed to initiate the field testing earlier than the other two POs as already indicated. Therefore, they were able to do the initial testing from 1st September to 31st October, 2008. The study was conducted by a Core Group [CG] of 7 members of whom Advocate A.Suhruth Kumar was the Chief Investigator, Ms.Deepa [Social Worker], Mr.Gopakumar [Educational Activist], Mr.Anil Narayanan [Educationalist] and Mr.Sreekandan, R.V.Satheesh and R.Sivarajan [Social Activists], were the permanent members. The testing was done through the following activities: [1] meeting of the CG and internalization of the indicators [2] extended CG meeting and preparation of Action Plan [AP] [3] Conference of Elected Representatives and Heads of Institutions (schools) [4] Brain Storming Session [5] Visit to schools for field level data collection [6] Meeting of Teachers [7] PTA Meeting [8] Community Representatives' Meetings and [9] Draft Report Presentation. The GPK came out with their initial findings with regard to the ratings made on a Scale of 1-4 with regard to the DPI. This they presented as their Inferences on Listed Indicators. This is presented in Appendix IV.

The State of Kerala leads other states of the country in terms of basic education and literacy. It tops the list of states in terms of Human Development Index (HDI). Nevertheless it should be noted that there are several shortcomings in actual situation available in schools; particularly schools run by the government, where poorer population do study. A Baseline Study of Institutions Under Service Delivery Project - Lower Primary School (submitted

¹¹ The PRIs belong to three tires which are Village, Block and District level Panchayats.

¹² The Kerala Sasthra Sahithya Parishath [KSSP] is an organisation working in the area of people's science and their activists are commonly active in most of the villages in the State.

to Modernising Government Programme, Government of Kerala) undertaken by the Centre for Socio-economic and Environmental Studies, Kochin in 2006 does illustrate the following¹³,

With regard to infrastructure, government schools lag behind even with regard to the prescriptions of the Kerala Education Rules 1959 (KER), 54.8 per cent of schools surveyed had less than 0.4 hectares land while KER prescribes 0.4 to 0.8 hectares for LPS. Only 43.2 per cent schools had pucca buildings. Similarly, KER instructions are followed only in a portion of schools with regard to compound wall (52.3 per cent) and playground (52.3 per cent) with regard to amenities in the school, the most astounding is the fact that only 51.2 per cent of the schools had sufficient toilet for girls. While the KER stipulates that the classrooms should be separated by walls, only 29.5 per cent of schools were found to have all classes functioning in independent closed classrooms. It was also found that only half of the schools had adequate benches for children and 15.9 per cent schools had adequate desks for children. Only 22.7 per cent of schools had classrooms with electric light and only 15.9 per cent of schools had electric fans in classrooms. The sorry plight is seen with regard to library room. Schools with reading corners in all classrooms were only 43.2 per cent. Meanwhile schools with sufficient facility for storing books were only 20.9 per cent with regard to teaching aids also such failures are noted. Only 38.6 per cent of the schools had encyclopedia, while only 6.8 per cent of schools had TV, only 13.6 per cent of schools had computer with regard to cleanliness, 31.0 per cent of schools with toilets had their toilets maintained badly in terms of cleanliness and schools with kitchens/shed for preparation of noon meals had 29.7 per cent of them badly maintained in terms of cleanliness. It was found that only 72.7 per cent of schools had kitchens and only 45.5 per cent schools had store rooms.

This was the particular context in which the GPK undertook the field-testing of the GPI. The GPK felt that the indicators given were measurable and useful depending on subjective variability across different categories as well as the specificity of institutions. Generally they did not find any gender discrimination either explicitly or in an implied manner in LPS divisions. On the other hand, gender discrimination was quite visible on higher levels. The GPK Team felt that neither the parents nor the teachers were much concerned or were really oriented towards GFS processes. Gender sensitization and perspectives are to be maintained in concerted efforts in preparation of study and reference materials, library books and other learning aids. In different forums they did not find a willful emphasis on girl students' participation. On the other hand, quality assurance and utilization of available resources and facilities were ensured. There is no tradition of recording physical, biological and mental conditions as well as of monitoring health status of students, periodically. What they found was that neither the school authority nor the

¹³ P.K. Michael Tharakan (et.al.), Education of a Deprived Group in a Totally Literate Region: The Case of Tribal Children in Kerala, (Report Submitted to Action Aid), CSES, Kochi, 2007, p.11.

general community were taking into account, incidents of harassment and atrocities against children, specifically against girls inside and outside school premises at a level of seriousness that they require. There is a need to sensitize School Support Organizations [SSO] more specifically towards GFSI.

The GPK Team also felt that while dealing with students in LPS and also with some teachers, direct means of collecting data became almost impossible. Therefore, they were compelled to adopt certain games, playing which, the unconscious feelings of both the groups were expected to come out. The adoption of these games certainly deviated from procedures prescribed and it naturally took additional time. With all these adaptations what they found as the main barrier to the DPI with reference GFS, was the fact that the teachers, students, parents and community members were not aware of the concepts that were being discussed. They also found that this type of enquiry should have concentrated separately and specifically on different age groups. The time limit in collection of data prevented them from using rating scales like that of the Becks Rating Scale of depression and anxiety. In the matter of administration of the testing they found that the dates of examinations and of data collection collided and that caused some serious problems.

In the light of the experiences gained from their initial field testing the GPK made some suggestions to be included in the revised set of process indicators. They were,

(a) Child's home environment

(i) Individual support of both Father and Mother

1. Not adequate to both girls and boys
2. Adequate to both girls and boys
3. Occasionally girls are supported more than boys by parents
4. Boys are supported more than girls by parents

(ii) Continuous assistance from mother and father

1. Not adequate to both girls and boys
2. Adequate to both girls and boys
3. occasionally girls received more assistance than boys from parents
4. Boys are assisted more than girls by parents

(iii) Restriction on schooling on religious or racial considerations/prejudices of

1. Boys and girls are both affected
2. Girls are more affected

parents	<ol style="list-style-type: none"> 3. Girls are not affected 4. Boys and girls are not affected
(iv) Household burdens and financial problems of parents adversely influence the schooling of children	<ol style="list-style-type: none"> 1. Boys and girls are both affected 2. Girls are more affected 3. Girls are not affected 4. Boys and girls are not affected
(v) Lack of educational background and absence of awareness of parents affect adversely the schooling of children	<ol style="list-style-type: none"> 1. Boys and girls are both affected 2. Girls are more affected 3. Girls are not affected 4. Boys and girls are not affected
(vi) External influences emanating from customary views of the community upon the parents affect the schooling of children	<ol style="list-style-type: none"> 1. Boys and girls are both affected 2. Girls are more affected 3. Girls are not affected 4. Boys and girls are not affected
(vii) Participation of parents in school support services/functions	<ol style="list-style-type: none"> 1. Regular participation 2. Occasional participation 3. Marginal participation 4. No participation
(b) Challenged and differentially able children [CDCs]	
(i) Physical environmental and infra structural facilities	<ol style="list-style-type: none"> 1. Favorable to CDCs 2. Adequate to CDCs 3. Moderate to CDCs 4. Not adequate
(ii) Special care and protection to CDCs	<ol style="list-style-type: none"> 1. Promote boys and girls equally 2. Promote girls more 3. Promote boys more 4. Not promoting to boys and girls
(iii) Teaching and learning Tools for CDCs	<ol style="list-style-type: none"> 1. Promote boys and girls equally 2. Promote girls more 3. Promote boys more 4. Not promoting boys or girls
(iv) Availability of special training faculties	<ol style="list-style-type: none"> 1. Equally available for boys and girls 2. More for girls 3. More for boys 4. Not for boys and girls
(v) Financial assistance and monitoring of support from the state/society	<ol style="list-style-type: none"> 1. Equally available for boys and girls

	<ol style="list-style-type: none"> 2. More for girls 3. More for boys 4. Not for boys and girls
(vi) Expert guidance and assistance in dealing with CDCs within and outside classroom	<ol style="list-style-type: none"> 1. Equally available for boys and girls 2. More for girls 3. More for boys 4. Not for boys and girls
(vii) Providing time-bound training and refresh training to teachers and parents	<ol style="list-style-type: none"> 1. Benefits equally available for boys and girls 2. More for girls 3. More for boys 4. Not for boys and girls
(viii) Organizing community support groups	<ol style="list-style-type: none"> 1. Benefits equally available for boys and girls 2. More for girls 3. More for boys 4. Not for boys and girls
(ix) Implementing PWD Act 1995 which has relevance for CDCs in schooling process	<ol style="list-style-type: none"> 1. Not at all 2. Thinking of implementing 3. Implemented but only partially 4. Fully implemented.

These two inputs provided by two of the POs were presented at the International Validation Workshop [IVW] held in the ISEC, Bangalore on 3rd and 4th of November, 2008.

5. International Validation Workshop

Though the IVW was originally meant to refine and finalize the DPI, it was not possible to be carried out at the IVW for the reasons already mentioned. The POs reported that they were able only to do very preliminary steps towards testing. They required more time to carry out the testing in a more satisfactory manner. In the light of this, only some further refinement and streamlining of the DPI were attempted at the IVW. Apart from the two Coordinating Institutions which were the COL and ISEC, representatives from two out of the three POs, along with specialists from Bangladesh and India participated. [See Appendix V for list of participants] Unfortunately, Dr. Niranjanaradhya could not attend the IVW, though the report of the preliminary testing of the DPI by him and his associates were presented there.

The main focus of the discussion at the IVW was on the planned outcome of producing a Toolkit, which will consist of [a] the background/context of each school/community where the testing was conducted [b] the developed indicators for each group and [c]devising “**how to**” guidelines. The exercise was to focus upon the four main stakeholders; **[A] TEACHERS [B] STUDENTS [C] PARENTS OF STUDENTS [D] SCHOOL MANAGEMENT BOARDS**. It was felt that the parents along with the School Management Boards, who in the decentralised local government system will include representatives of the supporting community, will reflect the attitude of the local community. The IVW discussed the field-level experiences and perspectives of each of the partners separately in such a way as to facilitate the creation of a useful Toolkit. Therefore, the field level experiences and perspectives of each of the partners was listened to and discussed initially. Among them the VISHAKHA, Jaipur could not send in their report in time for the IVW since they were late to enter field testing. They had their initial steps reported to the IVW. Out of this discussion the following points emerged:

(a) VISHAKHA, Jaipur, Rajasthan

1. They have selected a school which have both boys and girls and is managed privately without government aid with four sections; i.e. Primary, Upper Primary, High School, Higher Secondary
2. The school is situated in a densely populated urban area.
3. They could make only peripheral observations upto then, but from them they could make the following tentative conclusions:
 - 3.1. Girls are more engaged in cultural activities while boys are engaged more in sports
 - 3.2. Parent-Teacher Association [PTA] is attended by more mothers for the primary section while more fathers are attending the meetings for higher classes.
 - 3.3. Parents interact only with the class-teachers of their particular children.
 - 3.4. There is no interaction between parents and parents, even at the PTA gathering.
 - 3.5. There is widespread and strong belief in the rightness of teacher’s position among parents.
 - 3.6. They reported that much more is to be found out for which it will require more than the time already allotted.
4. Their interest is not in grading but in finding out the basic characteristics of the school community and the teaching-learning process that is conducted there.
5. They emphasized the need to have at least a woman among the team that test the indicators.

(b). GPK, Thiruvanthapuram, Kerala

1. The GPK has formed a core group consisting of educational experts, activists, etc. to guide the testing as well as to do the actual field-level testing.

2. They have selected three neighboring schools having primary, middle or upper primary high school and higher secondary sections. The schools having only lower sections feed their students to the higher sections.
3. They have also been able to collect primary data alone, upto the point of presentation.
4. They have been using the following tactics:
 - 4.1. Use games as tools to observe whether the teachers consciously or unconsciously tend to select boys over girls for doing important functions.
 - 4.2. They observe the level of interaction among students as well as between students and teachers within which some important characteristics of teacher-attitude is taken note of.
 - 4.3. Their approach was to test most of the indicators in a non-interventional way. For instance, when boys and girls were descending by a staircase it was noted that several boys were jumping from three or four steps above to the ground-level. The teachers (both men and women) who did not comment on the boys behaviour shouted at a girl who did the same. This they felt might have been due to the subconscious influence of the inherent values that the teachers held.
5. The group reported certain important challenges that they met in the course of the testing. They were:
 - 5.1. On some issues direct data collection was found to be difficult.
 - 5.2. They adopted some indirect methods which are likely to consume more time.
 - 5.3. They found wide unfamiliarity with the concepts of GFSI used; among the stakeholders.
 - 5.4. The data collection interfered with examination dates.
 - 5.5. Implementing rating scales like Becks rating scale of depression and anxiety was not possible due to limitation of time.
6. They also proposed some possible indicators. They were:
 - 6.1. Students' home environment including individual and continuing support from both the parents, restriction on schooling due to religious attitude, household economic barriers to schooling and home study, educational background and awareness of parents, participation of parents in School Support Functions [SSF], community pressure upon parents, etc. have also be tested.
 - 6.2. The problems faced by the physically and mentally challenged and differentially abled children should also be looked at; for instance, infrastructural facilities provided, special care and protection, availability of specially trained faculty, financial and monitoring support from state/society, expert guidance, community support groups, special teaching and learning tools and implementation of the Kerala Public Works Department [KPWD] Act - 1995 in schools, which will help such students.

It should be noted that though the GPK had only the preliminary findings to report, they had already rated on a 1-4 scale, inferences arrived at with regard to all the DPI suggested initially. [See Appendix IV]

(c) Dr. Niranjanaradhya, [with support from Village Education Co-ordinators] Ramanagar District, Karnataka

Dr.Niranjanaradhya could not personally attend the IVW but presented two documents for the consideration of the rest of the group. In the first one, an e-mail message dated October 9, 2008 he raised the following points:

1. The Government schools were on holidays for most of October.
2. Since the process indicators have been framed as positive statements which could be tested only at the individual level, the testing will only help one to understand the existing reality but not much to alter the contents or parameters in terms of policy prescriptions.
3. Since the process indicators are communicated not in the local language, the responses are not based on the self-read spontaneous action but a facilitated one.
4. It would be better if the reason was cited by the primary stakeholders for choosing a specific option on the rating scale to understand better her/his perspective on the issue, which could be used at a later stage by us to identify the means and sources for the verifications of the process indicators.
5. In the remarks column it is better to ask the perspective of the primary stakeholders to transform their school into a gender friendly one which may help us to provide the rationale for determining the process indicators. Thus the input from the grassroot level could also be fed directly into the process of evolving and finalizing such indicators.

In the brief note explaining the steps taken during the testing process of GFSI at school/community level presented to the IVW it was pointed out that by the same group that,

1. The students, teachers and School Development and Monitoring Committee [SDMC] representatives were very active during the process of testing compared to others.
2. The SDMC members had greater knowledge about the school related issues compared to Gram Panchayat [GP] and Self-help Group [SHG] members.
3. Stakeholders are willing to spend time on issues related to schooling.
4. Since holidays coincided with the testing the Field Assistants [Education Coordinators] could spend more time with the children.
5. Time factor was a constraint.
6. There is difficulty in orienting the Field Assistants [Education Coordinators] to the specificities of the testing.
7. Difficulty in sustaining the interest of SDMC, GP, SHG members for long periods.
8. The stakeholders themselves lack in-depth understanding of each indicator and therefore it becomes a difficult task.
9. It is better to involve the stakeholders at all levels so that they can internalise the process and thereby participate more meaningfully.
10. There should be a Focussed Group Discussion [FGD] where collective responses and consensus can be achieved among stakeholders.
11. In addition to the suggestions expected to be derived from the stakeholders there should be a fair understanding of gender friendly

components/interventions in the existing policy framework to develop a set of tools to verify the implementation of those components at the school level at least at the bare minimum level towards GFSI.

12. This group has selected three government schools within the Bannikuppe Panchayat in Ramanagar District covering lower primary, [class I-V] higher primary [class I-VII] and a composite high school [class I-X] sections.

13. They have already tentatively graded according to the source [stakeholders] for all the indicators provided.

The IVW very intensely discussed these issues and in the light of them tried to streamline further the DPI. The general consensus was that the persons conducting the test at the field level should have relative freedom to make whatever changes found necessary. What is required is that they should report why and how they made the changes. Already such some very fine examples of innovative practices and its excellent reporting were available from all the three POs. The IVW congratulated the Partner Organizations [PO] for the excellent work that they have already undertaken. After the IVW the DPI was revised into Revised Process Indicators (RPI).

The revised version of the process indicators are attached herewith. [See Appendix VI] Needless to say even the revised version may not have been able to accommodate all the issues that were raised at the IVW. But care has been taken to see that the revised process indicators [RPI] is an improvement on its earlier version. This version also is to be taken only as a pointer.

It was decided that whenever the testing is undertaken and the results are processed they should be conducted in such a way as to facilitate policy formulation towards building up GFSI for each of the schools/communities. The results of testing should be considered as certain general indicators for policy making. In the context it is worthwhile to recollect some of the important points raised by all three POs while reporting. The VISHAKHA made it clear that their interest was not in grading on a scale according to the list of indicators. They were keen to find out the basic characteristics of each of the school community. In other words, they wanted to place their policy prescriptions for GFSI in the context of such understanding. Similarly the GPK invited attention to the home-environment from which the students come. They felt the support and assistance that the students get from their home environment and particularly from their parents are equally important as the school environment and therefore suggested that more indicators may be added to the list available already. The need for indicators which cover the home environment was noted at the IRT level itself. But it could not be included in either the DPI nor RPI. Testing the indicators to the home environment to be tested could have meant considerable widening of the scope of field-testing. GPK also felt that apart from gender another factor upon which inequality of treatment can get into the schooling process is that of the case of differentially endowed children. They suggested several additional indicators with specific regard to such students. Dr.Niranjanaradhya and his associates brought forth a fundamental weakness of any such indicators. Since they are positive statements

(which could be tested individually as well as in arranged groups) they can only bring out understanding of the existing reality. The process of converting such understanding into policy making is naturally a difficult procedure. It could be better if reflection of the thinking behind each individual act of grading that is given to different indicators are also brought out. There were various ways through which it could be done but lack of time was the major constraint. Like GPK stated clearly and to which everyone of the other POs agreed, the stakeholders themselves were not at all familiar with the concept of GFSI. This seems to be the most major obstacle that any GFSI have to face in a testing process at the school/community level anywhere in India or even anywhere in South Asia. The social-evolutionary processes are not coinciding with the concept of gender friendliness. Further, the parents do aspire for better academic results for their school going children (so that they can get a good job as soon as possible) without being highly bothered about a quality-education. In addition to these, there was the specific problem as pointed out by Dr. Niranjanaradhya and agreed to by the VISHAKHA, that “since the process indicators are communicated not in the local language, the responses are not based on the self-read spontaneous action but a facilitated one”.

While acknowledging that these are important points the IVW could only leave it to the POs to take care of in their further testing. It was agreed upon that the testing done so far is inadequate and it should continue till at least the end of January or beginning of February, 2009. It was suggested that the scaling should be on a 1-3 scale rather than the earlier 1-4 scale. The IVW came to a conclusion on the afternoon of the 4th of November, 2008. It was expected that more grassroot level groups from other parts of South Asia will take up such testing of the indicators developed by the IRT held in ISEC, Bangalore from 26th to 29th March, 2008. The IVW invited such supplementary action by other groups.

6. Extension of Field Testing

The GPK and the VISHAKHA agreed to continue with their field testing till around February, 2009 and at the end of their activities they submitted their reports. The GPK pointed out that they had completed the project within three phases. In the first phase they created a CG including Educationalists, Chairman of the GPK and other prominent personalities. From the CG's initial discussion and initial work in the school the GPK Team prepared a draft report and presented it in the IVW in November in Bangalore. In the second phase the CG members sat together and checked whether the particular indicators were SMART [Specific, Measurable, Achievable, Realistic and Time-bound] for the context in which they were used. They prepared means for evaluating the indicators in the specific context of schools where they are tested. In the next phase the GPK Team entered the school process where they could interact with the students in every school that the group studied. The group interacted with the students along with the teachers. They also had separate sittings with teachers, parents and representatives of the community. On the basis of these discussions they produced, their final Report. [See Appendix VII]

The first five indicators under physical environment did throw up different ratings for different school sections. In a way that is not surprising. Therefore, when we formulate policy prescriptions on the basis of such ratings it ought to be done sensitively and carefully. Perception of a specific physical facility in school could be conceived of differently by the stakeholders for different level of schools. Interestingly such a wide difference is not noted in the case of the seven indicators that came under learning environment. Here the most notable rating is that at the UP School level it was felt that gender-friendliness is a priority item for the school but not to the community. The divergence in perception between the school and its supporting community – which was anticipated at the IRT level itself – is a major factor to be taken into account when policy Prescriptions are made. In the seven indicators under teaching – learning processes, perhaps the most important point to be noted is about the apparent failure of teachers to produce role models to students. The seventh indicator with regard to students from different background are presented equally respectfully in the teaching and learning materials was not rated because the GPK Team felt that the student population that they studied came from more or less the same background since they came from a background very close to the State capital city the GPK thought that this may not be a right factor to be rated. In the six indicators under the teachers’ performance there are two which should be specifically noted. They are [1] the teachers’ workload is heavier as the grade of classes go up. And [2] in a State well known for its well-developed schooling facilities the teachers are without any training; including of course gender-sensitization training after joining for teaching. It is true that there is a built-in procedure for gender sensitization for teachers at their pre-teaching training. Yet it could be found inadequate if it is not refreshed from time to time. The three indicators under library and laboratory ratings apparently contradict each other. While it was found that girls and women participate in selection of books and generally no gender bias is found in reaching material, it was said that books and learning materials do not account for gender specific needs and preferences. Such discrepancies have to be taken into account in policy formulation.

Among the three indicators under facilities, the most obvious lacune found is with regard to the absence of private age-specific toilets. Obviously such an idea has not been discussed greatly in communities such as those in which such indicators were tested. Nevertheless, the rating is important to be included in policy formulation because such facilities will be required in an “idealistic” gender-friendly community. Similarly, when we came to the indicators regarding access to feminine hygiene products, it is found absent at all levels of schooling. They also required to be highlighted in policy formulation. With regard to security and harassment we have already noted that without provisions for a Committee on Sexual Harassment and Bullying; school still provide a safe and comfortable environment for boys and girls.

A similar report was received from the VISHAKHA group as well. The processes through which they arrived at their final conclusions are contained in

the 'Remarks' column of the RPI. Therefore, we have not specially discussed the processes involved in the case of collection of data by VISHAKHA. In the meantime Professor Usha Devi from the CI i.e. the ISEC personally visited Jaipur and made her own assessment of the situation. Professor M.D.Usha Devi made her visit on January 12 and 13, 2009; to assess the progress of VISHAKHA, Jaipur with regard to the validation process of the GFSI tool and also to obtain feedback on the process of validation of the tool. It may be noted that the state of Rajasthan located in the northern part of India is considered one of the backward states on several parameters of development including education. The state is spread over an area of 3, 42,239 Sq. Km with 32 districts, 241 sub-districts and 37,889 villages. The density of population in the state is 165 and the state reveals sex-ratio of 922, which is below the national average. As per 2001 Census, the State has a population of 56.51 million with 76.6 per cent of the people living in rural areas. The State's record in literacy is below the national average with an overall 60.41 per cent. The literacy level among male population is 75.7 per cent and that of female population is 43.85 per cent, which is way below the national average of 54.1 per cent. The literacy attainments across regions within the State and across social groups among male and female population get further accentuated, if one looks at disaggregate levels within the state.

Considering the school participation rates in the state, the Gross Enrolment Ratio (GER) reveals more than 100.0 per cent for both boys and girls at the primary stage (class I-V) during the year 2004-05. But at upper primary stage, the GER drops to 84.82 per cent for boys and, for girls, it drops to a low of 54.80 per cent. The gender parity at upper primary stage reveals the lowest for the country as a whole with 0.66 index. The state has one of the highest dropout rates for both boys and girls in the country at primary, upper primary and high school stages. Girls' dropout rate is much higher than boys both at upper primary and high school stages with 71.33 per cent and 80.72 per cent respectively. Strangely, the dropout rate is lower for girls than boys at the primary stage, suggesting that upper primary and high schools are more detrimental to girls' participation in education. At the primary level, although the highest percentage (88.10) of schools belongs to local bodies/government, the middle and high school stages reveal an increasing trend of unaided private schools.

The visit to VISHAKHA Office and interaction with the team members revealed that VISHAKHA has selected three schools located within the heart of the Jaipur city to validate the GFSI tool. One school is a government primary school (school 1) having class I-V, the other one is also a government school, but an upper primary school located within the same premises, which has class VI-VIII (school 2). The third school is a private unaided school having all the three sections of primary, upper primary and high school and also a B.Ed College (school 3). However for purpose of GFSI tool validation, only the secondary section (class IX-X & XI-XII) is selected in this school. All the three schools are co-educational.

As reported by the agency, the GFSI tool validation is done through actual visits to the three schools. The verification process has mainly involved observation, analysis of the factual data from school registers and records and through interaction, FGDs with students, teachers, parents and other community members (VEC/PTC). Three boys and three girls in class VI & VII, IX & X, XI & XII are considered for FGDs. However in class V, 5 boys and girls each is considered. It transpired during interaction that the GFSI tool was tested for validation considering each one of the indicator identified and assessing its relevance, priority and usefulness for different school situations.

The discussion with the team revealed that both school-1 & 2 suffered from lack of adequate physical infrastructure facilities such as proper light in classrooms, water, toilet facilities and good physical environment. There was garbage dumped on one side of the school, which often emanated stench and the classroom facing the same was most affected. In certain classrooms, there was poor lighting facility (natural) and as a result, children sitting at the back had poor visibility of the blackboard. Invariably boys were made to sit at the back and they were more affected.

There was clear gender segregation in schools as boys and girls were not encouraged to interact freely. They were restricted by teachers not to talk with each other on any matters other than academic issues.

The school had a toilet under Operation Blackboard (OB) Scheme,¹⁴ which was used by only female teachers and girls. The boys however were made to go out to attend to nature's call and quite often this resulted in many boys keeping off from class hours for considerable time.

Strangely, girls were never asked to do any menial jobs like cleaning and fetching things in the schools. It was always the boys who were asked to do all cleaning and sundry jobs. All the cleaning and serving work for mid-day meals were done by boys as they took control of organising, managing and distributing food grains and other ingredients for cooking mid-day meals in schools. Eventually, boys only ended up (even) cleaning the plates and tidying the place after serving the meals. Every day's assembly and prayer was also conducted by boys. However, on Saturday, there appeared to be role reversal with girls doing these tasks and boys taking off from these duties.

Cultural activities in schools revealed certain interesting trends. While both boys and girls were encouraged to partake in music programmes, for dance items, only girls were always encouraged by teachers to participate. Boys were barred from participating in any dance item with girls. They were supposed to sit and enjoy the dance items presented by girls. However organising cultural activities and taking leadership roles were vested with boys as they were the ones who were asked to do planning and organising all arrangements for school functions. This clearly reflected the patriarchal values

¹⁴ A Scheme introduced nation-wide by the Government of India in 1987 to improve schools quality.

in the cultural tradition of the state, wherein women were seen as objects of entertainment, which was promoted by the school system.

Generally, schools were found to be soft on girls in giving punishments for any wrong deeds (mischief, writing graffiti on the school walls, default). However, boys were dealt quite sternly when they were found to indulge in such misdeeds. In the classrooms, both studious boys and girls were encouraged. However rebuking and reprimanding acts were seen to be targeted towards boys rather than towards girls on occasions of failure. Teachers tended to deliberately overlook girls' poor or non-participation in academics performance, while they rebuked and condemned boys openly in the classrooms for the same.

Girls in general were seen to be treated with sense of care by teachers as they always made attempts to secure and protect them as valuable assets. For instance while taking boys and girls on picnic or excursion, teachers always saw that all girls were seated comfortably in the bus while boys were asked to stand in case there were shortages of seats. This often created dissatisfaction among boys as they felt that teachers were not fair to them. However, on occasions where girls had to be encouraged to lead and take control of the situation, the teachers never made any attempts to promote these qualities among girls. Rather all the time, girls were asked to keep silent and listen to what teacher says. Girls were never even encouraged to talk about matters relating to home, community or any other event that occurs outside the school with their peer group, be it girls or boys.

Students in general revealed preference towards lady teachers who is loving and does not give punishment. There appeared to be no caste discrimination in schools in so far as seating arrangement. However, with respect to drinking water, there appeared to be clear discrimination, as schools never felt provision of drinking water for these children was a priority item. The school-1 & 2, being located predominantly in SC dominated area lacked both drinking water and urinal facility. However neither the school nor the community considered this as an essential requirement.

After interacting with the VISHAKHA team, Professor Usha Devi visited the three schools where the GFSI tool was being tested for validation. The school 1 & 2 were located predominantly in SC colony meant for labour class. Most of the households were involved in casual labour in unorganised and informal sectors. A few SC children from nearby area also attended this school, as this was the only government school in the surrounding area. However these children faced the risk of crossing the high way and traffic ridden main road and hence there were occasions, when children would absent from schools, particularly during rainy season, when they had to cross a canal which would be flooded with rainwater.

It was noticed that the schools were run under shift system. On the day of Professor Usha Devi's visit, the school had organised Career Day. The class VIII

students had assembled on the ground in front of the school and the teachers were found to be giving speeches on Swami Vivekananda, a leading Social Reformer, very well known and represented all over India, hailing some of the virtues he possessed and universal values he preached to the society. The students were also made to come and talk a few sentences about Swami Vivekananda. It was noticed that both boys and girls participated in the same.

The school-3 was a private school (Hans Vidyamandir Senior Secondary School). The school is about 20 years old known for its reputation for getting excellent result. In recent times, the school had to face stiff competition from the other private schools in the neighbourhood. The school also served nearby rural areas. The school did not have adequate space for both classrooms and play ground. The school focused exclusively on academics and did not seem to pay much attention to gender concerns. The interaction with the teacher concerned revealed that there were no attempts made to promote girls' participation and achievement as the school's entire focus seemed to be on getting good results in the board examination.

Overall, the government schools tend to reflect dual nature in favouring girls over boys in certain aspects and boys over girls in certain other aspects. While it is interesting to note that the personal safety and security of girls were given priority when physical resources were to be shared between boys and girls, at the same time, developing abilities of leadership and empowering them to take control of public resources and decision making, the boys had an edge over girls as schools clearly distinguished the tasks to be done between boys and girls. The bottomline, the schools reinforced status quoist tendencies in so far as maintaining the subordinate position of women, and encouraging boys to take control of resources and develop leadership and authority roles. All the three schools selected for GFSI tool validation did display enormous potential to test the tool in different situations.

Following this report from Professor Usha Devi the actual rating done on a scale of 1-4 done on the process indicators by VISHAKHA for three different schools in Jaipur were made available. [See Appendix VIII]

The Report do indicate certain peculiarities of the schools/communities where the Indicators were tested. For instance, the Govt. UPS in Bad devil, there is no furniture for students to sit on. Having had to sit on mats they have problems in writing and also in resting their backs. These problems are certainly genuine. Nevertheless, it should be remembered that traditional Indian "primary" schools never had any furniture to sit on. Similarly the attitude of teachers' being against interaction by students should also be taken into account. The two points together will imply a very "traditional" setting of learning and teaching method in operation. Similarly it should also be noted that no critical thinking irrespective of gender is encouraged among students. The pattern seem to concentrate on an "individualistic" approach to 'learning'. This attitude is spread out into health related matters too. There is no regular health check-ups of students. While puberty education is part of the curriculum,

no special attention is paid to such education and no counselor is available. There is no ways of evaluating library books on the basis of gender and it should also be noted that this school does not orgainse any sports or games for the students. Even in Govt. UP School there is no furniture for students. More or less the same kinds of remarks appear for the UPS as in the case of LPS. The most striking thing is that the parents are found not to be interested in school activities. A slightly different case in presented in the case of the Hans Vidya Mandir HSS, Maheshnagar. But there also the extra attention is restricted mainly to academic achievements of students. In this case gender friendliness is not a major matter of concern.

Unfortunately, no final report could be received from Dr.NiranjanaRadhya and his associates, mainly because of Dr.NiranjanaRadhya's protracted illness. Yet to some extent the gap was filled by a detailed initial rating that they have done on the basis of the DPI. Therefore, the GFSI portion of the project or the second phase of the project had to be satisfied with two final reports and one initial report.

7. Summary and Conclusion

The field testing of the GFSI went through five distinctly different stages. At first there was the IRT where the idea of gender friendly indicators were discussed extensively. The second stage was that of the preparation of the DPI on the basis of the suggestions made at the IRT. The third stage was the initial field testing in three different regions and school communities in India which was undertaken through and by the three POs, Dr.NiranjanaRadhya and his associates, GPK and VISHAKHA. The fourth stage was that of the IVW where there was a mid-term assessment of the initial field-testing and on its basis a RPI was brought out. The fifth stage was that of the final field-testing reports submitted by two of the POs which were the GPK and VISHAKHA. One could say that the preparation of this report is the sixth and final stage.

Though the IRT felt that the school communities themselves should asses their own gender friendliness, several factors were also identified to have acted as obstacles to it. The school communities in South Asia in general were identified to be operating within highly patriarchal social conditions. In such conditions an idealistic or near-idealistic gender-friendliness cannot be expected. In addition, poverty and practices like dowry were also observed to be wide-spread. In such circumstances, it was felt that the GFSI had to be "Kick-started" by an external agency. This could be on indicators which were discussed extensively with the school communities where they were field-tested. It cannot be claimed to have been done. The administrative efforts of conducting actual field-testing in such widely distant regions and the costs involved prohibited a more relaxed attempts at field-testing which could have been preceded by wider discussions with school communities which could have led to better understanding of the tools used among them.

In the field-testing this was a problem as the POs reported. In many instances there was a very wide difference between the ideal behind the

indicators and general perception of actual stake-holders. As it could have happened in any such effort at field-testing, this one also had to be done within highly restricted procedures and time period.

The initial schedule planned also could not be met. Initially it was planned to take three months to have the field-testing to be followed by the IVW in November, 2008. It was hoped that the assessment and refinement of the DPIs already tested could be done at the IVW and this will lead only to some cross-checking at the field and a Toolkit could be prepared by the end of 2008. This could not happen. The task of identifying the groups who were prepared to undertake the field-testing itself got delayed because there were no 'voluntary' takers of the proposals. Even when the three organisations/ groups were identified, the negotiations towards the conditions under which they agreed to participate in the field-testing dragged on longer than was expected. Finally, when the field-testing was initiated it coincided with examinations and holidays which hampered smooth functioning of the field-testing.

The negative points do not end here. The expected procedure of each group reporting regularly-once in a week or once in a fortnight-back to the ISEC and such reports being posted in the Wiki Educator for common understanding and wider comments also did not happen. The main problem in this regard was that the way in which the POs tested both the DPIs and RPIs were based upon field visits to the school at different points of time. They felt that they had to meet different groups of stake-holders concerned before they could report back sensibly. Therefore, the initial expectation that at least every fortnight through the Wiki Educator other groups all over South Asia would have come to know what was happening at the school/community level with regard to the GFSI field-testing was not realized. The expectation was that interested groups could lay their hands upon insights generated by the field-testing and could participate in the process.

Irrespective of such shortcomings, the GFSI field-testing also had certain positive outcomes. The three POs selected and who very kindly helped in executing the field-testing were all who had participated in the IRT. With the background of their participation they were in a position to work effectively as bridges between the IRT and the school communities where they field-tested the indicators. The three POs were groups with excellent grass-root level connections. Therefore, they could "translate" the indicators as far as anybody could to the field level. Their success in conducting the field-testing in the way they could depended upon their link with the IRT and with the field-level.

The POs also showed enough initiative and innovative spirit while field-testing. Their resort to methods not at all suggested in either the DPI or RPI and the suggestions for improvement of the Indicators were all acceptable and welcome. The fact that most of them could not be immediately integrated into the indicators was due to the nature of testing and the structure of the Indicators. but it should be remembered that both the DPI and RPI were both devised to be flexible enough to accommodate whatever suggestions that came

up through the field-testing. Whatever were suggested by the POs can be adopted by any group which would like to try out the RPI in an actual field-test.

Between the DPI and RPI there were considerable improvements. The major change made in the indicators was one column in which ratings to different target group were suggested. It was accompanied by prioritisation too. In addition, though four types of ratings were given only three had to be noted. The 'remark' column underwent some changes, pointing out different methods of testing in the light of discussions at the IVW. It should be noted that the amendments regarding target groups and prioritisation had an impact upon the second stage of field-testing done by GPK and VISHAKHA and also on their final reporting. Unfortunately Dr.Niranjanaradhya and his associates could not use the RPI for the second stage of field-testing. The remarks were only suggestions. Some of them were obviously made use of by POs to great effectiveness. Generally, the RPI provided a set of indicators which were found by the POs to be useful in field-testing.

In the actual field-level situation in India were the DPI and then the RPI were tested, they suggested an alternative approach to the school community and its process as well as structure. Gender-friendliness was an entirely new concept. Such new concepts cannot be accepted unless the values behind such a concept are also accepted by the wider society. The aim in posing these indicators and through them attracting attention to them in the schooling process is that it could eventually lead to acceptance by the wider society itself. It means that these indicators must be mainstreamed. Mainstreaming means a number of process through which they are moved away from the margins. Ultimately, they should win official recognition and public acceptance. We are now in India in a position far away from such official recognition and public acceptance. Nevertheless, these indicators if they are widely used to assess gender-friendliness in schools/communities they are likely to generate the desire for attaining such recognition and acceptance eventually among the stake holders. These indicators also imply greater community involvement in the school processes. Some of the indicators do specifically attract attention to school-community synergy for building up gender friendliness. The attempts to build up such synergies can by themselves unleash great changes in the situation in which South Asian/Indian education finds itself. It can generate progress towards both quality and equality.

The indicators also take into serious consideration decentralisation of educational administration through Local Government, SDMCs, Village Education Committees and Parent/Mother Teacher Associations etc. Such participatory/democratic forums as they are visualised in the GFSI can add to the quality of educational process as well as to the sense of equality between gender divisions in the schools. The way in which SDMCs in the state of

Karnataka had worked towards improving accountability and lessening teacher absenteeism has been explained elsewhere.¹⁵

The GFSI stress the need for improvement of intra-class distribution of facilities which have to be backed up by availability of better facilities in schools. PRATHAM an NGO's Annual Status of Educational Report [ASER 2007] do show that there are "improvements in school facilities with better availability of toilets, drinking water, and a significantly greater supply of mid-day meals".¹⁶ The GFSI attract attention to the question of gender-friendliness of such facilities. Such a focus will help ensuring supply of facilities in a manner in which different age and gender groups with their differing needs will be greatly met.

Even now in India it is found that there is widespread lack of awareness among parents' about the importance of girls' education. The field testing of GFSI also brought this out. The awareness creation cannot be postponed.¹⁷ The use of the GFSI can focus attention upon such awareness creation.

Jane Courtney in an insightful essay had pointed out that Government advocate 'learner-centred' approaches whilst introducing national strategies and systems to reach agreed standards and competencies, often globally determined. To quote further,¹⁸

M & E [monitoring and evaluation] tools make it possible to measure some aspects of quality improvement. Where that quality is defined, agreed, realistic and measurable, the use of the form appears to encourage changes in practice. However, where M & E tools are used to measure the quality of the teaching and learning process, many difficulties are encountered. The forms do not encourage holistic interpretation and consequently the measurement can become disembodied from the processes taking place. The necessity for donors to provide evidence that their projects are having an impact may lead to the design of monitoring tools on the basis of pedagogic practices that may have been internationally imported rather than derived from an agreed discussion of what changes could realistically be made to improve the quality of the education in the (National) context.

Such a defect could be attributed to the GFSI as well. The important thing to be noted in this context is that the indicators emerged at the IRT were

¹⁵ V.P.Niranjanaradhya "Accountability and transparency in school education in Making the Legislation Work in Schools, A compilation of four case studies, UNESCO, Action Aid India, Centre for Child and Law, NLSIU, Books for Change, Bangalore, 2006, p.24-35.

¹⁶ Bhasjar Datta, "Get Cracking on Education", The Times of India, Bangalore, Thursday, January 24, 2008.

¹⁷ P.Geetha Rani, "Girls' Secondary Schooling Participation in India: Barriers Vs State Initiatives", Man in India, 87 (3 & 40 July-December, 2007), pp.335-354.

¹⁸ Jane Courtney, "Do Monitoring and evaluation tools, designed to measure the improvement in the quality of primary educational development?", International Journal of Educational Development, Vol.28, September, 2008, p.558.

consciously decided to be field-tested. One may point out that the field-testing could have been better organized. With better resources and greater time available it could have been better done. Nevertheless, it should be remembered that what is presented here is the result of sincere field-testing by POs who are very much rooted in the ground level. The testing was done on the basis of indicators which emerged out of intense discussion and which were checked and rechecked several times. Even the field-testing was appraised mid-term and substantial changes were brought into the indicators. These are certainly points that could be raised in favour of these indicators.

Appendix I

International Roundtable on “Indicators of School Quality: Towards Gender-Friendly Schooling Environment”

March 26 - 29 2008

Participants List

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8.	Ms. Ranjinie Jayawardena Sri Lanka
9.	Ms. Priyanka Dale Executive Programmer, PRIA Delhi
10.	Ms. Kokila Gulati Director, Girls Education Programme, Care India, Delhi
11.	Ms. ILA PATHAK Secretary, Ahmedabad Women's Action Group (AWAG) AHMEDABAD, India
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Appendix II

Draft Process Indicators [DPI]

INSIDE CLASSROOM

Process Indicators	Ratings on a scale of 1 – 4	Means of Verification	Remarks
Physical Environment			
1. Ready physical access to classroom/school.	1. too many barriers 2. some barriers 3. no potential barriers 4. no barriers at all	a) Check whether there are any Physical barriers like shrubs, forest, river, stream, hill, valleys (any other rugged terrain) which inhibit children from enrolling or attending schools, b) Check if there is any threat/risk to physical security and safety of children on the way to school.	a) Physical verification of or verbal enquiry about the select routes followed by children to and from school by the POs. b) Discussion with Stake Holders [SH], whether the noted barriers are prohibiting enrollment/attendance c) Discussion with the SHs on what can be done in solving the problem of physical barriers.
2. Adequate classroom space per child.	1. Inadequate 2. Adequate 3. Complying with National/State specifications 4. More than adequate	a) Check with National Standards [eg; NCERT]/State Specifications [eg; SCERT] b) Check with the SHs [particularly students] whether the space is adequate	a) Physical verification along with Focus Group Discussion [FGD] with the SHs. b) Remember that the type of Teaching-Learning Methods [TLM] will matter.
3. Adequate lighting and ventilation.	1. Inadequate 2. Adequate 3. Complying with National/State specifications 4. More than adequate	a) Check whether there is enough natural [bright] light and fresh air in the Classrooms b) Check whether there is ventilation and if so whether it is adequate c) Check whether there are stench producing sources near the school building [garbage dump, cattle shed etc,] d) Check whether the girls/boys are seated in areas of inadequate lighting and air circulation	a) Physical verification/ eyesight check of classrooms b) Discussion with SHs c) find out whether electricity or other sources of lighting is used in the school

4. Adequate child-friendly, child-sized furniture provided.	1. Not at all friendly 2. Partly friendly. 3. Friendly section-wise, primary, middle, high, higher secondary 4. Fully child friendly	a) Check whether each child is able to sit & work comfortably b) Check whether children can be clearly heard from where they sit by the teachers c) Check whether there are discrimination on the basis of gender, caste or any other d) Check whether adequate special facilities are provided for physically handicapped children	a) Discussion with larger community with regard to necessary changes that are required b) Remember that the requirements will change according to sections c) Enter into a discussion whether childrens seating should have backrest or not. d) If there are National/State guidelines, please refer to them.
5. Seating arrangement facilitates teacher-child and child-child interaction and is not segregated.	1.Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	a)Check whether the seating arrangements segregate pupils by class or gender	a) Discuss with the SHs whether the cultural specificities of the region or the community demands segregation b) Discuss with the community at large on how the cultural specificities with regard to seating can be handled
Learning Environment			
1. Boys and girls are given equal access and opportunity to school enrolment and completion.	Enrollment, Attendance, Completion 1.Low enrollment, Attendance, Completion of boys/girls 2. More boys than girls enrolled, Attended, Completed 3. More girls than boys enrolled, Attended, Completed 4. All boys/girls enrolled, Attended, completed	a) Check the available statistics with regard to enrollment, out of school-age population etc, [Sarva Shikshya Abhiyan (SSA)] b) Check school records for boys and girls completing the end of each section. c) check whether there are incentives for girls to attend school d) what percentage of girls versus boys successfully transfer to higher level education and pass the first year in the new school [section]	a) School records and SSA statistics may have to be consulted b) Make a broad social enquiry whether any particular social group or gender is discriminated against
2. Girls and boys are given equal opportunity for academic achievement.	1. Girls/boys learning outcome very low 2. girls learning outcome less than that of boys 3. boys learning outcome less than that of girls 4. boys/girls equally good in learning outcomes	a) Check exam/test results which are readily available b) Check with SHs, particularly Teachers	a) Discuss with parents whether girls students get enough time and facilities for study at home b) Discuss with parents whether the girl student are also sent for tuition classes/supplementary education
3. Both boys and girls are encouraged to participate actively in the learning process.	1.neither boys nor girls are encouraged to participate 2. Only boys are encouraged 3. Only girls are encouraged 4. Both boys and girls are encouraged	a) Check school records with regard to attendance of boys/girls in tests/exams and also with regard to results in end of section/school examination b) check whether any remedial measures are planned by the school if any gender discrepancies are found c) check how boys and girls are prepared for appearing for tests/exams d) Check school records with reference to attendance of boys/girls in co-curricular activities wherein there are learning components.	a) Discuss with SHs whether girls are encouraged in co-curricular activities wherein there are learning components for eg; Debates Discussions, Common study programmes etc, b) Observe classroom activities [CRA] with regard to reading, writing and problem solving c) Observe teachers behaviour in related matters and hold discussion with them

<p>4. All children's abilities to learn are affirmed, respected and encouraged</p>	<p>1. boys/girls abilities to learn are not affirmed 2. Boys abilities are only affirmed 3. Girls abilities are only affirmed 4. Girls/boys abilities are affirmed</p>	<p>a) Collect teachers opinion/perception/views on boys/girls learning behaviour b) Check whether any obvious prejudices/biases exists c) Check whether there are special efforts taken to promote girls/ socially disadvantaged childrens learning d) Check whether teachers maintain personal dairies, registers to record specific learning deficiencies</p>	<p>a) Hold FGD with SHs, particularly teachers b) Enquire among select students whether anyone is feeling discriminated against. c) Observe whether there is any remedial support/ tutorial support offered d) Observe whether any innovative methods are implemented</p>
<p>5. Boys and girls have equal access to essential learning materials.</p>	<p>1. neither boys nor girls have all learning materials 2. More boys than girls have all/some learning materials 3. More girls than boys have all/some learning materials 4. All boys and girls have all learning materials</p>	<p>a) Check [referring to records available] the timing of the distribution of learning materials, particularly text books b) Check whether the learning materials are all of the same [good] quality c) Check whether the boys/girls are familiarised with the use of the learning materials</p>	<p>a) Observe whether the learning materials [eg; text books] are distributed by the school authorities or students have to buy them individually. If it is the latter is there any arrangement made to help the students b) all of these measurement will need to be disaggregated for gender and caste</p>
<p>6. Gender-friendly school environment is cultivated by teachers and students.</p>	<p>1. Gender friendliness [GF] is not a priority item for the school/community 2. GF is a priority item for the school but not to the community 3. Within the school the teachers and the students considered GF as a priority item 4. GF is considered a priority item by the school and the community</p>	<p>a) Check on GF, generally b) Check the apparent non-interest of the community influences the atmosphere within school c) Check the school annual work plan, vision statement, objectives etc, d) Check the type of work distribution followed within the school, with regard to academic activities, sports and games, midday meals and celebration of functions e) Check about the perception of teachers/students/parents of the behaviour of the school leadership [HT]</p>	<p>a) Discuss school time-table in terms of GF Environment with SHs. b) identify any specific problems that exists c) Report any innovative initiatives taken</p>
<p>7. Learning materials are free of gender bias.</p>	<p>1 Gender unfriendly 2. Unfriendly towards boys 3. unfriendly towards girls 4. Gender Friendly</p>	<p>a) Check, analyse the following with regard to GF, i) Curricular materials ii) Text books iii) Work books iv) Teaching aids v) Charts vi) Pictures vii) any other</p>	<p>a) Select materials can be subjected to content or title analysis if possible b) Seek select perceptions of SHs in a discussion</p>
<p>Teaching/Learning Processes</p>			
<p>1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.</p>	<p>1. Critical capacities are not encouraged among boys/girls 2. Critical capacities are encouraged among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls</p>	<p>a) check the views of teachers with regard to the question that they prefer in classroom, whether they are mechanical, book based or innovative and critical b) Check the views of teachers with regard to techniques used to stimulate innovative question and discussions c) check whether girls are encouraged to ask questions.</p>	<p>a) Conduct FGD with the SHs particularly teachers b) find out from the parents whether they would object if critical questions are encouraged from their children, particularly girls</p>
<p>2. Equal opportunities</p>	<p>1. Opportunities are few for both boys/girls</p>	<p>a) Check whether the school has a Tutorial system or something equivalent to it where the boys/girls</p>	<p>a) Discuss the problem in separate meetings with the teachers and students and also in a common</p>

are provided for girls and boys to state their thoughts and feelings.	2. Opportunities are given mainly to boys 3. Opportunities are given mainly to girls 4. Equal Opportunities are given to boys/girls	can discuss there personal/sensitive problems with the teachers b) Check whether the students are allowed to speak openly in the class about common issues c) Check whether a school parliament/assembly is existing and if so how it is organised and conducted d) Check whether enough opportunities like drama/essay writing/debates etc, are arranged and participation across gender is encouraged	meeting b) discuss the attitude of the parents with regard to freedom of expression for their children particularly girls with them
3. All children are given opportunities to have a voice in planning school activities.	1. No opportunity for boys/girls 2. opportunity for boys 3. opportunity for girls 4. opportunity for boys and girls	a) check whether there is a group/committee/council to plan different functions/activities in classroom and schools b) are students represented in that? Whether boys and girls are equally represented? c) Check qualitatively whether the students opinion is taken seriously; and in that whether the girls opinion is taken seriously.	a) Discuss with the HT the desicision making process within the school/classroom b) Discuss with students whether they feel neglected in organising activities
4. All children are encouraged to share their experiences with others.	1. No encouragement for sharing experiences 2. some encouragement for boys to share experiences 3. Some encouragement for girls to share experiences 4. Adequate encouragement for boys and girls to share experiences	a) check the school records if they are available to see whether there are institutionalized opportunities for children to share their experiences b) Find out from those records whether girls and boys get the same level and type of opportunities c) Check whether sharing of experiences are part of the teaching-learning [Pedagogical] processes used in the classroom d)check whether any informal sharing of experiences do take place	a) Discuss with the HT about institutionalized opportunities for children to share their experiences for eg; going outside the states, taking part in state wide activities etc, b) Discuss with the teachers whether girls and boys get the same level and type of opportunities to share their experiences in the classroom c) discuss with the students whether they all get opportunities to share their experiences
5. Both female and male teachers are adequately represented to provide role models for boys and girls.	1. Teachers fail to provide role models for both boys and girls 2. teachers are role model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls and boys	a) check whether the dressing habits and general decorum of the teachers inspire the desirable habits among students b) Check whether male teachers do express generally considered “female characteristics” like sensitivity and service mindedness and whether female teachers do express “male characteristics” like leadership roles and organizational efficiency.	b) Discuss with teachers and students their concept of being a male. eg; loud, noisy, physically powerful etc, c) discuss with the teachers and students their concept of being a female. eg; quite, sacrificing etc,
6. Regular attendance by students and teachers is expected.	1. regular attendance is not enforced for teachers and students 2. regular attendance is expected from students 3 regular attendance is expected from teachers 4. regular attendance is expected from both teachers and students	a) Check the attendance register to find out about regularity of attendance of students and teachers of which , 1. male teachers 2. female teachers 3. girl students 4. boy students b) check whether the teachers have the habit of attending to other activities/jobs during class hours c) check whether children are in the school during school hours	a) discuss the necessity of regular attendance with SHs b) discuss with parents their perception of the regularity of teachers/students attendance c) causes may have to be discussed if girls/female teachers fail to attend schools regularly
7. Girls and boys from	1. girls/boys from different	a) Check whether the T-LM are fair to all groups	a) conduct a content/input/title analysis of the T-LM if possible

<p>different backgrounds and from both urban and rural communities are respectfully presented in teaching and learning materials.</p>	<p>backgrounds, urban/rural areas are unevenly and without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM 3. girls from different backgrounds and from rural areas are represented more in T-LM 4. Girls/boys from different backgrounds, and from rural/urban areas are evenly and respectfully represented in T-LM</p>	<p>b) Check whether there are discrimination on the basis of gender/caste c) Check whether the handicapped are unflatteringly represented</p>	<p>b) discuss the T-LM with SHs</p>
<p>Teacher Performance</p>			
<p>1. Teachers' approach is child centred.</p>	<p>1. teacher's approach is never friendly to children 2. teachers approach is sometimes friendly to children 3. teachers approach is friendly to boys 4. teachers approach is always friendly to children</p>	<p>a) check whether the commonly accepted child-friendly pedagogy including classroom behaviour is followed b) check whether any section of the students feel neglected</p>	<p>a) hold discussion with the teachers on the necessity of a child-friendly attitude b) hold discussion with the community, particularly the parents on the necessity of child-friendly attitude.</p>
<p>2. Teachers are sensitive to children's special needs.</p>	<p>1. teachers are not sensitive to children's special needs 2. teachers are sensitive to boy's special needs 3 teachers are sensitive to girl's special needs 4. teachers are sensitive to children's special needs</p>	<p>a) check what are the special needs of children of various age groups, schools sections, and backgrounds b) check whether there are institutionalized ways to meet such demands c) Check whether special needs of adolescent girls [and also boys] are taken care of. d) Check whether teachers are sensitive to the children's needs with regard to; 1. hunger 2. health 3. physical upkeep 4. hygiene 5. personal/social problems</p>	<p>a) discuss with SHs the special needs of children b) hold discussion on help and cooperation needed from out side the school [ICDS, Health Department etc.] to meet the special needs of children</p>
<p>3. Teachers are supportive and non-judgmental.</p>	<p>1. teachers are not supportive and non-judgmental 2. teachers are supportive and non-judgmental towards boys 3. teachers are supportive and non-judgmental towards girls 4. teachers are supportive and non-judgmental towards boys and girls</p>	<p>a) check whether there are expressions judgmental decision with regard to student behaviour in public forums eg; classroom, school assembly etc, b) check whether there are gender stereotypes involved in making judgments of students in classes c)check whether there are supportive steps built into the teaching-learning processes c) check whether teachers' responses are positive to childrens problems</p>	<p>a) discuss the need for being non-judgmental with the teachers b) discuss with the students whether they get deliberate support when the need arises. c) discuss whether counseling support is provided both academically and personally</p>
<p>4. Teachers</p>	<p>1. teachers do not</p>	<p>a) check whether girls and boys are</p>	<p>a) discuss with teachers the need to</p>

provide equal opportunities for girls and boys.	provide equal opportunities for boys and girls 2. teachers do provide equal opportunities for boys 3. teachers do provide equal opportunities for girls 4. teachers do provide equal opportunities for boys and girls	encouraged in terms of achievement-motivation equally b) whether providing inspiration to both boys and girls equally are credited in favour of teachers formally or informally	promote equal opportunities for both boys and girls b) discuss the need for teachers being unbiased and without prejudices
5. Teacher's workload is within their comfort level.	1. teachers work load very heavy 2. teachers work load some what heavy 3. women teachers work load very heavy 4. teachers work load within their comfort level	a) check whether the teaching-learning processes imposes undue work load on teachers in terms of training, refresher courses, learning new techniques etc, b) check whether the teachers feel that their job is a burden c) check whether the additional work affect the female teachers particularly	a) discuss with the teachers their job requirements b) discuss with HT community, parents etc, on the need to keep the teachers work load within their comfort level
6. Teachers have taken gender sensitization training.	1. teachers have not taken any training after they joined 2. more male teachers have taken Gender Sensitization Training [GST] 3. more female teachers have taken GST 4. male and female teachers have taken GST	a) check the details of GST b) check whether the teachers find the components of GST acceptable	a) discuss with the teachers the concept of GST b) discuss with the other sections of SHs, the GST

OUTSIDE CLASSROOM, within school jurisdiction

Process Indicators	Ratings on a scale of 1 - 4	Means of Verification	Remarks
Library and Laboratory			
1. Books are evaluated for gender bias.	1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	a) check the content/titles of selection of books which are commonly borrowed from the library/acquired for the library b) check the pictures in a selection of books commonly borrowed/acquired c) check library records to find out which are the books that are borrowed commonly and by whom	a) discuss whether use of library/reading corner is necessary in all sections of the school b) conduct content/title analysis of books if necessary c) discuss how and who make the selection of books for the library d) discuss whether a state level list of books to be bought for the school libraries do exist

		[to check whether there is any preference according to gender]	
2. Books and learning materials account for gender specific needs and preferences.	<p>1. books and LMs [learning materials] do not account for gender specific needs and preferences</p> <p>2. books do account for but other LMs do not</p> <p>3. other LMs do account for but not the books</p> <p>4. books and LMs do account for GSN and preferences</p>	<p>a) check whether LMs such as maps, charts, displays etc, are easily accessible to both boys and girls</p> <p>b) check whether there are books which will give useful information on the physical problems that girls students have to face</p> <p>c) check whether the LMs are displayed in such a manner that girls who are likely to be of a shorter stature are not handicapped</p>	<p>a) discuss the need for books and LMs to positively help gender specific needs and preferences</p> <p>b) find out whether any group feels handicapped in using any LMs</p>
3. Girls and women participate in the selection of books.	<p>1. girls and women do not participate in selection of books</p> <p>2. female teachers alone participate</p> <p>3. mothers of children participate</p> <p>4. girls and women associated with the educational process participate</p>	<p>a) check on who makes the selection of books</p> <p>b) if a committee is to make the selection, check the gender parity in that committee</p> <p>c) check whether the girls' requirements are discussed as a priority item in the selection of books</p>	<p>a) discuss with the SHs on books selection,</p> <p>b) also discuss with the SHs on the need for taking into consideration the special requirements of girls in ordering books</p>
Facilities			
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.	<p>1. no toilet facilities</p> <p>2. toilet facility for men/boys</p> <p>3. toilet facility for women and girls</p> <p>4. toilet facility for both men and women/boys and girls</p>	<p>a) physically check whether toilet facility exists and in what condition are they</p> <p>b) check on the provision for cleaning the toilets regularly and adequately</p> <p>c) check whether the toilets are located in a safe place</p>	<p>a) discuss the necessity of clean and separate toilets for girls and boys with the SHs</p> <p>b) discuss whether there are any State or National Programme within which the toilet facilities can be acquired</p>
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.	<p>1. GF, Age Appropriate [AA] toilet facilities are not provided</p> <p>2. girls are not allowed to make use of toilets as and when they require</p> <p>3. toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene</p> <p>4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene</p>	<p>a) check whether the materials necessary for menstrual hygiene are regularly provided for girls</p> <p>b) check whether the necessity of age specific, GF, exclusive toilets are recognized in the school community</p> <p>c) check whether children particularly girls are allowed to complain if there are any short comings</p>	<p>a) discuss the importance of age specific GF toilets with the teachers, management and parents</p> <p>b) discuss what kind of administrative facilities are required to take appropriate action if the children complain</p>

<p>3. Access to a clean water source is available.</p>	<p>1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc.] before using in the toilets 4. access to clean water source</p>	<p>a) check whether there is any water supply and on the source of water [whether it is clean enough to be used] b) check on facilities to clean water if it is taken from an unclean source so that the use of unclean water do not lead to skin diseases, scabies etc,</p>	<p>a) discuss the need for clean water with SHs b) discuss how the institutions outside the jurisdiction of the school can be made to cooperate in providing clean water: if necessary</p>
<p>Cultural Activities, Music and Drama</p>			
<p>1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.</p>	<p>1. girls and boys separately participate in stereotyped activities 2. girls and boys separately participate in activities with specific gender biases 3. girls and boys separately participate in activities which go beyond stereotypes 4. Mixed groups of girls and boys participate in activities that go beyond stereotypes</p>	<p>a) participate in select cultural activities to see whether there are stereotyping b) check with teachers on how selections are made both in terms of personnel and content of activities c) check with teachers and students whether non-stereotyped performances are appreciated in the community</p>	<p>a) discuss the necessity of having non-stereotyped cultural activities with SHs</p>
<p>Games and Sports</p>			
<p>1. Playground has been assessed for gender-friendliness.</p>	<p>1. no playground facilities 2. separate playground for boys and girls 3. common playground but boys and girls have separate timings 4. playground rules are made for gender friendliness</p>	<p>a) physical verification b) check with school authority and teachers [particularly the in charge of sports] how are playgrounds utilized c) check whether playground are in a safe area where there are constant supervision</p>	<p>a) discuss with SHs the necessity for gender friendliness in using the playground and enlist the support of the parents towards that b) safety of the playground and sports facilities has also to be discussed</p>
<p>2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.</p>	<p>1. no opportunities 2. boys alone have opportunities 3. girls alone have opportunities 4. boys and girls have equal opportunities</p>	<p>a) check whether participation is equally allowed between genders b) check whether coaching and other preparatory facilities are provided equally among genders</p>	<p>a) discuss with the teacher/s in charge of sports and other extra curricular activities on opportunities for participation b) discuss with the students what kind of facilities they would require c) discuss what kind of facilities are required for physically handicapped children</p>
<p>3. Games promote team building, cooperation and self-confidence and avoid sex-</p>	<p>1. games do not promote TB, Cooperation and SF and do not avoid SS 2. games promote TB, Cooperation and SF but only among boys 3. games promote TB, Cooperation and SF but there is no mixed teams 4. Games promote team</p>	<p>a) check with the teachers the type of games promoted in the school and type of team selection b) check whether collective achievements are preferred to that of individual achievements</p>	<p>a) discuss the need to have mixed teams with SHs b) discuss with the SHs the need to prefer common achievements to individual achievements</p>

stereotyping through mixed teams.	building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.		
School Assemblies			
1. School assembly is a proactive environment, promoting gender-friendly behavior.	1. School Assembly is not held 2. School Assembly is not a proactive environment 3. School Assembly promotes boys alone 4. School Assembly a proactive environment, promoting gender-friendly behavior.	a) Check whether school assemblies are held regularly b) check whether assemblies are dominated by HT and teachers c) check whether girls and boys get equally complimented, rewarded and acknowledged for their achievements in assembly d) check whether the school assembly is flexible enough for the students to express themselves	a) discuss with HT and teachers the pattern of holding assembly b) discuss with the students how they feel about the assembly: whether there are gender biases felt
2. School assembly offers opportunity to build leadership skills among boys and girls.	1. School assembly does not offer opportunity to build leadership skills among boys and girls. 2. School assembly offers opportunity to build leadership skills among boys alone 3. School assembly offers opportunity to build leadership skills among girls alone 4. School assembly offers opportunity to build leadership skills among boys and girls.	a) check with teachers the opportunities offered to boys and girls for leadership skills in school assembly, and whether they are offered without gender bias b) check with boys whether they accept naturally the leadership roles assumed by girls in common forums like school assemblies	a) discuss with SHs the need for gender-free opportunities for children in acquiring leadership roles b) discuss the need for reversing the stereotyped thinking that could be widespread among boys in not accepting girls in leadership roles
Health and Nutrition			
1. Girls and boys have equal access to a source of safe drinking water.	1. Girls and boys do not have access to source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.	a) check the source of drinking water b) check whether drinking water is purified c) check whether [if the source from which water is taken is distant from the school] the girls have any difficulty in access to it	a) discuss the importance of safe drinking water for the whole school community with SH b) discuss how the community and parents can help in providing safe drinking water
2. Iron tablets and other nutritional supplements are provided.	1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone 4. Iron tablets and other nutritional supplements	a) check whether any identification process is employed to locate those who require iron tablets and other nutritional supplements b) check with the Anganavadi staff and ICDS staff whether their help is sought for supplementaries in adolescents girls' diets	a) discuss the need for supplementing the diets of age specific boys and girls and particularly adolescent girls b) discuss how parents community and other government departments can help

	are provided for both boys and girls.		
3. Orientation provided to parents to avoid gender discriminatory feeding practices.	<ol style="list-style-type: none"> 1. no Orientation provided to parents to avoid gender discriminatory feeding practices 2. no communication with parents on feeding practices 3. orientation given in not discriminating against boys in feeding practices 4. Orientation provided to parents to avoid gender discriminatory feeding practices 	<ol style="list-style-type: none"> a) check with HT whether there are regular forums where the school authorities and the teachers can communicate with the parents b) check how such forums, if they exist, can be made use of for giving orientation c) check whether other channels such as house visits etc. can be utilized for giving orientation for parents 	<ol style="list-style-type: none"> a) discuss with parents the necessity for not discriminating against children on the basis of gender in feeding practices b) discuss the need to have a wholesome, nutritious diet at midday meals in school
4. Linkages to health service providers exist.	<ol style="list-style-type: none"> 1. no linkages to health service providers 2. occasional linkages to health service providers 3. occasional linkages to health service providers for boys alone 4. adequate linkages to health service providers for both boys and girls 	<ol style="list-style-type: none"> a) check with the school authorities and nearby health providers whether there are regular channels of communication regarding of health conditions of students b) check with the school authorities what steps are initiated if an epidemic occurs in the community, to protect the students c) check with the school authority whether the midday meal preparation is open to inspection by public health authorities 	<ol style="list-style-type: none"> a) discuss the need for regular linkages to health service providers with the school authorities. b) discuss the need to have a non-discriminatory attitude towards this programme c) discuss how to solve if there are any problems in maintaining adequate linkages
5. Frequent/ regular health check-ups are provided for girls and boys.	<ol style="list-style-type: none"> 1. Frequent/ regular health check-ups are not provided for girls and boys. 2. Frequent/ regular health check-ups are provided for boys only. 3. Frequent/ regular health check-ups are provided for girls only 4. Frequent/ regular health check-ups are provided for boys and girls. 	<ol style="list-style-type: none"> a) check whether regular check ups are held with the school authorities and health service providers b) check whether records of check ups are maintained properly c) check with school authorities how the quality of check ups are maintained d) check with school authorities whether there could be any discrimination 	<ol style="list-style-type: none"> a) discuss the need for frequent/ regular health check ups among students with SHs b) discuss the need for the check ups not being discriminatory
6. Health records are kept for each child.	<ol style="list-style-type: none"> 1. Health records are not kept. 2. Health records are kept only for boys 3. Health records are kept only for girls 4. Health records are kept for each child 	<ol style="list-style-type: none"> a) check with the school authorities whether health records are kept, if so how it is done b) check with the school authorities how the information regarding the health conditions of children are collected c) check with the school authorities whether follow up actions are taken when found necessary 	<ol style="list-style-type: none"> a) discuss the need for comprehensive health records with the SHs b) discuss the requirement of assistance and cooperation in this regard from the parents
7. Puberty education and individual	<ol style="list-style-type: none"> 1. Puberty education and counseling is not available 2. Puberty education and counseling at the 	<ol style="list-style-type: none"> a) check with the teachers whether puberty education / sex education are part of the school curriculum 	<ol style="list-style-type: none"> a) discuss the need of PE/SE with the SHs particularly the parents b) discuss whether the teachers are ready and capable of handling such subjects c) discuss how necessary LMs can be

counseling is available.	group level is available 3. Puberty education and counseling are available only on occasions 4. Puberty education and individual counseling is available	b) if PE/SE are not part of the curriculum then check, whether they are being conducted in the school c) check whether the school has the services of a properly qualified counselor d) check with the teachers whether the children are free to talk about their special problems with the counselor/ teachers e) check whether there are special classes/ courses in prevention of diseases	acquired if PE/SE are not part of the curriculum d) discuss with the students whether they are getting age specific counseling
8. Girls have access to feminine hygiene products.	1. Girls have no access to quality feminine hygiene products. 2. Girls have access to non-quality feminine hygiene products. 3. girls can purchase on their own feminine hygiene products from the market 4. Girls have access to quality feminine hygiene products within the school	a) check with the school authority whether feminine hygiene products are stored within the school and provided for girls b) if they are not available within the school check whether the school authorities themselves will help the students to acquire such products from outside	a) discuss with the community particularly the parents and with the teachers the need for providing feminine hygiene products.
Field Visits			
1. Girls participation is encouraged.	1. Girls participation is not encouraged 2. girls and boys are taken for field visits/picnics/excursions separately 3. field visits of which girls are part of are restricted to certain localities and functions alone 4. Girls participation is encouraged	a) check with teachers whether the school has regular field visits/picnics/ excursions b) check with the teachers children are encouraged to inter-mingle without any biases	a) discuss the necessity of having outings without discrimination for children, with the SHs particularly the parents b) discuss how the outside the school community particularly the parents can help in organising such outings
2. Mothers and/or female teachers accompany class on excursions.	1. Mothers and/or female teachers do not accompany class on excursions/sports meets/cultural meets outside the school 2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school 3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school 4. Mothers and female teachers do accompany class on excursions	a) check on the system of supervision on excursions/sports meets/cultural meets outside the school with the teachers b) check on the quality of the vehicle, dependability of transport staff, and safety of accommodation during excursions with the teachers	a) discuss the necessity of making outings from the school a safe and enjoyable occasion

	/sports meets/cultural meets outside the school		
3. Adequate number of supervisors accompanies excursions to ensure safety and security.	<ol style="list-style-type: none"> 1. Adequate number of supervisors do not accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3. Safety of accommodation, food and travel are not ensured 4. Adequate number of supervisors accompany excursions to ensure safety and security 	a) check with the teachers what are the steps taken to ensure safety and security of excursions	<ol style="list-style-type: none"> a) discuss with teachers the necessity of assigning their duty of supervising excursions to dependable personnel b) discuss with the students the steps required to be taken so that both boys and girls will feel safe and secure on excursions
4. Parents, especially mothers participate actively in planning field trips.	<ol style="list-style-type: none"> 1. Parents, especially mothers participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers participate actively in planning field trips 	<ol style="list-style-type: none"> a) check with the school authorities/teachers how field trips are planned b) check whether the teachers consider the participation of parents as a required factor 	<ol style="list-style-type: none"> a) discuss how participation of parents in field trips can be a positive factor b) discuss how field trips can be made into a community affair
Security and Harassment			
1. Escort programmes provided to ensure children's safety between home and school.	<ol style="list-style-type: none"> 1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure children's safety between home and school 	<ol style="list-style-type: none"> a) check with the school authorities whether the routes/paths taken by students to school are safe and secure b) check with the school authorities if police/ security guard patrolling if necessary is requested/arranged for 	<ol style="list-style-type: none"> a) discuss the need for the make the children's traveling to school and back safe and secure by the whole community with SHs b) discuss with students [particularly girls] whether they feel frightened to travel through any special location
2. Policy Against Sexual Harassment and Bullying established.	<ol style="list-style-type: none"> 1 no policy established against Sexual Harassment and Bullying 2. boys bullying other boys is banned 3. Girls bullying other girls is banned 4. a comprehensive Policy Against Sexual Harassment and Bullying is established. 	<ol style="list-style-type: none"> a) check with school authorities/ teachers the Indian Supreme Court decision regarding appointment of a committee to prevent Sexual Harassment and to take necessary action if such a things happens, is followed in the school b) check with the students [Particularly with girls] what kind of actions they will consider as harassment c) check with the students what they 	<ol style="list-style-type: none"> a) discuss the need to have a comprehensive policy towards sexual harassment and bullying with SHs b) discuss a safe and sound system of reporting/complaining if any act of sexual harassment and bullying takes place

		consider as bullying/ragging	
3. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	1. Committee on Sexual Harassment and Bullying not formed 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	a) check whether a committee has been formed and if so who all are the members b) check whether the members of the committee are transparently selected	a) discuss the need for having student and community participation in such a committee b) discuss the relevance of having the committee members selected transparently with SHs
4. School provides a safe, comfortable environment for children.	1. School does not provide a safe, comfortable environment for children 2. school occasionally provide a safe, comfortable environment for children 3. school provide a safe, comfortable environment to boys alone 4. School provide a safe, comfortable environment for boys and girls	a) check with school authorities/ teachers on the environment within the school b) check with the students whether they feel unsafe or uncomfortable within the school: if so what are the reasons	a) discuss the need to make the school a safe and comfortable place for both boys and girls with teachers, community/ parents b) discuss the need to instill an element of sense of safety among children

COMMUNITY-SCHOOL RELATIONSHIP

Process Indicators	Ratings on a scale of 1 – 4	Means of Verification	Remarks
1. PTA/MTA established and holding regular meetings.	1. PTA/MTA is not established 2. PTA/MTA is established but not holding regular meetings 3. PTA/MTA is established but holds meetings only when a crisis occurs 4. PTA/MTA is established and holds regular meetings	a) Check school records to find out whether PTA/MTA is established and holds regular meetings b) check the agenda of PTA/MTA meetings to see whether they discuss issues without biases	a) discuss the need for PTA/MTA and them holding regular meetings with the SHs b) discuss the need for parents [particularly fathers] attending PTA meetings c) discuss with the teachers the need to have not only curricular matters but also co-curricular, extra-curricular and personal problems [of students] at the PTA/MTA
2. Community organizations work with the school to create an enabling and supportive school environment.	1. Community organizations do not work with the school to create an enabling and supportive school environment 2. Community organizations work occasionally 3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed.	a) check with community organizations whether they feel it necessary to work with the school to create an enabling and supportive environment b) check with the teachers whether they welcome the participation by COs	a) discuss the need for school-CO interaction with representatives of both b) locate problems which inhibit the COs from participating in school environment-building

	4. Community organizations work with the school to create an enabling and supportive school environment		
3. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school.	<p>1. Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school.</p> <p>2. campaign through posters and notices [literate means] are only resorted to.</p> <p>3. campaigns confined to occasions when the school does not have the mandatory enrolment</p> <p>4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school</p>	<p>a) check with the school authorities whether any type of campaign for enrolment is undertaken</p> <p>b) check whether the campaigns and their results are recorded properly with the school authorities</p> <p>c) check with the school authorities whether steps are undertaken to see that the campaigns are held comprehensively, with the help of SDMCs, VECs</p>	<p>a) discuss with the representatives of local government, COs on the need to be of help in such campaigns</p> <p>b) discuss with the SHs, LGs and COs the need to see that the campaign covers both boys and girls equally</p>
4. Community acts as a help in monitoring to ensure standards of equity within the school.	<p>1. Community does not act as monitor to ensure standards of equity within the school</p> <p>2.the school authorities do not feel the need to have the community to monitor</p> <p>3. the community is not aware that it can effectively play the role of a monitor</p> <p>4 Community acts as a help in monitoring to ensure standards of equity within the school</p>	<p>a) check with the school authorities and teachers whether they would welcome the community as a monitor</p> <p>b) check with the school authorities and teachers whether they consider the intervention of the community helpful or not</p> <p>c) check with the representatives of the community whether they are monitoring the standards of equity within the school and whether they think they are capable of doing that task</p>	<p>a) discuss with the representatives of the community and SHs the need for community monitoring</p> <p>b) find out what inhibits community monitoring</p>
5. The community, especially parents with school aged children, holds the school accountable.	<p>1. The community, especially parents with school aged children, does not hold the school accountable</p> <p>2. the community/parents hold the school accountable only when some major mishaps happen</p> <p>3. the community/parents hold the school accountable when there are incidents of breach of discipline by the children of concerned parents</p> <p>4. The community, especially parents with school aged children, holds the school accountable</p>	<p>a) check whether the school authorities are accountable to the community/parents</p> <p>b) check whether the transparency of school activities are formalized and institutionalized</p> <p>c) check with the teachers whether they would welcome the parents holding the school accountable</p>	<p>a) discuss the ways through which transparency of the school activities can be institutionalized and made communicable to the community/parents</p> <p>b) discuss the possibility of organising Social Audit [SA] for the school</p> <p>c) discuss the role that can be played by the LG, School Managing Development Committee [SMDC], Village Education Committee [VEC] in this matter</p>
6. Women are represented on school management committee.	<p>1.Women are not represented on school management committee</p> <p>2.women are represented but not as women representatives but as representing other sectional interests</p>	<p>a) check with the school board whether women are represented: if not why</p> <p>b) check the decisions of the committee to see whether women grievances are</p>	<p>a) discuss the need for women's representation in SMCs</p> <p>b) discuss how women's representation can be made qualitatively high</p>

	<p>3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions</p> <p>4. Women are represented on school management committee adequately</p>	adequately and qualitatively expressed in school committee	
7. Women in leadership positions on school committees.	<p>1. Women are not in leadership positions on school committees</p> <p>2. women are in leadership positions, but only as <i>Benamis</i> for other interests</p> <p>3. women are in leadership positions but are highly outnumbered by men</p> <p>4. Women in effective leadership positions on school committees</p>	<p>a) check with school authorities on composition of school committees and its executives</p> <p>b) check with teachers and school committee members whether they would accept a woman in leadership positions</p>	a) discuss the need for women leadership to ensure gender equality in schools with SHs [including SMCs]
8. Daycare facilities have been established at the school.	<p>1. Daycare/Early Child Care [ECC] facilities are not established at the school.</p> <p>2. facilities for looking after children while mothers work in schools have to be met by the expenses of concerned mothers</p> <p>3. concerned mothers have to depend upon relatives to look after their children while they work</p> <p>4. adequate Daycare/ECC facilities established at the school.</p>	a) check with school authorities on daycare/ECC facilities	<p>a) discuss with the community about the need of the community assisting in providing daycare/ECC facilities at the school</p> <p>b) find out whether there are departmental rules regarding daycare/ECC centers at schools</p> <p>c) find out whether the local government has facilities for DC/Aganvadies/ECC close to the school</p>
9. School and community have a shared vision of quality and equity of education.	<p>1. School and community do not have a shared vision of quality and equity of education.</p> <p>2. School and community do not have a shared vision of quality of education</p> <p>3. School and community do not have a shared vision of equity in education</p> <p>4. School and community have a shared vision of both quality and equity of education.</p>	<p>a) check with the school authorities their vision of quality and equity of education</p> <p>b) Check with the community representatives their vision of quality and equity of education</p>	a) discuss the possibilities of having a shared view of quality and equity of education with the school community and representatives of the general community

Appendix III

Initial Report from Dr.Niranjanaradhya and Associates

A comparative table showing the details of rating of Gender Friendly School Indicators by the primary stakeholders; Teachers, Parents cum SDMC members, Children , Elected Members of the Gram Panchayat and Self Help Group members at Lower Primary School (a) [from class I to class V]

1. INSIDE CLASSROOM

Process Indicators	Options	Teacher (b) (Female)	Parents/ SDMC members		Children		Community	
			President (c) (Male)	Vice President (d) (Female)	V std – boy(e)	Vstd - girl (f)	GPM- Female (g)	SHG M- Female(h)
Physical Environment								
1. Ready physical access to classroom/ school.	1. Too many barriers 2.Some barriers 3.No potential barriers 4.No	3	2	4	4	4	4	4

	barriers at all							
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- (a) Government Lower Primary School, Kurubara Kerenahalli, Bannikuppe Panchayat, Ramnagar District
 (b) Ms.Sudha.J –Head Mistress-PUC,TCH-11 years experience
 (c) Mr.K.N.Ramakrshnaiah,-SSLC-SDMC president since 2004
 (d)Ms.Bagyamma, IV standard, SDMC Vice President since 2005
 (e) Master. Krishna Murthy ,V standard
 (f) Ms.Pushpalatha,V standard
 (g)Ms.Sarswatamma, Elected Member of Gram Panchayat, Kurubara Kerenahalli
 (h) Ms.Nagarathna, Member, Chamundeswari Self Help Group, Kurubara Kerenahalli

2. Adequate classroom space per child.	1.inadequate 2.adequate 3.complying with national/state specifications 4.more than adequate	2	2	2	3	3	1	2
3. Adequate lighting and ventilation.	1.Inadequate 2.complying with national/state specifications 3.more than adequate	3	2	2	2	2	2	2
4. Adequate child-friendly, child-sized furniture provided.	1.not at all friendly 2.partly friendly 3.friendly section wise-primary,	2	2	2	2	2	1	4

	middle high school 4. fully child friendly							
2. Seating arrangement facilitates teacher-child and child-child interaction and is not segregated.	1. Rigid- because some specific reasons 2. too rigid 3. somewhat flexible 4. totally flexible	4	3	3	2	3	3	3
Learning Environment								
1. Boys and girls are given equal access and opportunity to school enrolment and completion .	1. Low enrolment, attendance, completion of boys and girls 2. more boys than girls enrolled, attended and completed 3. more girls than boys enrolled, attended and completed 4. all	4	4	4	4	4	4	4

	boys/ girls enrolled, attended and complete d							
2. Girls and boys are given equal opportunit y for academic achieveme nt.	1. Girls/boys learning outcome very low 2. girls learning outcome less than that of boys 3. boys learning outcome less than that of girls 4. boys/girls equally good in learning outcome s	4	4	4	4	4	4	4
3. Both boys and girls are encourage d to participate actively in the learning process.	1. neither boys nor girls are encourage d to participat e 2. Only boys are encourage d 3. Only girls are encourage d 4. Both boys and girls are encourage d	4	4	4	4	4	4	4
4. All children's abilities to	1. boys/girls abilities	4	4	4	4	4	4	4

learn are affirmed, respected and encouraged	to learn are not affirmed 2. Boys abilities are only affirmed 3. Girls abilities are only affirmed 4. Girls/boys abilities are affirmed							
5. Boys and girls have equal access to essential learning material	1. neither boys nor girls have all learning materials 2. More boys than girls have all/some learning materials 3. More girls than boys have all/some learning materials 4. All boys and girls have all learning materials	4	4	4	4	4	4	4
6. Gender Friendly School environment is cultivated by teachers and students	1. Gender friendliness [GF] is not a priority item for the school/community 2. GF is a priority item for the	3	4	4	3	3	4	3

	<p>school but not to the community</p> <p>3. Within the school the teachers and the students considered GF as a priority item</p> <p>4. GF is considered a priority item by the school and the community</p>							
7. Learning material are free of gender bias	<p>1 Gender unfriendly</p> <p>2. Unfriendly towards boys</p> <p>3. unfriendly towards girls</p> <p>4. Gender Friendly</p>	4	1	4	1	4	4	4
Teaching/Learning Processes								
1. Both boys and girls are encouraged to explore experiment and develop critical thinking capacities.	<p>1. Critical capacities are not encouraged among boys/girls</p> <p>2. Critical capacities are encouraged</p>	4	4	4	4	4	4	4

	among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls							
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.	1. Opportunities are few for both boys/girls 2. Opportunities are given mainly to boys 3. Opportunities are given mainly to girls 4. Equal Opportunities are given to boys/girls	4	4	4	4	4	4	4
3. All children are given opportunities to have a voice in planning school activities.	1. No opportunity for boys/girls 2. opportunity for boys 3. opportunity for girls 4. opportunity for boys and	4	4	4	4	4	4	4

	girls							
4. All children are encouraged to share their experiences with others.	1. No encouragement for sharing experiences 2. some encouragement for boys to share experiences 3. Some encouragement for girls to share experiences 4. Adequate encouragement for boys and girls to share experiences	4	4	4	4	4	4	4
5. Both female and male teachers are adequately represented to provide role models for boys and girls.	1. Teachers fail to provide role models for both boys and girls 2. teachers are role model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls	4	4	4	4	4	4	4

	and boys							
6. Regular attendance by students and teachers is expected.	1. regular attendance is not enforced for teachers and students 2. regular attendance is expected from students 3 regular attendance is expected from teachers 4. regular attendance is expected from both teachers and students	4	4	4	4	4	4	4
7. Girls and boys from different backgrounds and from both urban and rural communities are respectfully presented in teaching and learning materials.	1. girls/boys from different backgrounds, urban/rural areas are unevenly and without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM	4	4	4	4	4	4	4

	<p>3. girls from different backgrounds and from rural areas are represented more in T-LM</p> <p>4. Girls/boys from different backgrounds, and from rural/urban areas are evenly and respectfully represented in T-LM</p>							
Teacher Performance								
1. Teachers' approach is child centred.	<p>1. teacher's approach is never friendly to children</p> <p>2. teachers approach is sometimes friendly to children</p> <p>3. teachers approach is friendly to boys</p>	4	4	4	2	4	4	4

	4. teachers approach is always friendly to children							
2. Teachers are sensitive to children's special needs.	1. teachers are not sensitive to children's special needs 2. teachers are sensitive to boy's special needs 3. teachers are sensitive to girl's special needs 4. teachers are sensitive to children's special needs	4	4	4	4	4	4	4
3. Teachers are supportive and non-judgmental .	1. teachers are not supportive and non-judgmental 2. teachers are supportive and non-judgmental towards boys 3.	4	4	4	4	4	4	4

	<p>teachers are supportive and non-judgmental towards girls</p> <p>4. teachers are supportive and non-judgmental towards boys and girls</p>							
4. Teachers provide equal opportunities for girls and boys.	<p>1. teachers do not provide equal opportunities for boys and girls</p> <p>2. teachers do provide equal opportunities for boys</p> <p>3. teachers do provide equal opportunities for girls</p> <p>4. teachers do provide equal opportunities for boys and girls</p>	4	4	4	4	4	4	4
5. Teacher's workload	1. teachers work load	2	1	1	1	4	1	1

is within their comfort level.	<p>very heavy</p> <p>2. teachers work load some what heavy</p> <p>3. women teachers work load very heavy</p> <p>4. teachers work load within their comfort level</p>							
6. Teachers have taken gender sensitization training.	<p>1. teachers have not taken any training after they joined</p> <p>2. more male teachers have taken Gender Sensitization Training [GST]</p> <p>3. more female teachers have taken GST</p> <p>4. male and female teachers have taken GST</p>	4	1	4	1	4	1	4

OUTSIDE CLASSROOM, within school jurisdiction

Process Indicators	Options	Teacher Female	Parents/sdmc Members		Children		Community	
			P-M	VP-F	V-B	V-G	GPM-F	SHGM-F
Library and Laboratory								
1. Books are evaluated for gender bias.	1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	4	4	4	4	4	4	4
2. Books and learning materials account for gender specific needs and preferences.	1. books and LMs [learning materials] do not account for gender specific needs and preferences 2. books do account for but other LMs do not 3. other LMs do account for but not the books 4. books and LMs do account for GSN and preferences	4	4	4	4	4	2	4
3. Girls and women participate in the selection of books.	1. girls and women do not participate in selection of books 2. female teachers alone participate 3. mothers of children participate 4. girls and women associated with the educational process participate	4	2	3	2	3	2	2
Facilities								
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.	1. no toilet facilities 2. toilet facility for men/boys 3. toilet facility for women and girls	4	4	4	1	1	1	1

	4. toilet facility for both men and women/boys and girls							
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.	1. GF, Age Appropriate [AA] toilet facilities are not provided 2. girls are not allowed to make use of toilets as and when they require 3. toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene 4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene	1	1	1	1	1	1	1
3. Access to a clean water source is available.	1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc,] before using in the toilets 4. access to clean water source	2	2	2	2	2	2	2
Cultural Activities, Music and Drama								
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.	1. girls and boys separately participate in stereotyped activities 2. girls and boys	4	4	4	1	1	4	4

	<p>separately participate in activities with specific gender biases</p> <p>3. girls and boys separately participate in activities which go beyond stereotypes</p> <p>4. Mixed groups of girls and boys participate in activities that go beyond stereotypes</p>							
Games and Sports								
1. Playground has been assessed for gender-friendliness.	<p>1. no playground facilities</p> <p>2. separate playground for boys and girls</p> <p>3. common playground but boys and girls have separate timings</p> <p>4. playground rules are made for gender friendliness</p>	1	1	1	3	1	1	1
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.	<p>1. no opportunities</p> <p>2. boys alone have opportunities</p> <p>3. girls alone have opportunities</p> <p>4. boys and girls have equal opportunities</p>	4	4	4	4	4	4	4
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	<p>1. games do not promote TB, Cooperation and SF and do not avoid SS</p> <p>2. games promote TB, Cooperation and SF but only among boys</p>	4	4	4	4	4	4	4

	<p>3. games promote TB, Cooperation and SF but there is no mixed teams</p> <p>4. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.</p>							
School Assemblies								
<p>1. School assembly is a proactive environment, promoting gender-friendly behavior.</p>	<p>1. School Assembly is not held</p> <p>2. School Assembly is not a proactive environment</p> <p>3. School Assembly promotes boys alone</p> <p>4. School Assembly a proactive environment, promoting gender-friendly behavior.</p>	4	4	1	4	4	4	4
<p>2. School assembly offers opportunity to build leadership skills among boys and girls.</p>	<p>1. School assembly does not offer opportunity to build leadership skills among boys and girls.</p> <p>2. School assembly offers opportunity to build leadership skills among boys alone</p> <p>3. School assembly offers opportunity to build leadership skills among girls alone</p>	4	4	4	4	4	4	4

	4. School assembly offers opportunity to build leadership skills among boys and girls.							
Health and Nutrition								
1. Girls and boys have equal access to a source of safe drinking water.	1. Girls and boys do not have access to source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.	1	1	1	1	1	1	1
2. Iron tablets and other nutritional supplements are provided.	1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone 4. Iron tablets and other nutritional supplements are provided for both boys and girls.	4	4	4	4	4	4	4
3. Orientation provided to parents to avoid gender discriminatory feeding practices.	1.no Orientation provided to parents to avoid gender discriminatory feeding practices 2.no	1	1	1	1	1	1	1

	<p>communication with parents on feeding practices</p> <p>3. orientation given in not discriminating against boys in feeding practices</p> <p>4. Orientation provided to parents to avoid gender discriminatory feeding practices</p>							
4. Linkages to health service providers exist.	<p>1 no linkages to health service providers</p> <p>2. occasional linkages to health service providers</p> <p>3. occasional linkages to health service providers for boys alone</p> <p>4. adequate linkages to health service providers for both boys and girls</p>	4	4	4	4	4	4	4
5. Frequent/regular health check-ups are provided for girls and boys.	<p>1. Frequent/regular health check-ups are not provided for girls and boys.</p> <p>2. Frequent/regular health check-ups are provided for boys only.</p> <p>3. Frequent/regular health check-ups are provided for girls only</p> <p>4. Frequent/regular health check-ups are provided for boys and girls.</p>	4	4	4	4	4	4	4
6. Health records are kept for each child.	<p>1. Health records are not kept.</p> <p>2. Health records are kept only for boys</p> <p>3. Health records are kept only for</p>	4	4	4	4	4	4	4

	girls 4. Health records are kept for each child							
7. Puberty education and individual counseling is available.	1. Puberty education and counseling is not available 2. Puberty education and counseling at the group level is available 3. Puberty education and counseling are available only on occasions 4. Puberty education and individual counseling is available	1	1	1	1	1	1	1
8. Girls have access to feminine hygiene products.	1. Girls have no access to quality feminine hygiene products. 2. Girls have access to non-quality feminine hygiene products. 3. girls can purchase on their own feminine hygiene products from the market 4. Girls have access to quality feminine hygiene products within the school	1	1	1	1	4	4	1
Field Visits								
1. Girls participation is encouraged.	1. Girls participation is not encouraged 2.girls and boys are taken for field visits/picnics/excursions separately 3. field visits of which girls are part of are restricted to certain localities	4	1	4	4	4	4	4

	and functions alone 4. Girls participation is encouraged							
2. Mothers and/or female teachers accompany class on excursions.	1. Mothers and/or female teachers do not accompany class on excursions/sports meets/cultural meets outside the school 2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school 3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school 4. Mothers and female teachers do accompany class on excursions /sports meets/cultural meets outside the school	4	2	4	2	2	2	2
3. Adequate number of supervisors accompanies excursions to ensure safety and security.	1. Adequate number of supervisors do not accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3. Safety of accommodation, food and travel are not ensured 4. Adequate	4	4	4	4	4	2	4

	number of supervisors accompany excursions to ensure safety and security							
4. Parents, especially mothers participate actively in planning field trips.	1. Parents, especially mothers participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers participate actively in planning field trips	4	NR	4	N R	N R	NR	4
Security and Harassment								
1. Escort programmes provided to ensure children's safety between home and school.	1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure children's safety between home and school	1	1	1	1	1	1	1
2. Policy Against Sexual Harassment and Bullying established.	1 no policy established against Sexual Harassment and	1	1	1	1	1	1	1

	<p>Bullying</p> <p>2. boys bullying other boys is banned</p> <p>3. Girls bullying other girls is banned</p> <p>4. a comprehensive Policy Against Sexual Harassment and Bullying is established.</p>							
<p>3. Committee on sexual harassment and bullying formed and includes members of the community and students</p>	<p>1. Committee on Sexual Harassment and Bullying not formed</p> <p>2. the HT alone takes decision in such matters</p> <p>3. a committee of teachers take decisions in such matters</p> <p>4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.</p>	1	1	1	1	1	1	1
<p>4. School provides a safe, comfortable environment for children</p>	<p>1. School does not provide a safe, comfortable environment for children</p> <p>2. school occasionally provide a safe, comfortable environment for children</p> <p>3. school provide a safe, comfortable environment to boys alone</p> <p>4. School provide a safe, comfortable environment for boys and girls</p>	4	4	4	4	4	4	4

3. COMMUNITY-SCHOOL RELATIONSHIP

Process Indicators	Options	Teacher Female	Parents/S DMC members		Children		Community	
			P-M	VP-F	V-B	V-G	GPM-F	SHGM-F
1. PTA/MTA established and holding regular meetings.	1. PTA/MTA is not established 2. PTA/MTA is established but not holding regular meetings 3. PTA/MTA is established but holds meetings only when a crisis occurs 4. PTA/MTA is established and holds regular meetings	4	1	4	2	2	2	4
2. Community organizations work with the school to create an enabling and supportive school environment.	1. Community organizations do not work with the school to create an enabling and supportive school environment 2. Community organizations work occasionally 3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed. 4. Community organizations work with the school to create an enabling and supportive school environment	4	4	4	2	2	3	4
3. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school.	1. Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school.	4	4	4	1	1	1	4

	<p>2. Campaign through posters and notices [literate means] are only resorted to.</p> <p>3. campaigns confined to occasions when the school does not have the mandatory enrolment</p> <p>4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school</p>							
4. Community acts as monitor to ensure standards of equity within the school.	<p>1. Community does not act as monitor to ensure standards of equity within the school</p> <p>2.the school authorities do not feel the need to have the community to monitor</p> <p>3. the community is not aware that it can effectively play the role of a monitor</p> <p>4 Community acts as a help in monitoring to ensure standards of equity within the school</p>	4	4	4	3	3	3	4
5. The community, especially parents with school aged children, holds the school accountable.	<p>1. The community, especially parents with school aged children, does not hold the school accountable</p> <p>2. the community/parents hold the school accountable only when some major mishaps happen</p> <p>3. the community/parents hold the school accountable when there are incidents of breach of discipline by the</p>	1	4	4	4	4	4	4

	children of concerned parents 4. The community, especially parents with school aged children, holds the school accountable							
6. Women are represented on school management committee.	1. Women are not represented on school management committee 2. women are represented but not as women representatives but as representing other sectional interests 3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions 4. Women are represented on school management committee adequately	4	3	4	3	3	2	4
7. Women in leadership positions on school committees.	1. Women are not in leadership positions on school committees 2. women are in leadership positions, but only as <i>Benamis</i> for other interests 3. women are in leadership positions but are highly out numbered by men 4. Women in effective leadership positions on school committees	4	4	4	3	3	2	3
8. Daycare facilities have been established at the school.	1. Daycare/Early Child Care [ECC] facilities are not established at the school. 2. facilities for looking after children while mothers work in schools have to be	4	4	4	4	4	1	4

	met by the expenses of concerned mothers 3. concerned mothers have to depend upon relatives to look after their children while they work 4. adequate Daycare/ECC facilities established at the school.							
9. School and community have a shared vision of quality and equity of education.	1. School and community do not have a shared vision of quality and equity of education. 2. School and community do not have a shared vision of quality of education 3. School and community do not have a shared vision of equity in education 4. School and community have a shared vision of both quality and equity of education.	4	4	4	4	4	4	4

A comparative table showing the details of rating of Gender Friendly School Indicators by the primary stakeholders; Teachers, Parents cum SDMC members, Children , Elected Members of the Gram Panchayat and Self Help Group members at Higher Primary School (i) [from class I to class VII]

1. INSIDE CLASSROOM

Process Indicators	Options	Teacher(j) (Female)	Parents/ sdmc members		Children		Community	
			SDMC Member(k) (Male)	SDMC Vice President(l) (Female)	VII std – boy(m)	VII std – girl(n)	GPM - Male (o)	SHGM – Female(p)
Physical Environment								

(i) Government Higher Primary School, Vajarahalli, Bannikuppe Panchayat, Ramnagar District

(j) Ms.Nandini –Head Mistress-SSLC ,TCH-29 years experience

(k) Mr.Venkatesh, PUC -SDMC member since 2004

(l) Ms.Gowramma, III standard, SDMC Vice President since 2007

(m) Master. Sandeep Gowda, VII standard

(n) Ms.Prathiba, VII standard

(o) Mr.Dodda Hanumaiah Elected Member of Gram Panchayat, Janatha Colony,Vajarahalli

(p) Ms.Rajamma , 9th standard ,Member, Yellamma Self Help Group, Kurubara

Kerenahalli

1. Ready physical access to classroom/school.	1. Too many barriers 2. Some barriers 3. No potential barriers 4. No barriers at all	3	3	3	3	3	3	3
2. Adequate classroom space per child.	1. inadequate 2. adequate 3. complying with national/st	2	2	2	2	2	2	2

	ate specifications 4. more than adequate							
3. Adequate lighting and ventilation.	1. Inadequate 2. adequate 3. complying with national/state specifications 4. more than adequate	2	2	2	3	2	2	2
4. Adequate child-friendly, child-sized furniture provided.	3. not at all friendly 4. partly friendly 5. friendly section wise-primary, middle high school 6. fully child friendly	2	2	2	NR	2	2	2
7. Seating arrangement facilitates teacher-child and child-child interaction and is not segregated.	1. Rigid-because some specific reasons 2. too rigid 3. some what flexible 4. totally flexible	3	3	3	NR	3	3	3
Learning Environment								

<p>1. Boys and girls are given equal access and opportunity to school enrolment and completion.</p>	<p>1. Lo enrolment, attendance, completion of boys and girls 2. more boys than girls enrolled, attended and completed 3. more girls than boys enrolled, attended and completed 4. all boys/ girls enrolled, attended and completed</p>	4	4	4	4	4	4	4
<p>2. Girls and boys are given equal opportunity for academic achievement .</p>	<p>1. Girls/boys learning outcome very low 2. girls learning outcome less than that of boys 3. boys learning outcome</p>	3	4	4	4	4	4	4

	less than that of girls 4. boys/girls equally good in learning outcomes							
3. Both boys and girls are encouraged to participate actively in the learning process.	1. neither boys nor girls are encouraged to participate 2. Only boys are encouraged 3. Only girls are encouraged 4. Both boys and girls are encouraged	4	4	4	4	4	4	4
4. All children's abilities to learn are affirmed, respected and encouraged	1. boys/girls abilities to learn are not affirmed 2. Boys abilities are only affirmed 3. Girls abilities are only affirmed 4. Girls/boys abilities are affirmed	4	4	4	4	4	4	4
5. Boys and girls have equal access to essential learning material	1. neither boys nor girls have all learning materials 2. More boys than girls have all/some learning materials	4	4	4	1	1	4	1

	3. More girls than boys have all/some learning materials 4. All boys and girls have all learning materials							
6. Gender Friendly School environment is cultivated by teachers and students	1. Gender friendliness [GF] is not a priority item for the school/community 2. GF is a priority item for the school but not to the community 3. Within the school the teachers and the students considered GF as a priority item 4. GF is considered a priority item by the school and the community	3	4	4	NR	3	4	3
7. Learning material are free of gender bias	1 Gender unfriendly 2. Unfriendly towards boys 3. unfriendly towards girls 4. Gender Friendly	4	4	4	NR	4	4	4
Teaching/Learning Processes								

1. Both boys and girls are encouraged to explore experiment and develop critical thinking capacities.	1. Critical capacities are not encouraged among boys/girls 2. Critical capacities are encouraged among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls	4	4	4	NR	3	4	3
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.	1. Opportunities are few for both boys/girls 2. Opportunities are given mainly to boys 3. Opportunities are given mainly to girls 4. Equal Opportunities are given to boys/girls	4	4	4	4	4	4	4
3. All children are given opportunities to have a voice in planning school	1. No opportunity for boys/girls 2. opportunity for boys 3.	4	4	4	4	4	4	4

activities.	opportunity for girls 4. opportunity for boys and girls							
4. All children are encouraged to share their experiences with others.	1. No encouragement for sharing experiences 2. some encouragement for boys to share experiences 3. Some encouragement for girls to share experiences 4. Adequate encouragement for boys and girls to share experiences	4	4	4	4	4	4	4
5. Both female and male teachers are adequately represented to provide role models for boys and girls.	1. Teachers fail to provide role models for both boys and girls 2. teachers are role model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls and boys	4	4	4	4	4	4	4

6. Regular attendance by students and teachers is expected.	1. regular attendance is not enforced for teachers and students 2. regular attendance is expected from students 3 regular attendance is expected from teachers 4. regular attendance is expected from both teachers and students	4	4	4	4	4	4	4
7. Girls and boys from different backgrounds and from both urban and rural communities are respectfully presented in teaching and learning materials.	1. girls/boys from different backgrounds, urban/rural areas are unevenly and without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM 3. girls from different backgrounds and from rural areas are represente	4	4	4	4	4	4	4

	d more in T-LM 4. Girls/boys from different backgrounds, and from rural/urban areas are evenly and respectfully represented in T-LM							
Teacher Performance								
1. Teachers' approach is child centred.	1. teacher's approach is never friendly to children 2. teachers approach is sometimes friendly to children 3. teachers approach is friendly to boys 4. teachers approach is always friendly to children	4	4	4	4	4	4	4
2. Teachers are sensitive to children's special needs.	1. teachers are not sensitive to children's special needs 2. teachers are sensitive to boy's special needs 3 teachers	4	4	4	4	4	4	4

	are sensitive to girl's special needs 4. teachers are sensitive to children's special needs							
3. Teachers are supportive and non-judgmental.	1. teachers are not supportive and non-judgmental 2. teachers are supportive and non-judgmental towards boys 3. teachers are supportive and non-judgmental towards girls 4. teachers are supportive and non-judgmental towards boys and girls	2	2	2	NR	2	2	2
4. Teachers provide equal opportunities for girls and boys.	1. teachers do not provide equal opportunities for boys and girls 2. teachers do provide equal opportunities for boys 3. teachers do provide equal opportunities for girls 4. teachers	4	4	4	4	4	4	4

	do provide equal opportunities for boys and girls							
5. Teacher's workload is within their comfort level.	1. teachers work load very heavy 2. teachers work load some what heavy 3. women teachers work load very heavy 4. teachers work load within their comfort level	2	2	2	1	3	2	3
6. Teachers have taken gender sensitization training.	1. teachers have not taken any training after they joined 2. more male teachers have taken Gender Sensitization Training [GST] 3. more female teachers have taken GST 4. male and female teachers have taken GST	4	NR	NR	NR	4	4	4

OUTSIDE CLASSROOM, within school jurisdiction

Process Indicators	Options	Teacher Female	Parents/SDMC Members		Children		Community	
			M-M	VP-F	VII-B	VII-G	GPM-M	SHG M-F
Library and Laboratory								

1. Books are evaluated for gender bias.	1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	4	4	4	4	4	4	4
2. Books and learning materials account for gender specific needs and preferences.	1. books and LMs [learning materials] do not account for gender specific needs and preferences 2. books do account for but other LMs do not 3. other LMs do account for but not the books 4. books and LMs do account for GSN and preferences	4	4	4	4	4	2	4
3. Girls and women participate in the selection of books.	1. girls and women do not participate in selection of books 2. female teachers alone participate 3. mothers of children participate 4. girls and women associated with the educational process participate	4	2	NR	2	4	4	2
Facilities								
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.	1. no toilet facilities 2. toilet facility for men/boys 3. toilet facility for women and girls 4. toilet facility for both men and women/boys and girls	4	4	4	4	4	4	4
2. Girl-friendly, age appropriate toilet	1. GF, Age Appropriate [AA]	1	1	1	NR	4	NR	4

<p>facilities ensure privacy and facilitate menstrual hygiene.</p>	<p>toilet facilities are not provided 2. girls are not allowed to make use of toilets as and when they require 3. toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene 4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene</p>							
<p>3. Access to a clean water source is available.</p>	<p>1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc,] before using in the toilets 4. access to clean water source</p>	2	1	1	1	1	1	1
<p>Cultural Activities, Music and Drama</p>								
<p>1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.</p>	<p>1. girls and boys separately participate in stereotyped activities 2. girls and boys separately participate in activities with specific gender biases 3. girls and boys</p>	4	4	4	4	4	4	4

	separately participate in activities which go beyond stereotypes 4. Mixed groups of girls and boys participate in activities that go beyond stereotypes							
Games and Sports								
1. Playground has been assessed for gender-friendliness.	1. no playground facilities 2. separate playground for boys and girls 3. common playground but boys and girls have separate timings 4. playground rules are made for gender friendliness	1	1	1	1	1	1	1
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.	1. no opportunities 2. boys alone have opportunities 3. girls alone have opportunities 4. boys and girls have equal opportunities	4	4	4	4	4	4	4
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	1. games do not promote TB, Cooperation and SF and do not avoid SS 2. games promote TB, Cooperation and SF but only among boys 3. games promote TB, Cooperation and SF but there is no mixed teams 4. Games	4	4	4	3	4	NR	4

	promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.							
School Assemblies								
1. School assembly is a proactive environment, promoting gender-friendly behavior.	1. School Assembly is not held 2. School Assembly is not a proactive environment 3. School Assembly promotes boys alone 4. School Assembly a proactive environment, promoting gender-friendly behavior.	4	4	4	4	4	4	4
2. School assembly offers opportunity to build leadership skills among boys and girls.	1. School assembly does not offer opportunity to build leadership skills among boys and girls. 2. School assembly offers opportunity to build leadership skills among boys alone 3. School assembly offers opportunity to build leadership skills among girls alone 4. School assembly offers opportunity to build leadership skills among boys and girls.	4	4	4	4	4	4	4

Health and Nutrition								
1. Girls and boys have equal access to a source of safe drinking water.	1. Girls and boys do not have access to source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.	1	1	1	1	1	4	1
2. Iron tablets and other nutritional supplements are provided.	1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone 4. Iron tablets and other nutritional supplements are provided for both boys and girls.	4	4	4	4	4	4	4
3. Orientation provided to parents to avoid gender discriminatory feeding practices.	1.no Orientation provided to parents to avoid gender discriminatory feeding practices 2.no communication with parents on feeding practices 3. orientation given in not discriminating	1	1	1	NR	1	1	1

	against boys in feeding practices 4. Orientation provided to parents to avoid gender discriminatory feeding practices							
4. Linkages to health service providers exist.	1 no linkages to health service providers 2. occasional linkages to health service providers 3. occasional linkages to health service providers for boys alone 4. adequate linkages to health service providers for both boys and girls	4	4	4	4	4	4	4
5. Frequent/regular health check-ups are provided for girls and boys.	1. Frequent/regular health check-ups are not provided for girls and boys. 2. Frequent/regular health check-ups are provided for boys only. 3. Frequent/regular health check-ups are provided for girls only 4. Frequent/regular health check-ups are provided for boys and girls.	4	4	4	4	4	4	4
6. Health records are kept for each child.	1. Health records are not kept. 2. Health records are kept only for boys 3. Health records are kept only for girls 4. Health records are kept for each child	4	NR	NR	NR	NR	NR	NR
7. Puberty education and individual	1. Puberty education and	1	NR	NR	NR	NR	NR	NR

counseling is available.	counseling is not available 2. Puberty education and counseling at the group level is available 3. Puberty education and counseling are available only on occasions 4. Puberty education and individual counseling is available							
8. Girls have access to feminine hygiene products.	1. Girls have no access to quality feminine hygiene products. 2. Girls have access to non-quality feminine hygiene products. 3. girls can purchase on their own feminine hygiene products from the market 4. Girls have access to quality feminine hygiene products within the school	4	NR	NR	NR	NR	NR	NR
Field Visits								
1. Girls participation is encouraged.	1. Girls participation is not encouraged 2.girls and boys are taken for field visits/picnics/excursions separately 3. field visits of which girls are part of are restricted to certain localities and functions alone 4. Girls participation is encouraged	4	4	4	4	4	4	4
2. Mothers and/or	1. Mothers and/or	4	2	NR	2	2	2	2

<p>female teachers accompany class on excursions.</p>	<p>female teachers do not accompany class on excursions/sports meets/cultural meets outside the school 2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school 3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school 4. Mothers and female teachers do accompany class on excursions /sports meets/cultural meets outside the school</p>							
<p>3. Adequate number of supervisors accompanies excursions to ensure safety and security.</p>	<p>1. Adequate number of supervisors do not accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3. Safety of accommodation, food and travel are not ensured 4. Adequate number of supervisors accompany excursions to ensure safety and security</p>	4	4	4	1	4	4	4

4. Parents, especially mothers participate actively in planning field trips.	1. Parents, especially mothers participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers participate actively in planning field trips	4	1	4	4	1	4	1
Security and Harassment								
1. Escort programmes provided to ensure children's safety between home and school.	1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure children's safety between home and school	1	1	1	3	3	1	3
2. Policy Against Sexual Harassment and Bullying established.	1 no policy established against Sexual Harassment and Bullying 2. boys bullying other boys is banned 3. Girls bullying other girls is	4	NR	NR	NR	NR	NR	NR

	banned 4. a comprehensive Policy Against Sexual Harassment and Bullying is established.							
3. Committee on sexual harassment and bullying formed and includes members of the community and students	1. Committee on Sexual Harassment and Bullying not formed 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	4	NR	NR	4	4	NR	4
4. School provides a safe, comfortable environment for children	1. School does not provide a safe, comfortable environment for children 2. school occasionally provide a safe, comfortable environment for children 3. school provide a safe, comfortable environment to boys alone 4. School provide a safe, comfortable environment for boys and girls	4	4	4	4	4	4	4

3. COMMUNITY-SCHOOL RELATIONSHIP

Process Indicators	Options	Teacher Female	Parents/SDMC members		Children		Community	
			M-M	VP-F	VII-B	VII-G	GPM-M	SHG M-F
1. PTA/MTA established and holding regular meetings.	1. PTA/MTA is not established 2. PTA/MTA is established but not holding regular meetings 3. PTA/MTA is established but holds meetings only when a crisis occurs 4. PTA/MTA is established and holds regular meetings	4	4	4	4	4	4	4
2. Community organizations work with the school to create an enabling and supportive school environment.	1. Community organizations do not work with the school to create an enabling and supportive school environment 2. Community organizations work occasionally 3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed. 4. Community organizations work with the school to create an enabling and supportive school environment	4	4	4	4	4	4	4
3. Regular community campaigns are conducted to encourage parents to enroll all girls	1. Regular community campaigns are not conducted to	4	1	3	NR	1	NR	1

and boys in school.	<p>encourage parents to enroll all girls and boys in school.</p> <p>2. Campaign through posters and notices [literate means] are only resorted to.</p> <p>3. campaigns confined to occasions when the school does not have the mandatory enrolment</p> <p>4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school</p>							
4. Community acts as monitor to ensure standards of equity within the school.	<p>1. Community does not act as monitor to ensure standards of equity within the school</p> <p>2.the school authorities do not feel the need to have the community to monitor</p> <p>3. the community is not aware that it can effectively play the role of a monitor</p> <p>4 Community acts as a help in monitoring to ensure standards of equity within the school</p>	4	4	4	4	4	4	4
5. The community, especially parents with school aged children, holds the school accountable.	<p>1. The community, especially parents with school aged children, does not hold the school accountable</p> <p>2. the</p>	4	4	4	4	4	4	4

	<p>community/parents hold the school accountable only when some major mishaps happen</p> <p>3. the community/parents hold the school accountable when there are incidents of breach of discipline by the children of concerned parents</p> <p>4. The community, especially parents with school aged children, holds the school accountable</p>							
6. Women are represented on school management committee.	<p>1. Women are not represented on school management committee</p> <p>2. women are represented but not as women representatives but as representing other sectional interests</p> <p>3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions</p> <p>4. Women are represented on school management committee adequately</p>	4	4	4	4	4	4	4
7. Women in leadership positions on school committees.	<p>1. Women are not in leadership positions on school committees</p> <p>2. women are in</p>	4	3	3	3	3	3	3

	<p>leadership positions, but only as <i>Benamis</i> for other interests</p> <p>3. women are in leadership positions but are highly out numbered by men</p> <p>4. Women in effective leadership positions on school committees</p>							
8. Daycare facilities have been established at the school.	<p>1. Daycare/Early Child Care [ECC] facilities are not established at the school.</p> <p>2. facilities for looking after children while mothers work in schools have to be met by the expenses of concerned mothers</p> <p>3. concerned mothers have to depend upon relatives to look after their children while they work</p> <p>4. adequate Daycare/ECC facilities established at the school.</p>	1	4	1	4	4	1	4
9. School and community have a shared vision of quality and equity of education.	<p>1. School and community do not have a shared vision of quality and equity of education.</p> <p>2. School and community do not have a shared vision of quality of education</p> <p>3. School and community do not have a shared vision of equity in</p>	4	4	4	4	4	NR	4

	education 4. School and community have a shared vision of both quality and equity of education.							
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A comparative table showing the details of rating of Gender Friendly School Indicators by the primary stakeholders; Teachers, Parents cum SDMC members, Children , Elected Members of the Gram Panchayat and Self Help group members at Composite High School(q) [from class I-X)

1. INSIDE CLASSROOM

Process Indicators	Options	Teacher(r) (Male)	Parents/ sdmc members		Children		Community	
			Sdmc President(s) (Male)	SDMC Member (t) (Female)	X std – boy(u)	X- Std girl (v)	GP M- Male(w)	SHG M- Female (x)
Physical Environment								

1. Ready physical access to classroom/ school.	1. Too many barriers 2. Some barriers 3. No potential barriers 4. No barriers at all	3	1	4	4	4	2	4
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(Q) Government Composite High School, Ganakal, Bannikuppe Panchayat, Ramnagar District

(r) Mr. Krupa Chandra –Assistant Master-B.Sc,B.Ed--19 years experience

(s) Mr. Ramakrishanaih.D.C-.X-SDMC President Since July 2008

(t) Ms. Ranagamma-II PUC-, SDMC member since 2004

(u) Master. Shivakumaraswamy , X Standard

(v) Ms. Renuka , X Standard

(w) Mr. Hosalaiah , III standard , Elected Member of Gram Panchayat, Ganakal

(x) Ms. Chandramma , 10th standard , Member, Annapurneswari Self Help Group,

Ganakal

2. Adequate classroom space per child.	1. inadequate 2. adequate 3. complying with national/state specifications 4. more than adequate	2	1	4	2	2	2	2
3. Adequate lighting and ventilation.	1. Inadequate 2. adequate 3. complying with national/state specifications 4. more than adequate	2	2	2	2	2	2	2
4. Adequate child-friendly,	1. not at all friendly 2. partly	1	1	4	2	2	1	2

child-sized furniture provided.	friendly 3.friendly section wise- primary, middle high school 4.fully child friendly							
8. Seating arrangement facilitates teacher-child and child-child interaction and is not segregated.	1.Rigid- because some specific reasons 2.too rigid 3.some what flexible 4.totally flexible	3	1	4	3	3	1	3
Learning Environment								
1. Boys and girls are given equal access and opportunity to school enrolment and completion.	1.Low enrolment, attendance ,completion of boys and girls 2.more boys than girls enrolled, attended and completed 3.more girls than boys enrolled, attended and completed 4. all boys/ girls enrolled, attended and completed	4	4	4	4	4	1	4
2. Girls and	1.Girls/boy	3	3	4	4	4	4	4

boys are given equal opportunity for academic achievement.	s learning outcome very low 2. girls learning outcome less than that of boys 3. boys learning outcome less than that of girls 4. boys/girls equally good in learning outcomes							
3. Both boys and girls are encouraged to participate actively in the learning process.	1. neither boys nor girls are encouraged to participate 2. Only boys are encouraged 3. Only girls are encouraged 4. Both boys and girls are encouraged	4	4	4	4	4	4	4
4. All children's abilities to learn are affirmed, respected and encouraged	1. boys/girls abilities to learn are not affirmed 2. Boys abilities are only affirmed 3. Girls abilities are only affirmed 4. Girls/boys abilities are affirmed	2	4	4	4	4	4	4
5. Boys and girls have equal access	1. neither boys nor girls have	4	4	4	3	3	4	4

to essential learning material	all learning materials 2. More boys than girls have all/some learning materials 3. More girls than boys have all/some learning materials 4. All boys and girls have all learning materials							
6. Gender Friendly School environment is cultivated by teachers and students	1. Gender friendliness [GF] is not a priority item for the school/community 2. GF is a priority item for the school but not to the community 3. Within the school the teachers and the students considered GF as a priority item 4. GF is considered a priority item by the school and the community	3	4	4	3	3	4	4
7. Learning	1 Gender	4	4	4	3	3	4	4

material are free of gender bias	unfriendly 2. Unfriendly towards boys 3. unfriendly towards girls 4. Gender Friendly							
Teaching/Learning Processes								
1. Both boys and girls are encouraged to explore experiment and develop critical thinking capacities.	1. Critical capacities are not encouraged among boys/girls 2. Critical capacities are encouraged among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls	4	4	4	4	4	4	4
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.	1. Opportunities are few for both boys/girls 2. Opportunities are given mainly to boys 3. Opportunities are given mainly to	4	4	4	4	4	4	4

	girls 4. Equal Opportunities are given to boys/girls							
3. All children are given opportunities to have a voice in planning school activities.	1. No opportunity for boys/girls 2. opportunity for boys 3. opportunity for girls 4. opportunity for boys and girls	4	4	4	4	4	4	4
4. All children are encouraged to share their experiences with others.	1. No encouragement for sharing experiences 2. some encouragement for boys to share experiences 3. Some encouragement for girls to share experiences 4. Adequate encouragement for boys and girls to share experiences	4	4	4	4	4	4	4
5. Both female and male teachers are adequately represented to provide	1. Teachers fail to provide role models for both boys	2	4	4	4	4	4	4

role models for boys and girls.	and girls 2. teachers are role model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls and boys							
6. Regular attendance by students and teachers is expected.	1. regular attendance is not enforced for teachers and students 2. regular attendance is expected from students 3 regular attendance is expected from teachers 4. regular attendance is expected from both teachers and students	4	4	4	4	4	4	4
7. Girls and boys from different backgrounds and from both urban and rural communities are respectfully	1. girls/boys from different backgrounds, urban/rural areas are unevenly and	4	4	4	4	4	4	4

presented in teaching and learning materials.	without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM 3. girls from different backgrounds and from rural areas are represented more in T-LM 4. Girls/boys from different backgrounds, and from rural/urban areas are evenly and respectfully represented in T-LM							
Teacher Performance								
1. Teachers' approach is child centred.	1. teacher's approach is never friendly to children 2. teachers approach is sometime	4	4	4	4	4	4	4

	s friendly to children 3. teachers approach is friendly to boys 4. teachers approach is always friendly to children							
2. Teachers are sensitive to children's special needs.	1. teachers are not sensitive to children's special needs 2. teachers are sensitive to boy's special needs 3 teachers are sensitive to girl's special needs 4. teachers are sensitive to children's special needs	4	4	4	4	4	4	4
3. Teachers are supportive and non-judgmental.	1. teachers are not supportive and non-judgmental 2. teachers are supportive and non-judgmental towards	2	3	4	2	2	4	4

	boys 3. teachers are supportive and non-judgmental towards girls 4. teachers are supportive and non-judgmental towards boys and girls							
4. Teachers provide equal opportunities for girls and boys.	1. teachers do not provide equal opportunities for boys and girls 2. teachers do provide equal opportunities for boys 3. teachers do provide equal opportunities for girls 4. teachers do provide equal opportunities for boys and girls	4	4	4	4	4	4	4
5. Teacher's workload is within their comfort level.	1. teachers work load very heavy 2. teachers work load	2	1	4	1	1	4	4

	some what heavy 3.women teachers work load very heavy 4. teachers work load within their comfort level							
6. Teachers have taken gender sensitization training.	1. teachers have not taken any training after they joined 2.more male teachers have taken Gender Sensitization Training [GST] 3.more female teachers have taken GST 4. male and female teachers have taken GST	4	NR	NR	4	4	4	NR

OUTSIDE CLASSROOM, within school jurisdiction

Process Indicators	Options	Teacher Male	Parents/sdmc Members		Children		Community	
			P-M	M-F	X-B	X-G	GPM-M	SHG M-F
Library and Laboratory			P-M	M-F	X-B	X-G	GPM-M	SHG M-F

1. Books are evaluated for gender bias.	1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	4	4	4	4	4	NR	4
2. Books and learning materials account for gender specific needs and preferences.	1. books and LMs [learning materials] do not account for gender specific needs and preferences 2. books do account for but other LMs do not 3. other LMs do account for but not the books 4. books and LMs do account for GSN and preferences	4	4	4	4	4	4	4
3. Girls and women participate in the selection of books.	1. girls and women do not participate in selection of books 2. female teachers alone participate 3. mothers of children participate 4. girls and women associated with the educational process participate	4	4	2	2	2	1	4
Facilities								
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.	1. no toilet facilities 2. toilet facility for men/boys 3. toilet facility for women and girls 4. toilet facility for both men and women/boys and girls	4	4	4	4	4	4	4
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.	1. GF, Age Appropriate [AA] toilet facilities are not provided 2. girls are not allowed to make use of toilets as and when they require 3. toilet facilities are	1	1	1	1	1	1	1

	provided but they are not adequately private and do not facilitate menstrual hygiene 4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene							
3. Access to a clean water source is available.	1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc,] before using in the toilets 4. access to clean water source	2	2	1	4	4	1	2
Cultural Activities, Music and Drama								
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.	1. girls and boys separately participate in stereotyped activities 2. girls and boys separately participate in activities with specific gender biases 3. girls and boys separately participate in activities which go beyond stereotypes 4. Mixed groups of girls and boys participate in activities that go beyond stereotypes	4	4	4	4	4	4	4
Games and Sports								
1.	1. no playground	4	4	4	4	4	4	1

Playground has been assessed for gender-friendliness.	facilities 2. separate playground for boys and girls 3. common playground but boys and girls have separate timings 4. playground rules are made for gender friendliness							
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.	1. no opportunities 2. boys alone have opportunities 3. girls alone have opportunities 4. boys and girls have equal opportunities	4	4	4	4	4	4	4
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	1. games do not promote TB, Cooperation and SF and do not avoid SS 2. games promote TB, Cooperation and SF but only among boys 3. games promote TB, Cooperation and SF but there is no mixed teams 4. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	4	4	4	4	4	4	4
School Assemblies								
1. School assembly is a proactive environment, promoting gender-friendly behavior.	1. School Assembly is not held 2. School Assembly is not a proactive environment 3. School Assembly promotes boys alone	4	4	4	4	4	4	4

	4. School Assembly a proactive environment, promoting gender-friendly behavior.							
2. School assembly offers opportunity to build leadership skills among boys and girls.	1. School assembly does not offer opportunity to build leadership skills among boys and girls. 2. School assembly offers opportunity to build leadership skills among boys alone 3. School assembly offers opportunity to build leadership skills among girls alone 4. School assembly offers opportunity to build leadership skills among boys and girls.	4	4	4	4	4	4	4
Health and Nutrition								
1. Girls and boys have equal access to a source of safe drinking water.	1. Girls and boys do not have access to source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.	4	1	4	4	4	1	1

2. Iron tablets and other nutritional supplements are provided.	1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone 4. Iron tablets and other nutritional supplements are provided for both boys and girls.	1	4	1	4	4	4	4
3. Orientation provided to parents to avoid gender discriminatory feeding practices.	1.no Orientation provided to parents to avoid gender discriminatory feeding practices 2.no communication with parents on feeding practices 3. orientation given in not discriminating against boys in feeding practices 4. Orientation provided to parents to avoid gender discriminatory feeding practices	1	1	1	1	1	1	2
4. Linkages to health service providers exist.	1 no linkages to health service providers 2. occasional linkages to health service providers 3. occasional linkages to health service providers for boys alone 4. adequate linkages to health service providers for both boys and girls	4	4	4	4	4	4	4
5.Frequent/regular Health	1. Frequent/ regular health check-ups are not provided for	2	4	2	4	4	4	4

check-ups are provided for girls and boys.	girls and boys. 2. Frequent/ regular health check-ups are provided for boys only. 3. Frequent/ regular health check-ups are provided for girls only 4. Frequent/ regular health check-ups are provided for boys and girls.							
6. Health records are kept for each child.	1. Health records are not kept. 2. Health records are kept only for boys 3. Health records are kept only for girls 4. Health records are kept for each child	4	4	4	4	4	4	4
7. Puberty education and individual counseling is available.	1. Puberty education and counseling is not available 2. Puberty education and counseling at the group level is available 3. Puberty education and counseling are available only on occasions 4. Puberty education and individual counseling is available	1	1	1	1	1	1	1
8. Girls have access to feminine hygiene products.	1. Girls have no access to quality feminine hygiene products. 2. Girls have access to non-quality feminine hygiene products. 3. girls can purchase on their own feminine hygiene products from the market	4	1	4	4	4	1	1

	4. Girls have access to quality feminine hygiene products within the school							
Field Visits								
1. Girls participation is encouraged.	1. Girls participation is not encouraged 2.girls and boys are taken for field visits/picnics/excursions separately 3. field visits of which girls are part of are restricted to certain localities and functions alone 4. Girls participation is encouraged	4	4	4	4	4	4	1
2. Mothers and/or female teachers accompany class on excursions.	1. Mothers and/or female teachers do not accompany class on excursions/sports meets/cultural meets outside the school 2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school 3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school 4. Mothers and female teachers do accompany class on excursions /sports meets/cultural meets outside the school	4	4	4	2	2	2	2
3. Adequate number of supervisors	1. Adequate number of supervisors do not	4	4	4	4	4	4	4

accompanies excursions to ensure safety and security.	accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3. Safety of accommodation, food and travel are not ensured 4. Adequate number of supervisors accompany excursions to ensure safety and security							
4. Parents, especially mothers participate actively in planning field trips.	1. Parents, especially mothers participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers participate actively in planning field trips	1	4	1	1	1	4	4
Security and Harassment								
1. Escort programmes provided to ensure children's safety between home and school.	1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure	1	4	1	1	1	1	1

	children's safety between home and school							
2. Policy Against Sexual Harassment and Bullying established.	1 no policy established against Sexual Harassment and Bullying 2. boys bullying other boys is banned 3. Girls bullying other girls is banned 4. a comprehensive Policy Against Sexual Harassment and Bullying is established.	4	1	4	4	4	4	1
3. Committee on sexual harassment and bullying formed and includes members of the community and students	1. Committee on Sexual Harassment and Bullying not formed 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	4	4	4	4	4	4	4
4. School provides a safe, comfortable environment for children	1. School does not provide a safe, comfortable environment for children 2. school occasionally provide a safe, comfortable environment for children 3. school provide a safe, comfortable environment to boys alone 4. School provide a safe, comfortable environment for boys and girls	4	4	4	4	4	4	4

3. COMMUNITY-SCHOOL RELATIONSHIP

Process Indicators	Options	Teacher-Male	Parents/SDM C members		Children		Community	
			P-M	M-F	X-B	X-G	GPM-M	SHGM-F
1. PTA/MTA established and holding regular meetings.	1. PTA/MTA is not established 2. PTA/MTA is established but not holding regular meetings 3. PTA/MTA is established but holds meetings only when a crisis occurs 4. PTA/MTA is established and holds regular meetings	1	4	1	4	4	4	3
2. Community organizations work with the school to create an enabling and supportive school environment.	1. Community organizations do not work with the school to create an enabling and supportive school environment 2. Community organizations work occasionally 3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed. 4. Community organizations work with the school to create an enabling and supportive school environment	4	4	4	4	4	4	4
3. Regular community campaigns are conducted to encourage	1. Regular community campaigns are not conducted to encourage parents	4	4	4	4	4	4	3

parents to enroll all girls and boys in school.	to enroll all girls and boys in school. 2. Campaign through posters and notices [literate means] are only resorted to. 3. campaigns confined to occasions when the school does not have the mandatory enrolment 4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school							
4. Community acts as monitor to ensure standards of equity within the school.	1. Community does not act as monitor to ensure standards of equity within the school 2.the school authorities do not feel the need to have the community to monitor 3. the community is not aware that it can effectively play the role of a monitor 4 Community acts as a help in monitoring to ensure standards of equity within the school	4	4	4	4	4	4	4
5. The community, especially parents with school aged children, holds the school accountable.	1. The community, especially parents with school aged children, does not hold the school accountable 2. the community/parents hold the school accountable only when some major mishaps happen 3. the community/parents hold the school accountable when there are incidents	4	4	4	4	4	4	3

	of breach of discipline by the children of concerned parents 4. The community, especially parents with school aged children, holds the school accountable							
6. Women are represented on school management committee.	1. Women are not represented on school management committee 2. women are represented but not as women representatives but as representing other sectional interests 3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions 4. Women are represented on school management committee adequately	4	4	4	4	4	4	4
7. Women in leadership positions on school committees.	1. Women are not in leadership positions on school committees 2. women are in leadership positions, but only as <i>Benamis</i> for other interests 3. women are in leadership positions but are highly outnumbered by men 4. Women in effective leadership positions on school committees	4	3	4	4	4	3	3
8. Daycare facilities have been established at the school.	1. Daycare/Early Child Care [ECC] facilities are not established at the school. 2. facilities for looking after children while	1	4	1	1	1	4	4

	<p>mothers work in schools have to be met by the expenses of concerned mothers</p> <p>3. concerned mothers have to depend upon relatives to look after their children while they work</p> <p>4. Adequate Daycare/ECC facilities established at the school.</p>							
9. School and community have a shared vision of quality and equity of education.	<p>1. School and community do not have a shared vision of quality and equity of education.</p> <p>2. School and community do not have a shared vision of quality of education</p> <p>3. School and community do not have a shred vision of equity in education</p> <p>4. School and community have a shared vision of both quality and equity of education.</p>	4	4	4	4	4	4	4

Appendix IV

Initial Report from GPK

Inferences on Listed Indicators by GPK

INSIDE CLASSROOM

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
Physical Environment		
1. Ready physical access	4.No barriers at all	

to classroom/school.		
2. Adequate classroom space per child.	2.Adequate	
3. Adequate lighting and ventilation.	2.Adequate	
4. Adequate child-friendly, child-sized furniture provided.	2. Partly friendly	
5. Seating arrangement facilitates teacher-child and child-child interaction and is not segregated.	3. somewhat flexible	
Learning Environment		
1. Boys and girls are given equal access and opportunity to school enrolment and completion.	2. more boys than girls enrolled, attended, completed	
2. Girls and boys are given equal opportunity for academic achievement.	4. boys/girls equally good in learning outcomes	
3. Both boys and girls are encouraged to participate actively in the learning process.	4. both boys and girls are encouraged	
4. All children's abilities to learn are affirmed, respected and encouraged	4. girls/boys' abilities are affirmed	
<u>4. Acceptance, respect and encouragement of both girls and boys is communicated.</u>		

INSIDE CLASSROOM

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
5. Boys and girls have equal access to essential learning materials.	2. More boys than girls have all/some learning materials	
6. Gender- friendly school environment is	1. Gender Friendliness [GF] is not a priority tem for the	

cultivated by teachers and students.	school/community	
7. Learning materials are free of gender bias.	4. Gender Friendly	
Teaching/Learning Processes		
1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.	1. critical capacities are not encouraged among boys /girls	
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.	2. Opportunities are given mainly to boys	
3. <u>Boys and girls are given equal opportunity to achieve academic success.</u>		
3. All children are given opportunities to have a voice in planning school activities.	1. no opportunity for boys/girls	
4. All children are encouraged to share their experiences with others.	1. no encouragement for sharing experiences	
5. Both female and male teachers are adequately represented to provide role models for boys and girls.	1. teachers failed to provide role models for both boys/girls	

INSIDE CLASSROOM

<i>Process Indicators</i>	<i>Ratings on a scale of 1 - 4</i>	<i>Means of Verification</i>
6. Regular attendance by students and teachers is expected.	4. regular attendance is expected from both teachers and students	
7. Girls and boys from different backgrounds and from both urban and rural communities are <u>respectfully</u> presented in teaching and learning materials.	4. Girls/boys from different backgrounds, and from rural/urban areas are evenly and respectfully represented in T-L Materials	

Teacher Performance		
1. Teachers' approach is child centred.	2. teachers approach is sometimes friendly to children	
2. Teachers are sensitive to children's special needs.	1. some teachers are not sensitive to children's special needs	
3. Teachers are supportive and non-judgmental.	1. some teachers are not supportive non-judgemental	
4. Teachers provide equal opportunities for girls and boys.	1. Teachers do not provide equal opportunities for girls and boys	
5. Teacher's workload is within their comfort level.	3. women teachers' work load very heavy	
6. Teachers have taken gender sensitization training.	1. Teachers have not taken any training after they joined.	

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>Ratings on a scale of 1 - 4</i>	<i>Means of Verification</i>
Library and Laboratory		
1. Books are evaluated for gender bias.	1. deliberate gender bias in text and pictures	
2. Books and learning materials account for gender specific needs and preferences.	1. Books and LMs [learning materials] do not account for gender specific needs and preferences	
3. Girls and women participate in the selection of books.	4.girls and women associated with the educational process participate	
Facilities		
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.	3. toilet facility for women and girls	
2. Girl-friendly, age appropriate toilet facilities ensure privacy	3. toilet facility are provided but they are not adequately private and do	

and facilitate menstrual hygiene.	not facilitate menstrual hygiene	
3. Access to a clean water source is available.	2. no access to clean water sources	
Cultural Activities, Music and Drama		
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.	1. girls and boys separately participate in stereotyped activities	
Games and Sports		
1. Playground has been assessed for gender-friendliness.	3. common playground but boys and girls have separate timings.	

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.	1. no opportunities	
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	3. Games promote TB, cooperation and SF but there is no mixed teams.	
School Assemblies		
1. School assembly is a proactive environment, promoting gender-friendly behavior.	2.School Assembly is not a proactive environment	
2. School assembly offers opportunity to build leadership skills among boys and girls.	2. School assembly offers opportunity to build leadership skills among boys alone	
Health and Nutrition		

1. Girls and boys have equal access to a source of safe drinking water.	4. Girls and boys have equal access to a source of safe drinking water	
2. Iron tablets and other nutritional supplements are provided.	3. Iron tablets and other nutritional supplements are provided for girls alone.	
3. Orientation provided to parents to avoid gender discriminatory feeding practices.	1. no Orientation provided to parents to avoid gender discriminatory feeding practices	
4. Linkages to health service providers exist.	2. occasionally linkages to health service providers	
Process Indicators	Ratings on a scale of 1 – 4	Means of Verification
5. Frequent/regular health check-ups are provided for girls and boys.	1. Frequent/regular health check-ups are not provided for girls and boys.	
6. Health records are kept for each child.	1. Health records are not kept for each child.	
7. Puberty education and individual counseling is available.	1. Puberty education and individual counseling is not available.	
8. Girls have access to feminine hygiene products.	3. girls can purchase on their own feminine hygiene products from the market.	
Field Visits		
1. Girls participation is encouraged.	3. Field visits of which girls are part of are restricted to certain localities and functions alone.	
2. Mothers and/or female teachers accompany class on excursions.	4. Mothers and female teachers do accompany class on excursions/sports meets/cultural meets outside the school	
3. Adequate number of supervisors accompanies excursions to ensure safety and security.	1. Adequate number of supervisors do not accompanies excursions to ensure safety and security	
4. Parents, especially mothers participate actively in planning field trips.	1. Parents, especially mothers participate actively in planning field trips.	
Security and Harassment		

1. Escort programmes provided to ensure children's safety between home and school.	3. escort is provided for young children alone.	
<u>2. Policy Against Sexual Harassment and Bullying established.</u>		

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
3. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	1. Committee on Sexual Harassment and Bullying not formed	
4. School provides a safe, comfortable environment for children.	1. School does not provide a unsafe, uncomfortable environment for children	

COMMUNITY-SCHOOL RELATIONSHIP

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
1. PTA/MTA established and holding regular meetings.	3. PTA/MTA is established but holds meetings only when a crisis occurs	
2. Community organizations work with the school to create an enabling and supportive school environment.	2. Community organizations work occasionally.	
3. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school.	1. Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school	
4. Community acts as monitor to ensure standards of equity within the school.	3. the community is not aware that it can effectively play the of a monitor.	

COMMUNITY-SCHOOL RELATIONSHIP

Process Indicators	Ratings on a scale of 1 – 4	Means of Verification
5. The community, especially parents with school aged children, holds the school accountable.	2. the community/parents hold the school accountable only when some major mishaps happen	
6. Women are represented on school management committee.	3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions.	
7. Women in leadership positions on school committees.	3. women are in leadership positions but are highly outnumbered by men	
8. Daycare facilities have been established at the school.	3. Concerned mothers have to depend upon relatives to look after their children while they work.	
9. School and community have a shared vision of quality and equity of education.	4. school and community have a shared vision of both quality and equity of education	

Appendix V

International Validation Workshop [IVW]

GENDER FRIENDLY SCHOOL INDICATORS [GFSI]: PARTICIPANTS LIST

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Appendix VI

Version of the Process Indicators Revised in the Light of Discussions in the
IVW [RPI]

Process Indicators	SMART	Target Group (A,B,C,D) & priority (1,2,3)	Ratings on a scale of 1 – 4 All need to show only 3 points on scale	Means of Verification	Remarks
Physical Environment					
1. Access to school		A=- Teachers - 1 B = students --1 C = parents – 1 D= school management committees/ boards - 1	1. very inaccessible 2. somewhat inaccessible 3. no potential barriers 4. fully accessible	a) Check whether there are any Physical barriers like shrubs, forest, river, stream, hill, valleys (any other rugged terrain) which inhibit children from enrolling or attending schools, b) Check if there is any threat/risk to physical security and safety of children on the way to school.	a) Physical verification of or verbal enquiry about the select routes followed by children to and from school by the POs. b) Discussion with Stake Holders [SH], whether the noted barriers are prohibiting enrollment/attendance c) Discussion with the SHs on what can be done in solving the problem of physical barriers.
2. Adequate classroom space per child.		A -3 B – 3 C – 2 D -1	1. Inadequate 2. Adequate 3.. Complying with National/State specifications 4. More than adequate	a) Check with National Standards [eg; NCERT]/State Specifications[eg; SCERT] b) Check with the SHs [particularly students] whether the space is adequate	a) Physical verification along with Focus Group Discussion [FGD] with the SHs. b) Remember that the type of Teaching-Learning Methods [TLM] will matter.
3. Adequate lighting and ventilation.		A – 1 B – 1 C – D -	1. Inadequate 2. Adequate 3. Complying with National/State specifications 4. More than adequate	a) Check whether there is enough natural [bright] light and fresh air in the Classrooms b) Check whether there is ventilation and if so whether it is adequate c) Check whether there are stench producing sources near the school building [garbage dump, cattle shed etc.] d) Check whether the girls/boys are seated in areas of inadequate lighting and air circulation	a) Physical verification/ eyesight check of classrooms b) Discussion with SHs c) find out whether electricity or other sources of lighting is used in the school
4. Adequate child-friendly, child-sized furniture provided.			1. Not at all friendly 2. Partly friendly. 3. Friendly section-wise, primary, middle, high, higher secondary 4. Fully child friendly	a) Check whether each child is able to sit & work comfortably b) Check whether children can be clearly heard from where they sit by the teachers c) Check whether there are discrimination on the basis of gender, caste or any other d) Check whether adequate special facilities	a) Discussion with larger community with regard to necessary changes that are required b) Remember that the requirements will change according to sections c) Enter into a discussion whether childrens seating should have backrest or not. d) If there are National/State

				are provided for physically handicapped children	guidelines, please refer to them.
5. Seating arrangement facilitates teacher-child interaction.			1. Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	a) Check whether the seating arrangements segregate pupils by class or gender b) Does teacher encourage two-way communication? c) Does teacher move around?	a) Discuss with the SHs whether the cultural specificities of the region or the community demands segregation b) Discuss with the community at large on how the cultural specificities with regard to seating can be handled c) note the actual situation
6. Seating arrangement facilitates non-segregated child-child interaction.			1. Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	a) Check whether the seating arrangements segregate pupils by class or gender b) boys- girls, high-low socio economic and academic	a) Discuss with the SHs whether the cultural specificities of the region or the community demands segregation b) Discuss with the community at large on how the cultural specificities with regard to seating can be handled c) note the actual situation

Inside the Classroom - Pedagogy and Content of Education

Learning Environment					
Process Indicators	SMART	Target Group (A,B,C,D) & priority (1,2,3)	Ratings on a scale of 1 – 4	Means of Verification	Remarks
1. Boys and girls are given equal access and opportunity to school enrolment and completion.			Enrollment, Attendance, Completion 1. Low enrollment, Attendance, Completion of boys/girls 2. More boys than girls enrolled, Attended, Completed 3. More girls than boys enrolled, Attended, Completed 4. All boys/girls enrolled, Attended, completed	a) Check the available statistics with regard to enrollment, out of school-age population etc, [Sarva Shikshya Abhiyan (SSA)] b) Check school records for boys and girls completing the end of each section. c) check whether there are incentives for girls to attend school d) what percentage of girls versus boys successfully transfer to higher level education and pass the first year in the new school [section]	a) School records and SSA statistics may have to be consulted b) Make a broad social enquiry whether any particular social group or gender is discriminated against
2. Both boys			1. Neither boys	a) Check school records	a) Discuss with SHs

<p>and girls are encouraged to participate actively in the learning process.</p>			<p>nor girls are encouraged to participate</p> <p>2. Boys and girls are encouraged to participate differentially.</p> <p>3. Both boys and girls are encouraged</p>	<p>with regard to attendance of boys/girls in tests/exams and also with regard to results in end of section/school examination</p> <p>b) check whether any remedial measures are planned by the school if any gender discrepancies are found</p> <p>c) check how boys and girls are prepared for appearing for tests/exams</p> <p>d) Check school records with reference to attendance of boys/girls in co-curricular activities wherein there are learning components.</p>	<p>whether girls are encouraged in co-curricular activities wherein there are learning components for eg; Debates Discussions, Common study programmes etc,</p> <p>b) Observe classroom activities [CRA] with regard to reading, writing and problem solving</p> <p>c) Observe teachers behaviour in related matters and hold discussion with them</p>
<p>3. Boys and girls have equal access to essential learning materials.</p>			<p>1. neither boys nor girls have all learning materials</p> <p>2. More boys than girls have all/some learning materials</p> <p>3. More girls than boys have all/some learning materials</p> <p>4. All boys and girls have all learning materials</p>	<p>a) Check [referring to records available] the timing of the distribution of learning materials, particularly text books</p> <p>b) Check whether the learning materials are all of the same [good] quality</p> <p>c) Check whether the boys/girls are familiarised with the use of the learning materials</p>	<p>a) Observe whether the learning materials [eg; text books] are distributed by the school authorities or students have to buy them individually. If it is the latter is there any arrangement made to help the students</p> <p>b) all of these measurement will need to be disaggregated for gender and caste</p>
<p>4. Gender-friendly school environment is cultivated by teachers and students.</p>			<p>1. Gender friendliness [GF] is not a priority item for the school/community</p> <p>2. GF is a priority item for the school but not to the community</p> <p>3. Within the school the teachers and the students considered GF as a priority item</p> <p>4. GF is considered a priority item by the school and the community</p>	<p>a) Check on GF, generally</p> <p>b) Check the apparent non-interest of the community influences the atmosphere within school</p> <p>c) Check the school annual work plan, vision statement, objectives etc,</p> <p>d) Check the type of work distribution followed within the school, with regard to academic activities, sports and games, midday meals and celebration of functions</p> <p>e) Check about the perception of teachers/students/parents of the behaviour of the school leadership [HT]</p>	<p>a) Discuss school timetable in terms of GF Environment with SHs.</p> <p>b) identify any specific problems that exists</p> <p>c) Report any innovative initiatives taken</p>
<p>Teaching/Learning Processes</p>					

<p>1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.</p>			<p>1. Critical capacities are not encouraged among boys/girls 2. Critical capacities are encouraged among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls</p> <p>Encouraging questions of students,</p>	<p>a) check the views of teachers with regard to the question that they prefer in classroom, whether they are mechanical, book based or innovative and critical b) Check the views of teachers with regard to techniques used to stimulate innovative question and discussions c) check whether girls are encouraged to ask questions.</p>	<p>a) Conduct FGD with the SHs particularly teachers b) find out from the parents whether they would object if critical questions are encouraged from their children, particularly girls</p>
<p>2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.</p>			<p>1. Opportunities are few for both boys/girls 2. Opportunities are given mainly to boys 3. Opportunities are given mainly to girls 4. Equal Opportunities are given to boys/girls</p>	<p>a)Check whether the school has a Tutorial system or something equalent to it where the boys/girls can discuss there personal/sensitive problems with the teachers b) Check whether the students are allowed to speak openly in the class about common issues c) Check whether a school parliament/assembly is existing and if so how it is organised and conducted d) Check whether enough opportunities like drama/essay writing/debates etc, are arranged and participation across gender is encouraged</p>	<p>a) Discuss the problem in separate meetings with the teachers and students and also in a common meeting b) discuss the attitude of the parents with regard to freedom of expression for their children particularly girls with them</p>
<p>3. All children are given opportunities to have a voice in planning school activities.</p>			<p>1. No opportunity for boys/girls 2. opportunity for boys 3. opportunity for girls 4. opportunity for boys and girls</p>	<p>a) check whether there is a group/committee/council to plan different functions/activities in classroom and schools b) are students represented in that? Whether boys and girls are equally represented? c) Check qualitatively whether the students opinion is taken seriously: and in that whether the girls opinion is taken seriously.</p>	<p>a) Discuss with the HT the decision making process within the school/classroom b) Discuss with students whether they feel neglected in organising activities</p>
<p>4. All children are encouraged to share their experiences with others.</p>			<p>1. No encouragement for sharing experiences 2. some encouragement for boys to share experiences 3. Some encouragement for girls to share experiences</p>	<p>a) check the school records if they are available to see whether there are institutionalized opportunities for children to share their experiences b) Find out from those records whether girls and boys get the same level and type of opportunities c) Check whether sharing of experiences are part of</p>	<p>a) Discuss with the HT about institutionalized opportunities for children to share their experiences for eg; going outside the states, taking part in state wide activities etc, b) Discuss with the teachers whether girls and boys get the same level and type of</p>

			4. Adequate encouragement for boys and girls to share experiences Reword for parents' indicators...	the teaching-learning [Pedagogical] processes used in the classroom d)check whether any informal sharing of experiences do take place	opportunities to share their experiences in the classroom c) discuss with the students whether they all get opportunities to share their experiences
5. Female and male teachers are role models for students.			1. Teachers fail to provide role models for both boys and girls 2. teachers are role model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls and boys	a) check whether the dressing habits and general decorum of the teachers inspire the desirable habits among students b) Check whether male teachers do express generally considered "female characteristics" like sensitivity and service mindedness and whether female teachers do express "male characteristics" like leadership roles and organizational efficiency.	b) Discuss with teachers and students their concept of being a male. eg; loud, noisy, physically powerful etc, c) discuss with the teachers and students their concept of being a female. eg; quite, sacrificing etc,
6. Regular attendance by students and teachers is expected.			1. regular attendance is not enforced for teachers and students 2. regular attendance is expected from students 3 regular attendance is expected from teachers 4. regular attendance is expected from both teachers and students	a) Check the attendance register to find out about regularity of attendance of students and teachers of which , 1. male teachers 2. female teachers 3. girl students 4. boy students b) check whether the teachers have the habit of attending to other activities/jobs during class hours c) check whether children are in the school during school hours	a) discuss the necessity of regular attendance with SHs b) discuss with parents their perception of the regularity of teachers/students attendance c) causes may have to be discussed if girls/female teachers fail to attend schools regularly
7. Girls and boys from different backgrounds and from both urban and rural communities are respectfully presented in teaching and learning materials.			1. girls/boys from different backgrounds, urban/rural areas are unevenly and without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM 3. girls from different backgrounds and from rural areas are represented more in T-LM 4. Girls/boys from different backgrounds, and from rural/urban areas	a) Check whether the T-LM are fair to all groups b) Check whether there are discrimination on the basis of gender/caste c) Check whether the handicapped are unflatteringly represented Need feedback from all stakeholders.	a) conduct a content/input/title analysis of the T-LM if possible b) discuss the T-LM with SHs

			are evenly and respectfully represented in T-LM		
Teacher Performance					
1. Teachers' approach is child centered, more than 75% of the time.			1. teacher's approach is never friendly to children 2. teachers approach is sometimes friendly to children 3. teachers approach is friendly to boys 4. teachers approach is always friendly to children	a) check whether the commonly accepted child-friendly pedagogy including classroom behaviour is followed b) check whether any section of the students feel neglected	a) hold discussion with the teachers on the necessity of a child-friendly attitude b) hold discussion with the community, particularly the parents on the necessity of child-friendly attitude.
2. Teachers are sensitive to student's needs.			1. teachers do not demonstrate sensitivity to children's needs 2. teachers demonstrate sensitivity to boy's needs 3 teachers are sensitive to girls' needs 4. teachers are sensitive to children's needs	a) check what are the needs of children of various age groups, schools sections, and backgrounds b) check whether there are institutionalized ways to meet such demands c) Check whether needs of adolescent girls [and also boys] are taken care of. d) Check whether teachers are sensitive to the children's needs with regard to; 1. hunger 2. health 3. physical upkeep 4. hygiene 5. personal/social problems 6. remedial learning needs	a) discuss with SHs the special needs of children b) hold discussion on help and cooperation needed from out side the school [ICDS, Health Department etc.] to meet the special needs of children
3. Teachers provide equal opportunities for girls and boys.			1. teachers do not provide equal opportunities for boys and girls 2. teachers do provide equal opportunities for boys 3. teachers do provide equal opportunities for girls 4. teachers do provide equal opportunities for boys and girls	a) check whether girls and boys are encouraged in terms of achievement-motivation equally b) whether providing inspiration to both boys and girls equally are credited in favour of teachers formally or informally	a) discuss with teachers the need to promote equal opportunities for both boys and girls b) discuss the need for teachers being unbiased and without prejudices
4. Teachers provided with the opportunity to participate in gender sensitization seminar			1. teachers have not taken any training after they joined 2. more male teachers have taken Gender Sensitization Training [GST] 3. more female teachers have	a) check the details of GST b) check whether the teachers find the components of GST acceptable	a) discuss with the teachers the concept of GST b) discuss with the other sections of SHs, the GST

within the past 3 years.			taken GST 4. male and female teachers have taken GST This can include any kind of exposure or training or workshop.		
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Outside the Classroom					
Process Indicators	SMART	Target Group (A,B,C,D) & priority (1,2,3)	Ratings on a scale of 1 - 4	Means of Verification	Remarks
Library and Laboratory					
1. Books are evaluated for gender bias.			1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	a) check the content/titles of selection of books which are commonly borrowed from the library/acquired for the library b) check the pictures in a selection of books commonly borrowed/acquired c) check library records to find out which are the books that are borrowed commonly and by whom [to check whether there is any preference according to gender]	a) discuss whether use of library/reading corner is necessary in all sections of the school b) conduct content/title analysis of books if necessary c) discuss how and who make the selection of books for the library d) discuss whether a state level list of books to be bought for the school libraries do exist
2. Books and learning materials account for gender specific needs and preferences.			1. books and LMs [learning materials] do not account for gender specific needs and preferences 2. books do account for but other LMs do not 3. other LMs do account for but not the books 4. books and LMs do account for GSN and preferences	a) check whether LMs such as maps, charts, displays etc, are easily accessible to both boys and girls b) check whether there are books which will give useful information on the physical problems that girls students have to face c) check whether the LMs are displayed in such a manner that girls who are likely to be of a shorter stature are not handicapped	a) discuss the need for books and LMs to positively help gender specific needs and preferences b) find out whether any group feels handicapped in using any LMs
3. Girls and women participate in			1. girls and women do not participate in selection of	a) check on who makes the selection of books b) if a committee is to make the selection, check	a) discuss with the SHs on books selection, b) also discuss with the SHs on the need for

the selection of books.			books 2. female teachers alone participate 3. mothers of children participate 4. girls and women associated with the educational process participate	the gender parity in that committee c) check whether the girls' requirements are discussed as a priority item in the selection of books	taking into consideration the special requirements of girls in ordering books
Facilities					
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.			1. no toilet facilities 2. toilet facility for men/boys 3. toilet facility for women and girls 4. toilet facility for both men and women/boys and girls	a) physically check whether toilet facility exists and in what condition are they b) check on the provision for cleaning the toilets regularly and adequately c) check whether the toilets are located in a safe place	a) discuss the necessity of clean and separate toilets for girls and boys with the SHs b) discuss whether there are any State or National Programme within which the toilet facilities can be acquired
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.			1. GF, Age Appropriate [AA] toilet facilities are not provided 2. girls are not allowed to make use of toilets as and when they require 3. toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene 4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene	a) check whether the materials necessary for menstrual hygiene are regularly provided for girls b) check whether the necessity of age specific, GF, exclusive toilets are recognized in the school community c) check whether children particularly girls are allowed to complain if there are any short comings	a) discuss the importance of age specific GF toilets with the teachers, management and parents b) discuss what kind of administrative facilities are required to take appropriate action if the children complain
3. Access to a clean water source is available.			1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc.] before using in the toilets 4. access to	a) check whether there is any water supply and on the source of water [whether it is clean enough to be used] b) check on facilities to clean water if it is taken from an unclean source so that the use of unclean water do not lead to skin diseases, scabies etc,	a) discuss the need for clean water with SHs b) discuss how the institutions outside the jurisdiction of the school can be made to cooperate in providing clean water: if necessary

			clean water source		
Cultural Activities, Music and Drama					
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.			<p>1. girls and boys separately participate in stereotyped activities</p> <p>2. girls and boys separately participate in activities with specific gender biases</p> <p>3. girls and boys separately participate in activities which go beyond stereotypes</p> <p>4. Mixed groups of girls and boys participate in activities that go beyond stereotypes</p> <p>Examples are important.</p>	<p>a) participate in select cultural activities to see whether there are stereotyping</p> <p>b) check with teachers on how selections are made both in terms of personnel and content of activities</p> <p>c) check with teachers and students whether non-stereotyped performances are appreciated in the community</p>	a) discuss the necessity of having non-stereotyped cultural activities with SHs
Games and Sports					
1. Playground is used by boys and girls.			<p>1. no playground facilities</p> <p>2. separate playground for boys and girls</p> <p>3. common playground but boys and girls have separate timings</p> <p>4. playground rules are made for gender friendliness</p> <p>Location is safe – can be seen by teachers Girls feel safe and secure.</p>	<p>a) physical verification</p> <p>b) check with school authority and teachers [particularly the in charge of sports] how are playgrounds utilized</p> <p>c) check whether playground are in a safe area where there are constant supervision</p>	<p>a) discuss with SHs the necessity for gender friendliness in using the playground and enlist the support of the parents towards that</p> <p>b) safety of the playground and sports facilities has also to be discussed</p>
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.			<p>1. no opportunities</p> <p>2. boys alone have opportunities</p> <p>3. girls alone have opportunities</p> <p>4. boys and girls have equal opportunities</p>	<p>a) check whether participation is equally allowed between genders</p> <p>b) check whether coaching and other preparatory facilities are provided equally among genders</p>	<p>a) discuss with the teacher/s in charge of sports and other extra curricular activities on opportunities for participation</p> <p>b) discuss with the students what kind of facilities they would require</p> <p>c) discuss what</p>

					kind of facilities are required for physically handicapped children
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.			1. games do not promote TB, Cooperation and SF and do not avoid SS 2. games promote TB, Cooperation and SF but only among boys 3. games promote TB, Cooperation and SF but there is no mixed teams 4. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	a) check with the teachers the type of games promoted in the school and type of team selection b) check whether collective achievements are preferred to that of individual achievements	a) discuss the need to have mixed teams with SHs b) discuss with the SHs the need to prefer common achievements to individual achievements
School Assemblies					
1. School assembly is a proactive environment, promoting gender-friendly behavior.			1. School Assembly is not held 2. School Assembly is not a proactive environment 3. School Assembly promotes boys alone 4. School Assembly a proactive environment, promoting gender-friendly behavior.	a) Check whether school assemblies are held regularly b) check whether assemblies are dominated by HT and teachers c) check whether girls and boys get equally complimented, rewarded and acknowledged for their achievements in assembly d) check whether the school assembly is flexible enough for the students to express themselves	a) discuss with HT and teachers the pattern of holding assembly b) discuss with the students how they feel about the assembly: whether there are gender biases felt
2. School assembly offers opportunity to build leadership skills among boys and girls.			1. School assembly does not offer opportunity to build leadership skills among boys and girls. 2. School assembly offers opportunity to build leadership skills among boys alone 3. School assembly offers opportunity to build leadership skills among girls alone 4. School assembly offers opportunity to build leadership skills among boys and girls.	a) check with teachers the opportunities offered to boys and girls for leadership skills in school assembly, and whether they are offered without gender bias b) check with boys whether they accept naturally the leadership roles assumed by girls in common forums like school assemblies	a) discuss with SHs the need for gender-free opportunities for children in acquiring leadership roles b) discuss the need for reversing the stereotyped thinking that could be widespread among boys in not accepting girls in leadership roles
Health and Nutrition					
1. Girls and boys have			1. Girls and boys do not have access to	a) check the source of drinking water	a) discuss the importance of

equal access to a source of safe drinking water.			source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.	b) check whether drinking water is purified c) check whether [if the source from which water is taken is distant from the school] the girls have any difficulty in access to it	safe drinking water for the whole school community with SH b) discuss how the community and parents can help in providing safe drinking water
2. Iron tablets and other nutritional supplements are provided.			1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone 4. Iron tablets and other nutritional supplements are provided for both boys and girls.	a) check whether any identification process is employed to locate those who require iron tablets and other nutritional supplements b) check with the Anganavadi staff and ICDS staff whether their help is sought for supplementaries in adolescents girls' diets	a) discuss the need for supplementing the diets of age specific boys and girls and particularly adolescent girls b) discuss how parents community and other government departments can help
3. Orientation provided to parents to avoid gender discriminatory feeding practices.			1. no Orientation provided to parents to avoid gender discriminatory feeding practices 2. no communication with parents on feeding practices 3. orientation given in not discriminating against boys in feeding practices 4. Orientation provided to parents to avoid gender discriminatory feeding practices	a) check with HT whether there are regular forums where the school authorities and the teachers can communicate with the parents b) check how such forums, if they exist, can be made use of for giving orientation c) check whether other channels such as house visits etc. can be utilized for giving orientation for parents	a) discuss with parents the necessity for not discriminating against children on the basis of gender in feeding practices b) discuss the need to have a wholesome, nutritious diet at midday meals in school
4. Linkages to health service providers exist.			1 no linkages to health service providers 2. occasional linkages to health service providers 3. occasional linkages to health service providers for boys alone 4. adequate linkages to health service providers for both boys and girls	a) check with the school authorities and nearby health providers whether there are regular channels of communication regarding of health conditions of students b) check with the school authorities what steps are initiated if an epidemic occurs in the community, to protect the students c) check with the school authority whether the midday meal preparation is open to inspection by public health authorities	a) discuss the need for regular linkages to health service providers with the school authorities. b) discuss the need to have a non-discriminatory attitude towards this programme c) discuss how to solve if there are any problems in maintaining adequate linkages
5. Frequent/			1. Frequent/ regular health check-ups are	a) check whether regular check ups are held with the school	a) discuss the need for frequent/

regular health check-ups are provided for girls and boys.			not provided for girls and boys. 2. Frequent/ regular health check-ups are provided for boys only. 3. Frequent/ regular health check-ups are provided for girls only 4. Frequent/ regular health check-ups are provided for boys and girls.	authorities and health service providers b) check whether records of check ups are maintained properly c)check with school authorities how the quality of check ups are maintained d) check with school authorities whether there could be any discrimination	regular health check ups among students with SHs b) discuss the need for the check ups not being discriminatory
6. Health records are kept for each child.			1. Health records are not kept. 2. Health records are kept only for boys 3. Health records are kept only for girls 4. Health records are kept for each child	a) check with the school authorities whether health records are kept, if so how it is done b) check with the school authorities how the information regarding the health conditions of children are collected c)check with the school authorities whether follow up actions are taken when found necessary	a) discuss the need for comprehensive health records with the SHs b) discuss the requirement of assistance and cooperation in this regard from the parents
7. Puberty education and individual counseling is available.			1. Puberty education and counseling is not available 2. Puberty education and counseling at the group level is available 3. Puberty education and counseling are available only on occasions 4. Puberty education and individual counseling is available	a) check with the teachers whether puberty education / sex education are part of the school curriculum b) if PE/SE are not part of the curriculum then check, whether they are being conducted in the school c)check whether the school has the services of a properly qualified counselor d) check with the teachers whether the children are free to talk about their special problems with the counselor/ teachers e) check whether there are special classes/ courses in prevention of diseases	a) discuss the need of PE/SE with the SHs particularly the parents b) discuss whether the teachers are ready and capable of handling such subjects c) discuss how necessary LMs can be acquired if PE/SE are not part of the curriculum d) discuss with the students whether they are getting age specific counseling
8. Girls have access to feminine hygiene products.			1. Girls have no access to quality feminine hygiene products. 2. Girls have access to non-quality feminine hygiene products. 3. girls can purchase on their own feminine hygiene products from the market 4. Girls have access to quality feminine hygiene products within the school	a) check with the school authority whether feminine hygiene products are stored within the school and provided for girls b) if they are not available within the school check whether the school authorities themselves will help the students to acquire such products from outside	a) discuss with the community particularly the parents and with the teachers the need for providing feminine hygiene products.
Field Visits					

1. Girls participation is encouraged.			<p>1. Girls participation is not encouraged 2.girls and boys are taken for field visits/picnics/excursions separately 3. field visits of which girls are part of are restricted to certain localities and functions alone 4. Girls participation is encouraged</p>	<p>a) check with teachers whether the school has regular field visits/picnics/ excursions b) check with the teachers children are encouraged to inter-mingle without any biases</p>	<p>a) discuss the necessity of having outings without discrimination for children, with the SHs particularly the parents b) discuss how the outside the school community particularly the parents can help in organising such outings</p>
2. Mothers and/or female teachers accompany class on excursions.			<p>1. Mothers and/or female teachers do not accompany class on excursions/sports meets/cultural meets outside the school 2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school 3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school 4. Mothers and female teachers do accompany class on excursions /sports meets/cultural meets outside the school</p>	<p>a) check on the system of supervision on excursions/sports meets/cultural meets outside the school with the teachers b) check on the quality of the vehicle, dependability of transport staff, and safety of accommodation during excursions with the teachers</p>	<p>a) discuss the necessity of making outings from the school a safe and enjoyable occasion</p>
3. Adequate number of supervisors accompanies excursions to ensure safety and security.			<p>1. Adequate number of supervisors do not accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3.Safety of accommodation, food and travel are not ensured 4. Adequate number of supervisors accompany excursions to ensure safety and security</p>	<p>a) check with the teachers what are the steps taken to ensure safety and security of excursions</p>	<p>a) discuss with teachers the necessity of assigning their duty of supervising excursions to dependable personnel b) discuss with the students the steps required to be taken so that both boys and girls will feel safe and secure on excursions</p>
4. Parents, especially mothers participate actively in planning field trips.			<p>1. Parents, especially mothers participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers</p>	<p>a) check with the school authorities/teachers how field trips are planned b) check whether the teachers consider the participation of parents as a required factor</p>	<p>a) discuss how participation of parents in field trips can be a positive factor b) discuss how field trips can be made into a community affair</p>

			participate actively in planning field trips		
Security and Harassment					
1. Escort programmes provided to ensure children's safety between home and school.			1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure children's safety between home and school	a) check with the school authorities whether the routes/paths taken by students to school are safe and secure b) check with the school authorities if police/ security guard patrolling if necessary is requested/arranged for	a) discuss the need for the make the children's traveling to school and back safe and secure by the whole community with SHs b) discuss with students [particularly girls] whether they feel frightened to travel through any special location
2. Policy Against Sexual Harassment and Bullying implemented.			1 no policy established against Sexual Harassment and Bullying 2. boys bullying other boys is banned 3. Girls bullying other girls is banned 4. a comprehensive Policy Against Sexual Harassment and Bullying is established.	a) check with school authorities/ teachers the Indian Supreme Court decision regarding appointment of a committee to prevent Sexual Harassment and to take necessary action if such a things happens, is followed in the school b) check with the students [Particularly with girls] what kind of actions they will consider as harassment c) check with the students what they consider as bullying/ ragging	a) discuss the need to have a comprehensive policy towards sexual harassment and bullying with SHs b) discuss a safe and sound system of reporting/complaining if any act of sexual harassment and bullying takes place
3. Committee on Sexual Harassment and Bullying includes members of the teachers, community & students.			1. Committee on Sexual Harassment and Bullying not formed 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	a) check whether a committee has been formed and if so who all are the members b) check whether the members of the committee are transparently selected	a) discuss the need for having student and community participation in such a committee b) discuss the relevance of having the committee members selected transparently with SHs
4. Committee			1. Committee on	a) check whether a committee	a) discuss the

on Sexual Harassment and Bullying is active.			Sexual Harassment and Bullying not active 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	has been formed and if so who all are the members b) check whether the members of the committee are transparently selected	need for having student and community participation in such a committee b) discuss the relevance of having the committee members selected transparently with SHs
5. School provides a risk-free, comfortable environment for children.			1. School does not provide a safe, comfortable environment for children 2. school occasionally provide a safe, comfortable environment for children 3. school provide a safe, comfortable environment to boys alone 4. School provide a safe, comfortable environment for boys and girls	a) check with school authorities/ teachers on the environment within the school b) check with the students whether they feel unsafe or uncomfortable within the school: if so what are the reasons	a) discuss the need to make the school a safe and comfortable place for both boys and girls with teachers, community/ parents b) discuss the need to instill an element of sense of safety among children

Process Indicators			Ratings on a scale of 1 – 4	Means of Verification	Remarks
1. PTA/MTA established and holding regular meetings.			1. PTA/MTA is not established 2. PTA/MTA is established but not holding regular meetings 3. PTA/MTA is established but holds meetings only when a crisis occurs 4. PTA/MTA is established and holds regular meetings	a) Check school records to find out whether PTA/MTA is established and holds regular meetings b) check the agenda of PTA/MTA meetings to see whether they discuss issues without biases	a) discuss the need for PTA/MTA and them holding regular meetings with the SHs b) discuss the need for parents [particularly fathers] attending PTA meetings c) discuss with the teachers the need to have not only curricular matters but also co-curricular, extra-curricular and personal problems [of students] at the PTA/MTA
2. Community organizations work with the			1. Community organizations do not work with the school to create an enabling	a) check with community organizations whether they feel it necessary to work with the school to create an enabling and	a) discuss the need for school-CO interaction with

school to create an enabling and supportive school environment.			and supportive school environment 2. Community organizations work occasionally 3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed. 4. Community organizations work with the school to create an enabling and supportive school environment	supportive environment b) check with the teachers whether they welcome the participation by COs	representatives of both b) locate problems which inhibit the COs from participating in school environment-building
3. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school.			1. Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school. 2. campaign through posters and notices [literate means] are only resorted to. 3. campaigns confined to occasions when the school does not have the mandatory enrolment 4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school	a) check with the school authorities whether any type of campaign for enrolment is undertaken b) check whether the campaigns and their results are recorded properly with the school authorities c) check with the school authorities whether steps are undertaken to see that the campaigns are held comprehensively, with the help of SDMCs, VECs	a) discuss with the representatives of local government, COs on the need to be of help in such campaigns b) discuss with the SHs, LGs and COs the need to see that the campaign covers both boys and girls equally
4. Community acts as a help in monitoring to ensure standards of equity within the school.			1. Community does not act as monitor to ensure standards of equity within the school 2.the school authorities do not feel the need to have the community to monitor 3. the community is not aware that it can effectively play the role of a monitor 4 Community acts as a help in monitoring to ensure standards of equity within the school	a) check with the school authorities and teachers whether they would welcome the community as a monitor b) check with the school authorities and teachers whether they consider the intervention of the community helpful or not c) check with the representatives of the community whether they are monitoring the standards of equity within the school and whether they think they are capable of doing that task	a) discuss with the representatives of the community and SHs the need for community monitoring b) find out what inhibits community monitoring
5. The community, especially parents with school aged children, holds the school accountable.			1. The community, especially parents with school aged children, does not hold the school accountable 2. the community/parents hold the school accountable only when some major mishaps happen	a) check whether the school authorities are accountable to the community/parents b) check whether the transparency of school activities are formalized and institutionalized c) check with the teachers whether they would welcome the parents holding the school accountable	a) discuss the ways through which transparency of the school activities can be institutionalized and made communicable to the community/parents

			<p>3. the community/parents hold the school accountable when there are incidents of breach of discipline by the children of concerned parents</p> <p>4. The community, especially parents with school aged children, holds the school accountable</p>		<p>b) discuss the possibility of organising Social Audit [SA] for the school</p> <p>c) discuss the role that can be played by the LG, School Managing Development Committee [SMDC], Village Education Committee [VEC] in this matter</p>
6. Women are represented on school management committee.			<p>1. Women are not represented on school management committee</p> <p>2. women are represented but not as women representatives but as representing other sectional interests</p> <p>3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions</p> <p>4. Women are represented on school management committee adequately</p>	<p>a) check with the school board whether women are represented: if not why</p> <p>b) check the decisions of the committee to see whether women grievances are adequately and qualitatively expressed in school committee</p>	<p>a) discuss the need for women's representation in SMCs</p> <p>b) discuss how women's representation can be made qualitatively high</p>
7. Women in leadership positions on school committees.			<p>1. Women are not in leadership positions on school committees</p> <p>2. women are in leadership positions, but only as <i>Benamis</i> for other interests</p> <p>3. women are in leadership positions but are highly outnumbered by men</p> <p>4. Women in effective leadership positions on school committees</p>	<p>a) check with school authorities on composition of school committees and its executives</p> <p>b) check with teachers and school committee members whether they would accept a woman in leadership positions</p>	<p>a) discuss the need for women leadership to ensure gender equality in schools with SHs [including SMCs]</p>

8. Daycare facilities have been established at the school.			<p>1. Daycare/Early Child Care [ECC] facilities are not established at the school.</p> <p>2. facilities for looking after children while mothers work in schools have to be met by the expenses of concerned mothers</p> <p>3. concerned mothers have to depend upon relatives to look after their children while they work</p> <p>4. adequate Daycare/ECC facilities established at the school.</p>	a) check with school authorities on daycare/ECC facilities	<p>a) discuss with the community about the need of the community assisting in providing daycare/ECC facilities at the school</p> <p>b) find out whether there are departmental rules regarding daycare/ECC centers at schools</p> <p>c) find out whether the local government has facilities for DC/Aganvadies/ECC close to the school</p>
9. School and community have a shared vision of quality and equity of education.			<p>1. School and community do not have a shared vision of quality and equity of education.</p> <p>2. School and community do not have a shared vision of quality of education</p> <p>3. School and community do not have a shared vision of equity in education</p> <p>4. School and community have a shared vision of both quality and equity of education.</p>	<p>a) check with the school authorities their vision of quality and equity of education</p> <p>b) Check with the community representatives their vision of quality and equity of education</p>	a) discuss the possibilities of having a shared view of quality and equity of education with the school community and representatives of the general community

Footnote:

4. All children's abilities to learn are affirmed, respected and encouraged		Need to include wording for parents.	<p>1. boys/girls abilities to learn are not affirmed</p> <p>2. Boys abilities are only affirmed</p> <p>3. Girls abilities are only affirmed</p> <p>4. Girls/boys abilities are affirmed</p>	<p>a) Collect teachers opinion/perception/views on boys/girls learning behaviour</p> <p>b) Check whether any obvious prejudices/biases exists</p> <p>c) Check whether there are special efforts taken to promote girls/ socially disadvantaged childrens learning</p> <p>d) Check whether teachers maintain personal dairies, registers to record specific learning deficiencies</p>	<p>a) Hold FGD with SHs, particularly teachers</p> <p>b) Enquire among select students whether anyone is feeling discriminated against.</p> <p>c) Observe whether there is any remedial support/ tutorial support offered</p> <p>d) Observe whether any innovative methods are implemented</p>
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<p>5. Learning materials are free of gender bias.</p>		<p>1 Gender unfriendly 2. Unfriendly towards boys 3. unfriendly towards girls 4. Gender Friendly</p>	<p>a) Check, analyse the following with regard to GF, i) Curricular materials ii) Text books iii) Work books iv) Teaching aids v) Charts vi) Pictures vii) any other</p>		
<p>5. Teachers' overall (home and school) workload is within their comfort level.</p>		<p>1. teachers work load very heavy 2. teachers work load some what heavy 3. women teachers work load very heavy 4. teachers work load within their comfort level</p>	<p>a) check whether the teaching-learning processes imposes undue work load on teachers in terms of training, refresher courses, learning new techniques etc, b) check whether the teachers feel that their job is a burden c) check whether the additional work affect the female teachers particularly</p>	<p>a) discuss with the teachers their job requirements b) discuss with HT community, parents etc, on the need to keep the teachers work load within their comfort level</p>	

Appendix VII

Final Report from GPK

INSIDE CLASSROOM

<i>Process Indicators</i>	<i>LP</i>	<i>UP</i>	<i>HS</i>	<i>HSS</i>
Physical Environment				
1. Ready physical access to classroom/school.(a)	no barriers at all	no potential barriers	some barriers	some barriers
2. Adequate classroom space per child.	Adequate	Adequate	Inadequate	Inadequate
3. Adequate lighting and ventilation.(b)	Inadequate	Inadequate	Inadequate	Inadequate
4. Adequate child-friendly, child-sized furniture provided.	Fully child friendly	Fully child friendly	Partly friendly.	Partly friendly.
5. Seating arrangement facilitates teacher-child and child-child interaction and is not segregated.(c)	Totally flexible	Totally flexible	some what flexible	Rigid because of some specific reasons

(a) There is a river but does not create any significant barrier for the children to the school in time. But in the rush hour with the crowded Public Transport system and unruly behaviour particularly by boy students there are at times difficulty for girls to reach school in time.

(b) In HS and HSS section the construction of new building is going on the back side of the existing building. Due to that the existing class could not get adequate lighting and ventilation even though fans and tube lights are installed.

(c) In last academic year the result of SSLC had notable increase to almost 92%. So the number of students in higher secondary also increased. Therefore, the class room space is badly affected. It also have implications for student to student interaction and teacher-student interaction. Now the strength of one class is around 60.

Process Indicators	<i>LP</i>	<i>UP</i>	<i>HS</i>	<i>HSS</i>
Learning Environment				
1. Boys and girls are given equal access and opportunity to school enrolment and completion.				
2. Girls and boys are given equal opportunity for academic achievement.	boys/girls equally good in learning outcomes	boys/girls equally good in learning outcomes	boys/girls equally good in learning outcomes	boys/girls equally good in learning outcomes
3. Both boys and girls are encouraged to participate actively in the learning process.	Both boys and girls are encouraged	Both boys and girls are encouraged	Both boys and girls are encouraged	Both boys and girls are encouraged
4. All children's abilities to learn are affirmed, respected and encouraged	Girls/boys abilities are affirmed	Girls/boys abilities are affirmed	Girls/boys abilities are affirmed	Girls/boys abilities are affirmed
5. Boys and girls have equal access to essential learning materials.	All boys and girls have all learning materials	All boys and girls have all learning materials	More girls than boys have all/some learning materials	neither boys nor girls have all learning materials
6. Gender- friendly school environment is cultivated by teachers and students.	GF is considered a priority item by the school and the community	GF is a priority item for the school but not to the community	Gender friendliness [GF] is not a priority item for the school/community	Gender friendliness [GF] is not a priority item for the school/community
7. Learning materials are free of gender bias.	Gender Friendly	Gender Friendly	Gender Friendly	Gender Friendly

<i>Process Indicators</i>	<i>LP</i>	<i>UP</i>	<i>HS</i>	<i>HSS</i>
Teaching/Learning Processes				
1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.	Critical capacities are encouraged among both boys/girls			
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.	Equal Opportunities are given to boys/girls	Equal Opportunities are given to boys/girls	Opportunities are given mainly to girls	Opportunities are given mainly to girls
3. All children are given opportunities to have a voice in planning school activities.	No opportunity for boys/girls	No opportunity for boys/girls	opportunity for boys and girls	opportunity for boys and girls
4. All children are encouraged to share their experiences with others.	Adequate encouragement for boys and girls to share experiences	Adequate encouragement for boys and girls to share experiences		
5. Both female and male teachers are adequately represented to provide role models for boys and girls. (d)	Teachers fail to provide role models for both boys and girls	Teachers fail to provide role models for both boys and girls	Teachers fail to provide role models for both boys and girls	Teachers fail to provide role models for both boys and girls
6. Regular attendance by students and teachers is expected.	regular attendance is expected from both teachers and students	regular attendance is expected from both teachers and students	regular attendance is expected from both teachers and students	regular attendance is expected from both teachers and students
7. Girls and boys from different (e) backgrounds and from both urban and rural communities are respectfully presented in teaching and learning materials.				

(d) The concept of role model has changed a lot. In the past the society and particularly the students had the history of accepting teachers as their role models. But now due to influence of media the place of teachers is replaced by film stars, sports stars etc

(e) Here in this particular area there is no difference among the children from urban areas. So we have deleted this particular indicator.

Process Indicators	LP	UP	HS	HSS
Teacher Performance				
1. Teachers' approach is child centered.	teachers approach is always friendly to children			
2. Teachers are sensitive to children's special needs. (f)	Teachers are partially sensitive to children's special needs
3. Teachers are supportive and non-judgmental. (g)	teachers are supportive and non-judgmental towards boys and girls	teachers are supportive and non-judgmental towards boys and girls	teachers are supportive and non-judgmental towards boys and girls	teachers are supportive and non-judgmental towards boys and girls
4. Teachers provide equal opportunities for girls and boys.	teachers do provide equal opportunities for boys and girls	teachers do provide equal opportunities for boys and girls	teachers do provide equal opportunities for boys and girls	teachers do provide equal opportunities for boys and girls
5. Teacher's workload is within their comfort level. (h)	teachers work load within their comfort level	teachers work load within their comfort level	teachers work load some what heavy	teachers work load very heavy
6. Teachers have taken gender sensitization training. (i)	teachers have not taken any training after they joined	teachers have not taken any training after they joined	teachers have not taken any training after they joined	teachers have not taken any training after they joined

(f) Here in LPS and UPS physical needs such as thirst, hunger, health care etc. are successfully handled by the school authorities through providing midday meal with delicious vegetable dishes and also regular health check ups. Teachers are very sensitive to physical/health aspects of their students. But up to high school level there is no sufficient or adequate care for child's mental health aspects. In HS and HSS the psychological needs consider special attention by the school authority. They are conducting regular sessions with psychologists and psychiatrists.

(g) The term 'non judgmental' made some confusion. However, teachers are supportive and non judgmental but some misconceptions and preconceived ideas obtained from the society and predominant culture has its own influence upon their nonjudgmental attitude.

(h) Some women teachers complained about their excessive work load especially in HS and HSS. Being 'wives' and mothers they had to perform house hold works also that limits their time for preparation and other works related to their profession. However, they will handling both types of works well.

(i) There is a built-in procedure of providing gender sensitization training for teachers

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>LP</i>	<i>UP</i>	<i>HS</i>	<i>HSS</i>
Library and Laboratory				
1. Books are evaluated for gender bias.	no gender bias	no gender bias	no gender bias	no gender bias
2. Books and learning materials account for gender specific needs and preferences.	books and LMs [learning materials] do not account for gender specific needs and preferences	books and LMs [learning materials] do not account for gender specific needs and preferences	books and LMs [learning materials] do not account for gender specific needs and preferences	books and LMs [learning materials] do not account for gender specific needs and preferences
3. Girls and women participate in the selection of books.	girls and women associated with the educational process participate	girls and women associated with the educational process participate	girls and women associated with the educational process participate	girls and women associated with the educational process participate

Process Indicators	LP	UP	HS	HSS
Facilities (j)				
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.	toilet facility for women and girls	toilet facility for both men and women/boys and girls	toilet facility for both men and women/boys and girls	toilet facility for both men and women/boys and girls
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.	GF, Age Appropriate [AA] toilet facilities are not provided	GF, Age Appropriate [AA] toilet facilities are not provided	toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene	toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene
3. Access to a clean water source is available.	access to clean water source	access to clean water source	access to clean water source	access to clean water source
Cultural Activities, Music and Drama (k)				
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.	Mixed groups of girls and boys participate in activities that go beyond stereotypes	Mixed groups of girls and boys participate in activities that go beyond stereotypes	girls and boys separately participate in activities which go beyond stereotypes	girls and boys separately participate in activities which go beyond stereotypes
Games and Sports				
1. Playground has been assessed for gender-friendliness.	playground rules are made for gender friendliness	playground rules are made for gender friendliness	playground rules are made for gender friendliness	playground rules are made for gender friendliness
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.	boys and girls have equal opportunities	boys and girls have equal opportunities	boys and girls have equal opportunities	boys and girls have equal opportunities
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	games promote TB, Cooperation and SF but there is no mixed teams	games promote TB, Cooperation and SF but there is no mixed teams	games promote TB, Cooperation and SF but there is no mixed teams	games promote TB, Cooperation and SF but there is no mixed teams
School Assemblies				
1. School assembly is a proactive environment, promoting gender-friendly behavior.	School Assembly a proactive environment, promoting gender-friendly behavior.	School Assembly a proactive environment, promoting gender-friendly behavior.	School Assembly a proactive environment, promoting gender-friendly behavior.	School Assembly a proactive environment, promoting gender-friendly behavior.
2. School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.

(j) In all schools toilet facilities are provided but maintaining it is not properly done and the manner in which they are cleaned is not at all effectively.

(k) Eventhough the school authorities and teachers are providing opportunities for mixed group performance it is not successful. Mostly a particular group of teachers are assigned to carry out all the duties related to study tours and excursions. The selection of place are also a from a limited choice primary restricted inorder to assure the security of children

Health and Nutrition				
1. Girls and boys have equal access to a source of safe drinking water.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.
2. Iron tablets and other nutritional supplements are provided.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.	School assembly offers opportunity to build leadership skills among boys and girls.
3. Orientation provided to parents to avoid gender discriminatory feeding practices.	Orientation provided to parents to avoid gender discriminatory feeding practices	Orientation provided to parents to avoid gender discriminatory feeding practices	Orientation provided to parents to avoid gender discriminatory feeding practices	Orientation provided to parents to avoid gender discriminatory feeding practices
4. Linkages to health service providers exist.	Orientation provided to parents to avoid gender discriminatory feeding practices	Orientation provided to parents to avoid gender discriminatory feeding practices	Orientation provided to parents to avoid gender discriminatory feeding practices	Orientation provided to parents to avoid gender discriminatory feeding practices
5. Frequent/ regular health check-ups are provided for girls and boys.	Occasional health checking's are provided for boys and girls	„	„	„
6. Health records are kept for each child.	Health records are not kept			
7. Puberty education and individual counseling is available.	Puberty education and counseling is not available	Puberty education and counseling is not available	Puberty education and individual counseling is available	Puberty education and individual counseling is available
8. Girls have access to feminine hygiene products.	Girls have no access to quality feminine hygiene products	Girls have no access to quality feminine hygiene products	Girls have no access to quality feminine hygiene products	Girls have no access to quality feminine hygiene products
Field Visits				
1. Girls participation is encouraged.	Girls participation is not encouraged			
2. Mothers and/or female teachers accompany class on excursions.	female teachers alone accompany class on excursions/sports meets/cultural meets outside the school	female teachers alone accompany class on excursions/sports meets/cultural meets outside the school	female teachers alone accompany class on excursions/sports meets/cultural meets outside the school	female teachers alone accompany class on excursions/sports meets/cultural meets outside the school
3. Adequate number of supervisors accompanies excursions to ensure safety and security.	Adequate number of supervisors do not accompany excursions to ensure safety and security	Adequate number of supervisors do not accompany excursions to ensure safety and security	Adequate number of supervisors do not accompany excursions to ensure safety and security	Adequate number of supervisors do not accompany excursions to ensure safety and security

4. Parents, especially mothers participate actively in planning field trips.	There is no active participation of parents in planning field trips	”	”	”
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Security and Harassment (1)				
1. Escort programmes provided to ensure children's safety between home and school.	escort is provided by the parents themselves at their own expense	escort is provided by the parents themselves at their own expense	escort is provided by the parents themselves at their own expense	escort is provided by the parents themselves at their own expense
2. Policy Against Sexual Harassment and Bullying established.	''	''	a comprehensive Policy Against Sexual Harassment and Bullying is established	a comprehensive Policy Against Sexual Harassment and Bullying is established
3. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	Committee on Sexual Harassment and Bullying not formed	Committee on Sexual Harassment and Bullying not formed	Committee on Sexual Harassment and Bullying not formed	Committee on Sexual Harassment and Bullying not formed
4. School provides a safe, comfortable environment for children.	School provide a safe, comfortable environment for boys and girls	School provide a safe, comfortable environment for boys and girls	School provide a safe, comfortable environment for boys and girls	School provide a safe, comfortable environment for boys and girls

(1) In LP school the parents or some elders in the family will provide escort for the child without considering the gender. But when we think about the children in UP school, High school, Higher secondary school these sorts of consideration and caring are limited to girl students and not to boys.

COMMUNITY-SCHOOL RELATIONSHIP

<i>Process Indicators</i>	<i>LP</i>	<i>UP</i>	<i>HS</i>	<i>HSS</i>
1. PTA/MTA established and holding regular meetings.	PTA and MTA is established and holds regular meetings	PTA and MTA is established and holds regular meetings	PTA and MTA is established and holds regular meetings	PTA and MTA is established and holds regular meetings
2. Community organizations work with the school to create an enabling and supportive school environment.	Community organizations work with the school to create an enabling and supportive school environment	Community organizations work with the school to create an enabling and supportive school environment	Community organizations work with the school to create an enabling and supportive school environment	Community organizations work with the school to create an enabling and supportive school environment
3. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school.	Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school	Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school	Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school	Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school
4. Community acts as a help in monitoring to ensure standards of equity within the school.	Community acts as a help in monitoring to ensure standards of equity within the school	Community acts as a help in monitoring to ensure standards of equity within the school	Community acts as a help in monitoring to ensure standards of equity within the school	Community acts as a help in monitoring to ensure standards of equity within the school
5. The community, especially parents with school aged children, holds the school accountable.	The community, especially parents with school aged children, holds the school accountable	The community, especially parents with school aged children, holds the school accountable	The community, especially parents with school aged children, holds the school accountable	The community, especially parents with school aged children, holds the school accountable
6. Women are represented on school management committee.	Women are represented on school management committee adequately	Women are represented on school management committee adequately	Women are represented on school management committee adequately	Women are represented on school management committee adequately
7. Women in leadership positions on school committees.	Women are not in leadership positions on school committees	Women are not in leadership positions on school committees	Women are not in leadership positions on school committees	Women are not in leadership positions on school committees
8. Daycare facilities have been established at the school.	Daycare/Early Child Care [ECC] facilities are not established at the school.	Daycare/Early Child Care [ECC] facilities are not established at the school.	Daycare/Early Child Care [ECC] facilities are not established at the school.	Daycare/Early Child Care [ECC] facilities are not established at the school.
9. School and community have a shared vision of quality and equity of education.	Daycare/Early Child Care [ECC] facilities are not established at the school.	Daycare/Early Child Care [ECC] facilities are not established at the school.	Daycare/Early Child Care [ECC] facilities are not established at the school.	Daycare/Early Child Care [ECC] facilities are not established at the school.

The indicators mentioned herein differ from school to school. The age differences of students and parent's awareness about some aspects such as puberty education, picnics,

supply of nutritional food etc. do matter a lot in these. Apart from these the particular and cultural background of the Kerala region also played a major role in each and every aspect involves in the Indicators. To make a general observation; areas like education need more support and consideration from the state society in Kerala.

UP

	Year	No. of Girls	No. of Boys	Disabled
School Enrolment	2006	166	208	15
	2007	181	235	17
	2008	174	234	16
School Completion	2006	166	208	15
	2007	181	235	17
	2008	174	234	16
Drop Out	2006	Nil	Nil	Nil
	2007	Nil	Nil	Nil
	2008	Nil	Nil	Nil
Academic achievements	2003	145	130	5
	2004	150	145	8
	2005	140	140	10
	2006	140	150	10
	2007	145	150	10
Cultural Meets	2005	50	50	5
	2006	42	45	7
	2007	55	52	5

	2008	45	40	6
Sports meets	2006	20	30	5
	2007	25	35	5
	2008	25	32	5

Excursions

Year	Place/Destination	No. of Girls	No.of Boys	Disabled
2003	Veega Land, Ernakulam	29	27	2
2004	Kovalam, Thiruvananthapuram	32	34	3
2005	Happy Land Thiruvananthapuram	26	24	3
2006	Veli Thiruvananthapuram	25	29	2
2007	Vizhinjam Thiruvananthapuram	31	36	4

Study Tours

Year	Place/Destination	No. of Girls	No.of Boys	Disabled
2003	Zoo, Museum Thiruvananthapuram	50	58	4
2004	Zoo, Museum Thiruvananthapuram	56	61	3
2005	Zoo, Museum Thiruvananthapuram	58	53	4
2006	Kanyakumari	28	22	3
2007	ISRO	31	32	2

Details of Existing Clubs in Schools

Year	Name of the club	Position	No. of Girls	No. of Boys	Disabled
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2003	Subject Clubs	Teachers	48	42	3
2004	Subject Clubs	Teachers	60	55	5
2005	Subject Clubs	Teachers	62	61	4
2006	Subject Clubs	Teachers	61	59	3
2007	Subject Clubs	Teachers	60	39	4

PTA Executives

Year	Position	No. of Women	No. of Men
2003	H.M. Teachers-6, Parents - 8	8	7
2004	H.M. Teachers -6, Parents - 8	8	7
2005	H.M. Teachers -6, Parents - 8	8	7
2006	H.M. Teachers -6, Parents - 8	8	7
2007	H.M. Teachers -6, Parents - 8	8	7

LP

	Year	No. of Girls	No. of Boys	Disabled
School Enrolment	2006	185	198	10
	2007	142	184	9
	2008	155	178	9
School Completion	2006	185	195	10
	2007	142	184	9
	2008	155	178	9

Drop Out	2006	Nil	Nil	Nil
	2007	Nil	Nil	Nil
	2008	Nil	Nil	Nil
Academic achievements	2003	145	128	5
	2004	112	118	4
	2005	104	165	5
	2006	135	104	4
	2007	101	108	3
Cultural Meets	2005	52	48	4
	2006	45	34	3
	2007	46	58	4
	2008	62	59	5
Sports meets	2006	20	28	5
	2007	35	32	4
	2008	25	34	4

Excursions

Year	Place/Destination	No. of Girls	No.of Boys	Disabled
2003	Veega Land	25	25	2
2004	Kovalam	20	30	3
2005	Happy Land	27	20	3
2006	Veli	25	25	5
2007	Vizhinjam	20	30	3

Study Tours

Year	Place/Destination	No. of Girls	No.of Boys	Disabled
2003	Zoo, Museum	50	55	5
2004	Zoo, Museum	40	55	5
2005	Zoo, Museum	45	50	5
2006	Kanyakumari	40	50	5
2007	ISRO	45	50	5

Details of Existing Clubs in Schools

Year	Name of the club	Position	No. of Girls	No. of Boys	Disabled
2003	Subject Clubs	Teachers	50	55	5
2004	Subject Clubs	Teachers	45	45	5
2005	Subject Clubs	Teachers	50	50	5
2006	Subject Clubs	Teachers	50	45	5
2007	Subject Clubs	Teachers	50	50	5

PTA Executives

Year	Position	No. of Women	No. of Men
2003	H.M. Teachers-6, Parents - 8	8	7
2004	H.M. Teachers -6, Parents - 8	8	7
2005	H.M. Teachers -6, Parents - 8	8	7
2006	H.M. Teachers -6, Parents - 8	8	7
2007	H.M. Teachers -6, Parents - 8	8	7

Govt. V & HSS, Karakulam

	Year	No. of Girls	No. of Boys	Disabled
School Enrolment	2006	86	84	
	2007	82	79	
	2008	79	76	
School Completion	2006	84	83	
	2007	78	77	
	2008	73	73	
Drop Out	2006	2	1	
	2007	4	2	
	2008	6	3	
Academic achievements	2003	20	18	
	2004	34	20	
	2005	43	19	
	2006	52	26	
	2007	65	45	
Cultural Meets	2005	45	30	
	2006	36	22	
	2007	40	24	
	2008	42	30	
Sports meets	2006	7	26	
	2007	2	29	

	2008	6	27	
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Excursions

Year	Place/Destination	No. of Girls	No. of Boys	Disabled
2003				
2004				
2005	Munnar, Thakkady, Kodaikanal	24	35	
2006	Veega Land	29	31	
2007				
2008	Zoo, Museum	55	68	

Study Tours

Year	Place/Destination	No. of Girls	No. of Boys	Disabled
2003				
2004				
2005	Botanical Garden, Trivandrum, Geological Survey of India, Vizhinjam Aquarium	57	83	
2006	Zoo, Museum, University College Zoology Lab, Planetarium, Padmanabhapuram Palace	62	90	
2007	Planetarium, Palode Botanical Garden	82	82	

Details of Existing Clubs in Schools

Year	Name of the club	Position	No. of Girls	No. of Boys	Disabled
2003					
2004					
2005	Career Guidance		10	15	
2006	Career Guidance		12	13	
2007	Career Guidance		12	13	

PTA Executives

Year	Position	No. of Women	No. of Men
2003	Vijayakumar S., President	4	8
2004	Vijayakumar S., President	5	8
2005	Vijayakumar S., President	3	13
2006	Vijayakumar S., President	3	9
2007	Vijayakumar S., President	4	8

VHSS

	Year	No. of Boys	No. of Girls	Disabled
School Enrolment	2006	94	58	3
	2007	73	46	5
	2008	95	54	4
School Completion	2006	92	54	3

	2007	72	44	5
	2008	93	50	3
Drop Out	2006	2	4	
	2007	1	2	
	2008	2	4	1
Academic achievements	2003	85	60	
	2004	66	51	
	2005	80	52	
	2006	83	48	
	2007	64	40	
Cultural Meets	2005	7	3	
	2006	5	2	
	2007	6	3	
	2008	4	2	
Sports meets	2006	5	2	
	2007	4	2	
	2008	3	1	

Excursions

Year	Place/Destination	No. of Girls	No.of Boys	Disabled
2003	Thripparappu, Padmanabhapuram	30	40	2
2004	Kanyakumari	25	35	3
2005	Happy Land	20	40	2
2006	Veega Land		50	1
2007	Kanyakumari	30	50	2

Study Tours

Year	Place/Destination	No. of Girls	No.of Boys	Disabled
2003	Anchutengu Kotta, Veli	40	50	2
2004	Sastra Sankethika Museum, Tvm	50	40	3
2005	Botanical Garden, Palode	40	60	2
2006	Thonnackal Asan Smarakam, Kuthira Malika	70	80	1
2007	Koyikkal Palace, Nedumangadu	60	70	2

Details of Existing Clubs in Schools

Year	Name of the club	Position	No. of Girls	No. of Boys	Disabled
2003	Vidhyarangam, Hindi Club, Kalasahitya Vedi	District Wise	60	70	
2004	Social Science Club, English Club	District Wise	20	.30	
2005	Science Club, Maths Club		40	30	

2006	Vidyarangam, Kalasahitya Vedi	Sub-District Wise	50	60	
2007	Health Club, Echo Club		20	25	

PTA Executives

Year	Position	No. of Women	No. of Men
2003	Vijayakumar S., President	4	7
2004	Vijayakumar S., President	4	7
2005	Vijayakumar S., President	4	7
2006	Vijayakumar S., President	4	7
2007	P. Vijayakumar, President	4	7

Discussion topics for students

- 1 Mixed class room' good or bad? why
- 2 Do you like your class room? why?
- 3 The furniture in your class room can be handled by you easily?
- 4 Study materials are available for all? if no why?
- 5 'Teachers should be role model for students' Isn't it?
- 6 Your thinking capacities and feelings are encouraged without gender consideration?
- 7 Your participation in sports and Arts festivals? Is there any role for gender?
- 8 What is your role while selecting books for the library? Is your participation necessary?
- 9 Whether your teacher's are supporting to create gender friendly atmosphere?
- 10 What you mean by "School Assembly?"
- 11 Your participation in field visits and excursion? Any role for gender?

Discussion with Teachers -

- School Assemblies?
- Children's Role in school assemblies
- Teacher's work load
- Access to feminine hygiene products in school
- Field visit - Existing system, what should be?
- Sexual harassment - of dealing with such problems method

Discussion with PTA /MPTA (Mother Parent/Teacher Association)

- Gender discriminatory feeding practices
 - Food pattern
 - Reading pattern
 - Dressing

- Mobile phone
- CD, Internet
- Hygiene products etc..
- Feminine hygiene products accessibility
- Participation and functioning of PTA / MPTA

Secondary data

- School enrolment and completion
- Records academic achievement
- Personal diaries kept by teachers
- Learning materials checked from the perspective of gender bias
- Regular attendance records
- Continuous evaluation records
- Evaluation of Library records
- Functioning of school library book purchasing committee
- Cultural activities - participation of students - gender role - achievements
- NCERT/PWD rules for construction of schools
- Panchayat /Local governing body's role on school functioning/ Panchayat's powers
- Gender sensitisation training details
- Details about existing clubs in school and the students role with reference to gender
- PTA participation, regularity of meeting, the topics usually discussed there - and the duties assigned to them with special reference to gender
- History of the institution
- Kerala's cultural and educational background
- Linkage with other departments like health departments and its records
- Existing policies against sexual harassment
- Health records of each child
- Field visit records
- Committee of sexual harassment - its functioning
- Head of the Institution's discussion and community involvement in school activities. (Residence Association, Grama Panchayat, etc...)

Observation

- Classroom space - Child's adequacy
- Ventilation and lighting
- Child friendly furniture
- Drinking water facility
- Toilet facilities - its position, maintenance, gender friendliness etc.
- Play ground utilization
- School assembly
- Inside class room - the position of charts, maps, calendar, Teacher's Focus etc.
- Learning materials and its gender friendliness
- Seating arrangements
- Library hour

Games

- ✓ Learning materials
- ✓ Gender friendly environment cultivated by teacher
- ✓ Encouragement to explore, experiment to develop critical thinking
- ✓ Sharing of their experiences with others (Politician - method)
- ✓ Child centered
- ✓ Teacher's Interaction

Questionnaire

1. On the way to school whether they were are facing any difficulties such as (forest, river, etc.) if yes which were they?
2. Merits and demerits of mixed class.
3. Whether natural light and air available in the class room?
4. Class room furniture's are easy to be handled by students
5. The existing seating arrangements is helpful to interact with teachers and other students.
6. Do you feel that you have adequate space in classroom?
7. Was there any difficulties faced by you during school enrolment?
8. Your participation in Assembly, Club, Study tour, Art performance?

Appendix VIII

Final Report from Vishakha

Upper primary Govt. school-Bad devli, Mansarovar, Jaipur

NA-Not applicable

NR-No response

Process Indicators	Ratings on a scale of 1 – 4 <i>All need to show only 3 points on scale</i>	Target Group (A,B,C,D) & priority (1,2,3)				Remarks
		Teachers	Students	Parents	School management board	
Physical Environment						
1. Access to school	1. very inaccessible 2. somewhat inaccessible 3. no potential barriers 4. fully accessible	3	2	2	NA	<u>Hurdle 1- Traffic</u> Some children come to school from remote area and have to cross main road. At the time of road crossing they need assistance. <u>Hurdle 2-Nala:-</u> On their way to school there is Nala. In rainy season this nala becomes full of water so that they have to change their way(long route)
2. Adequate classroom space per child.	1. Inadequate 2. Adequate 3. Complying with National/State specifications 4. More than adequate	1	1	NA		The school has three class room, one store room and one office room. So they don't have enough space for children as well as for official work.
3. Adequate lighting and ventilati	1. Inadequate 2. Adequate 3. Complying with National/State specifications 4. More than adequate	2	2	NA		The school is situated near by road. One side of the school there is lot of <i>Kuda karkat</i> . So the dirty smell, mosquitoes do create problem for students.

on.						
4. Adequate child-friendly, child-sized furniture provided.	1. Not at all friendly 2. Partly friendly. 3. Friendly section-wise, primary, middle, high, higher secondary 4. Fully child friendly	2	1	NA		There is no furniture for students. They used to sit on mat. This creates a problem for their back rest and also they face difficulty in writing. Girls and boys are used to sit on separate sides. No appropriate facility is provided to special child.
5. Seating arrangement facilitates teacher-child interaction.	1. Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	2	2	NA		Girls and boys are used to sit on separate sides. Generally teachers teach from near black board or one place in lecture form, they don't move around in class room. Teachers encourage children to respond.
6. Seating arrangement facilitates non-segregated child-child interaction.	1. Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	1	2	NA		Teachers don't allow to children to interact. They think that the the school is space for studying not for talking.

Inside the Classroom - Pedagogy and Content of Education

Process Indicators	Ratings on a scale of 1 – 4	Target Group (A,B,C,D) & priority (1,2,3)				Remark
		Teachers	Students	Parents	School management board	
1. Boys and girls are given equal access and opportunity to school enrolment and completion.	Enrollment, Attendance, Completion 1.Low enrollment, Attendance, Completion of boys/girls 2. More boys than girls enrolled, Attended, Completed 3. More girls than boys enrolled, Attended, Completed 4. All boys/girls enrolled, Attended, completed	2	NR	NR		Total No. of boys-60 Total no. of Girls- 45
2. Both boys and girls are encouraged to participate actively in the learning process.	1. Neither boys nor girls are encouraged to participate 2. Boys and girls are encouraged to participate differentially. 3. Both boys and girls are encouraged	1	2	NA		There are no special efforts done by the teacher to encourage participating in actively in the learning process.
3. Boys and girls have equal access to essential learning materials.	1.neither boys nor girls have all learning materials 2.More boys than girls have all/some learning materials 3. More girls than boys have all/some learning materials 4.All boys and girls have all learning materials	4	1	NA		
4. Gender-friendly school environment is cultivated by teachers and students.	1. Gender friendliness [GF] is not a priority item for the school/community 2. GF is a priority item for the school but not to the community 3. Within the school the teachers and the students considered GF as a priority item 4. GF is considered a priority item by the school and the	1	1	NA		No gender friendly environment is cultivated. Management related to mid day meal is given to boys and cleaning work of utensils is also given to boys. Girls are not in management and leadership role because teachers think being a female, girls are physically weak in comparison to boys and they should be protected

	community					
Teaching/Learning Processes						
1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.	1. Critical capacities are not encouraged among boys/girls 2. Critical capacities are encouraged among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls Encouraging questions of students,	1	1	NA		No activities are planned to develop critical thinking. Teachers don't like the questions asked by students.
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.	1. Opportunities are few for both boys/girls 2. Opportunities are given mainly to boys 3. Opportunities are given mainly to girls 4. Equal Opportunities are given to boys/girls	1	1	NA		Teachers give the priority to more studious students to state their thought and feeling. Students are not allowed to speak about common issues in the class. Always Prayer is conducted by only boys. No activities like drama, debate, essay writing are planned by school. Only girls are allow to participate in dance programme and boys in poetry.
3. All children are given opportunities to have a voice in planning school activities.	1. No opportunity for boys/girls 2. opportunity for boys 3. opportunity for girls 4. opportunity for boys and girls	1	1	NA		There is no committee is established for planning of different functions and activities. NO involvement of the students.
4. All children are encouraged to share their experiences with others.	1. No encouragement for sharing experiences 2. some encouragement for boys to share experiences 3. Some encouragement for girls to share experiences 4. Adequate encouragement for boys and girls to share experiences Reward for parents' indicators...	1	1	NA		Teachers don't believe in sharing experiences with each others for the students. They say to student you should concentrate on only on yours work and you should not interfere in others work.
5. Female and male teachers are	1. Teachers fail to provide role models for both boys and girls 2. teachers are role	1	4	NA		Students think that teachers are role models for them but teachers are not playing/presenting

role models for students.	model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls and boys					important role for being role model.
6. Regular attendance by student and teachers is expected	1. regular attendance is not enforced for teachers and students 2. regular attendance is expected from students 3 regular attendance is expected from teachers 4. regular attendance is expected from both teachers and students	4	4	4		Teachers and students are coming regularly.
7. Girls and boys from different backgrounds and from both urban and rural and rural communities are respectfully presented in teaching and learning materials	1. girls/boys from different backgrounds, urban/rural areas are unevenly and without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM 3. girls from different backgrounds and from rural areas are represented more in T-LM 4. Girls/boys from different backgrounds, and from rural/urban areas are evenly and respectfully represented in T-LM	1	NA	NA		
Teacher Performance						
1. Teachers' approach is child centered. more than 75% of the time.	1. teacher's approach is never friendly to children 2. teachers approach is sometimes friendly to children 3. teachers approach is friendly to boys 4. teachers approach is always friendly to children	2	2	NA		Some student feels that they are being neglected y the teachers because teachers give the priority to more studious students. Most of the time teachers use one way communication with students.

<p>2. Teachers are sensitive to student's need.</p>	<p>1. teachers do not demonstrate sensitivity to children's needs 2. teachers demonstrate sensitivity to boy's needs 3 teachers are sensitive to girls' needs 4. teachers are sensitive to children's needs</p>	<p>1</p>	<p>1</p>	<p>NA</p>		<p>There is no health checkup camps is organized. No understanding about hygiene, no collaboration with health department. Though they provide mid day meal.</p>
<p>3. Teachers provide equal opportunities for girls and boys.</p>	<p>1. teachers do not provide equal opportunities for boys and girls 2. teachers do provide equal opportunities for boys 3. teachers do provide equal opportunities for girls 4. teachers do provide equal opportunities for boys and girls</p>	<p>1</p>	<p>1</p>	<p>NR</p>		<p>Teachers don't provide equal opportunity to boys and girls in terms of cultural activity, exposure, leadership and games</p>
<p>4. Teachers provided with the opportunity to participate in gender sensitization seminar within the past 3 years.</p>	<p>1. teachers have not taken any training after they joined 2. more male teachers have taken Gender Sensitization Training [GST] 3. more female teachers have taken GST 4. male and female teachers have taken GST</p> <p>This can include any kind of exposure or training or workshop.</p>	<p>1</p>	<p>NA</p>	<p>NA</p>		<p>They have not been taken any training/exposure/workshop relate to gender.</p>

Outside the Classroom

Process Indicators	Ratings on a scale of 1 - 4	Target Group (A,B,C,D) & priority (1,2,3)				Remarks
		Teachers	Students	Parents	School mangemnet board	
Library and Laboratory						
1. Books are evaluated for gender bias.	1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	NA	NA	NA	1	No use of library books. Books are not evaluated on the basis of gender bias. Books are kept in box and they are not available to students for reading.
2. Books and learning materials account for gender specific needs and preferences.	1. books and LMs [learning materials] do not account for gender specific needs and preferences 2. books do account for but other LMs do not 3. other LMs do account for but not the books 4. books and LMs do account for GSN and preferences	1	1	NA	2	No bifurcation for girls and boys in terms of learning material like RCH, Adolescent health issue
3. Girls and women participate in the selection of books.	1. girls and women do not participate in selection of books 2. female teachers alone participate 3. mothers of children participate 4. girls and women associated with the educational process participate	1	1	NA	1	There is no committee for book selection.
Facilities						
1. Provision of clean separate toilets for girls and boys as	1. no toilet facilities 2. toilet facility for men/boys 3. toilet facility for women and girls 4. toilet facility for both men and women/boys and girls	3	3	NA	NA	There is only one toilet for the school which is used by

well as men and women faculty.						teachers and girls. There is no toilet facility for boys. This toilet is also used by also primary govt school near by this school. There is proper water facility in the toilet. Toilet is only used as urinals.
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.	1. GF, Age Appropriate [AA] toilet facilities are not provided 2. girls are not allowed to make use of toilets as and when they require 3. toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene 4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene	1	1	NA		The toilet facility don't fulfill the need of girls according to age and gender. There is no maintenance system for cleaning and hygiene.
3. Access to a clean water source is available.	1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc.] before using in the toilets 4. access to clean water source	2	2	2		There is one hand pump and one water connection but these are not working well. All students used to take water with them from house and from near by police station.
Cultural activities, Music and Drama						
1. Mixed groups of girls and boys	1. girls and boys separately participate in stereotyped activities 2. girls and boys separately	1	1	1		There are several forums for cultural

participate in activities that go beyond stereotypes.	participate in activities with specific gender biases 3. girls and boys separately participate in activities which go beyond stereotypes 4. Mixed groups of girls and boys participate in activities that go beyond stereotypes Examples are important.					activity. Only girls are allowed to participate in dance programme and boys in poetry.
Games and Sports						
1. Playground is used by boys and girls.	1. no playground facilities 2. separate playground for boys and girls 3. common playground but boys and girls have separate timings 4. playground rules are made for gender friendliness Location is safe – can be seen by teachers Girls feel safe and secure.	1	1	1		There is no play ground. The school has very small spaces which is used as class room and play ground. There is no PTI.
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.	1. no opportunities 2. boys alone have opportunities 3. girls alone have opportunities 4. boys and girls have equal opportunities	1	1	NA		There are no sports and game activities are organized by the school for the students.
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	1. games do not promote TB, Cooperation and SF and do not avoid SS 2. games promote TB, Cooperation and SF but only among boys 3. games promote TB, Cooperation and SF but there is no mixed teams 4. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	NA	NA	NA		There are no sports and game activities are organized by the school for the students.
School assemblies						
1. School	1. School Assembly is not held	2	2	NA		School

<p>assembly is a proactive environment, promoting gender-friendly behavior.</p>	<p>2. School Assembly is not a proactive environment 3. School Assembly promotes boys alone 4. School Assembly a proactive environment, promoting gender-friendly behavior.</p>					<p>assembly held regularly. Assembly is organized and decided by the teachers. More roles for boys. In assembly boys read the news paper and thought of the day.</p>
<p>2. School assembly offers opportunity to build leadership skills among boys and girls.</p>	<p>1. School assembly does not offer opportunity to build leadership skills among boys and girls. 2. School assembly offers opportunity to build leadership skills among boys alone 3. School assembly offers opportunity to build leadership skills among girls alone 4. School assembly offers opportunity to build leadership skills among boys and girls.</p>	2	2	NA		<p>More roles for boys. In assembly boys read the news paper and thought of the day.</p>
<p>Health and Nutrition</p>						
<p>1. Girls and boys have equal access to a source of safe drinking water.</p>	<p>1. Girls and boys do not have access to source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.</p>	1	1	1		<p>There is one hand pump and one water connection but these are not working well. All students used to take water with them from house and from near by police station.</p>
<p>2. Iron tablets and other nutritional supplements are provided.</p>	<p>1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone</p>	1	1	1		<p>There is no regular activity for providing nutritional supplement .</p>

	4. Iron tablets and other nutritional supplements are provided for both boys and girls.					
3. Orientation provided to parents to avoid gender discriminatory feeding practices.	1.no Orientation provided to parents to avoid gender discriminatory feeding practices 2.no communication with parents on feeding practices 3. orientation given in not discriminating against boys in feeding practices 4. Orientation provided to parents to avoid gender discriminatory feeding practices	1	NA	1		No efforts are done for these kind of orientation.
4. Linkages to health service providers exist.	1 no linkages to health service providers 2. occasional linkages to health service providers 3. occasional linkages to health service providers for boys alone 4. adequate linkages to health service providers for both boys and girls	2	2	NA		Health workers visit the school rarely. And school has no regular linkages.
5. Frequent/ regular health check-ups are provided for girls and boys.	1. Frequent/ regular health check-ups are not provided for girls and boys. 2. Frequent/ regular health check-ups are provided for boys only. 3. Frequent/ regular health check-ups are provided for girls only 4. Frequent/ regular health check-ups are provided for boys and girls.	1	1	NR		The health check up is provided twice in a year by ANM
6. Health records are kept for each child.	1. Health records are not kept. 2. Health records are kept only for boys 3. Health records are kept only for girls 4. Health records are kept for each child	1	NA	NA		No records are available at school level.
7. Puberty education and individual counseling is available.	1. Puberty education and counseling is not available 2. Puberty education and counseling at the group level is available 3. Puberty education and counseling are available only on occasions 4. Puberty education and individual counseling is available	1	1	NA		There is no counselor in the school. Puberty education is part of the curriculum. But no special attention is provided by school on this issue.

<p>8. Girls have access to feminine hygiene products.</p>	<p>1. Girls have no access to quality feminine hygiene products. 2. Girls have access to non-quality feminine hygiene products. 3. girls can purchase on their own feminine hygiene products from the market 4. Girls have access to quality feminine hygiene products within the school</p>	<p>3</p>	<p>1</p>	<p>2</p>		<p>There is availability of hygienic product in the school. Large variation exists. Some girls are allow to purchase by themselves and for rest girls mother arrange for them.</p>
<p>Field Visits</p>						
<p>1. Girls participation is encouraged.</p>	<p>1. Girls participation is not encouraged 2.girls and boys are taken for field visits/picnics/excursions separately 3. field visits of which girls are part of are restricted to certain localities and functions alone 4. Girls participation is encouraged</p>	<p>2 Not separately</p>	<p>2</p>	<p>1</p>		<p>Excursion tour is organized once time in a year. In this tour only those students can go who are ready to pay.</p>
<p>2. Mothers and/or female teachers accompany class on excursions.</p>	<p>1. Mothers and/or female teachers do not accompany class on excursions/sports meets/cultural meets outside the school 2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school 3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school 4. Mothers and female teachers do accompany class on excursions /sports meets/cultural meets outside the school</p>	<p>2</p>	<p>2</p>	<p>2</p>		<p>Only teachers accompany class on excursion.</p>
<p>3. Adequate number of supervisors accompanies excursions to ensure safety and security.</p>	<p>1. Adequate number of supervisors do not accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3.Safety of accommodation, food and travel are not ensured 4. Adequate number of supervisors accompany</p>	<p>1</p>	<p>1</p>	<p>NA</p>		<p>No supervisors accompany . Some boys are given the responsibility to monitor the group by the</p>

	excursions to ensure safety and security					teachers.
4. Parents, especially mothers participate actively in planning field trips.	1. Parents, especially mothers do not participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers participate actively in planning field trips	1	1	1		Parents are not very much interested in school activities and also teachers not involve them.
Security and Harassment						
1. Escort programmes provided to ensure children's safety between home and school.	1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure children's safety between home and school	1	1	2		NO facility provided by the school. Some parents drop their younger children for school.
2. Policy Against Sexual Harassment and Bullying implemented.	1 no policy established against Sexual Harassment and Bullying 2. boys bullying other boys is banned 3. Girls bullying other girls is banned 4. a comprehensive Policy Against Sexual Harassment and Bullying is established.	1	NA	NA	1	No policy is implemented against sexual harassment.
3. Committee on Sexual Harassment and Bullying includes members of the teachers, community & students.	1. Committee on Sexual Harassment and Bullying not formed 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	1	NR	NR	1	No committee is formed.
4. Committee on Sexual Harassment and Bullying is active.	1. Committee on Sexual Harassment and Bullying not active 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members	NA	NA	NA		

	of the community and students.					
4. School provides a risk-free, comfortable environment for children.	<p>1. School does not provide a safe, comfortable environment for children</p> <p>2. school occasionally provide a safe, comfortable environment for children</p> <p>3. school provide a safe, comfortable environment to boys alone</p> <p>4. School provide a safe, comfortable environment for boys and girls</p>	4	4	4		Parents think that in presence of lady teacher school is more safe for girls.

Process Indicators	Ratings on a scale of 1 – 4	Target Group (A,B,C,D) & priority (1,2,3)				Remarks
		Teachers	Students	Parents	School mangemnet board	
1. PTA/MTA established and holding regular meetings.	<p>1. PTA/MTA is not established</p> <p>2. PTA/MTA is established but not holding regular meetings</p> <p>3. PTA/MTA is established but holds meetings only when a crisis occurs</p> <p>4. PTA/MTA is established and holds regular meetings</p>	2	2	2	2	PTA meet is very irregular. According to teachers, parents are not willing to give their time in school. Some mothers participate in PTA meet.
2. Community organizations work with the school to create an enabling and supportive school environment.	<p>1. Community organizations do not work with the school to create an enabling and supportive school environment</p> <p>2. Community organizations work occasionally</p> <p>3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed.</p> <p>4. Community organizations work with the school to create an enabling and supportive school environment</p>	1	1	1		No Cos are working with school.
3. Regular community campaigns are	<p>1. Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school.</p> <p>2. campaign through posters and notices [literate means] are</p>	1	1	1		Once in a year there enrollment drive is organized

conducted to encourage parents to enroll all girls and boys in school.	only resorted to. 3. campaigns confined to occasions when the school does not have the mandatory enrolment 4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school					
4. Community acts as a help in monitoring to ensure standards of equity within the school.	1. Community does not act as monitor to ensure standards of equity within the school 2.the school authorities do not feel the need to have the community to monitor 3. the community is not aware that it can effectively play the role of a monitor 4 Community acts as a help in monitoring to ensure standards of equity within the school	1	1	1		Teachers don't welcome to community as a monitor.
5. The community, especially parents with school aged children, holds the school accountable.	1. The community, especially parents with school aged children, does not hold the school accountable 2. the community/parents hold the school accountable only when some major mishaps happen 3. the community/parents hold the school accountable when there are incidents of breach of discipline by the children of concerned parents 4. The community, especially parents with school aged children, holds the school accountable	NR	NR	NR		
6. Women are represented on school management committee.	1. Women are not represented on school management committee 2.women are represented but not as women representatives but as representing other sectional interests 3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions 4. Women are represented on school management committee adequately	3	NA	3		The committee is not meeting regularly
7. Women in leadership positions on school committees.	1. Women are not in leadership positions on school committees 2. women are in leadership positions, but only as <i>Benamis</i> for other interests 3. women are in leadership positions but are highly outnumbered by men 4. Women in effective leadership positions on school	1	NA	NR		

	committees					
8. Daycare facilities have been established at the school.	1. Daycare/Early Child Care [ECC] facilities are not established at the school. 2. facilities for looking after children while mothers work in schools have to be met by the expenses of concerned mothers 3. concerned mothers have to depend upon relatives to look after their children while they work 4. adequate Daycare/ECC facilities established at the school.	1	1	1		Though it is needed but there is interest is shown by teaches and parents.
9. School and community have a shared vision of quality and equity of education.	1. School and community do not have a shared vision of quality and equity of education. 2. School and community do not have a shared vision of quality of education 3. School and community do not have a shred vision of equity in education 4. School and community have a shared vision of both quality and equity of education.	1	NA	1		There is very limited interaction between school and community

Upper primary Govt. school-Bad devli, Mansarovar, Jaipur

NA-Not applicable

NR-No response

Process Indicators	Ratings on a scale of 1 – 4 All need to show only 3 points on scale	Target Group (A,B,C,D) & priority (1,2,3)				Remarks
		Teachers	Students	Parents	School management board	
Physical Environment						
1. Access to school	1. very inaccessible 2. somewhat inaccessible 3. no potential barriers 4. fully accessible	3	2	2	NA	<u>Hurdle 1- Traffic</u> Some children come to school form remote area and have to cross main road. T the time of road crossing they need assistance. <u>Hurdle 2-Nala:-</u> On their way to

						school there is Nala. In rainy season this nala becomes with full of water so that they have to have change their way(long route)
2. Adequate classroom space per child.	1. Inadequate 2. Adequate 3.. Complying with National/State specifications 4. More than adequate	1	1	NA		The school has three class room, one store room and one office room. So they don't have enough space for children as well as for official work.
3. Adequate lighting and ventilation.	1. Inadequate 2. Adequate 3. Complying with National/State specifications 4. More than adequate	2	2	NA		The school is situated near by road. One side of the school there is lot of <i>Kuda karkat</i> . So the dirty smell, mosquitoes do create problem for students.
4. Adequate child-friendly, child-sized furniture provided.	1. Not at all friendly 2. Partly friendly. 3. Friendly section-wise, primary, middle, high, higher secondary 4. Fully child friendly	2	1	N A		There is no furniture for students. They used to sit on mat. This creates a problem for their back rest and also they face difficulty in writing. Girls and boys are used to sit on separate sides. No appropriate facility is provided to special child.
5. Seating arrangement facilitates teacher-child interaction.	1.Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	2	2	NA		Girls and boys are used to sit on separate sides. Generally teachers teach from near black board or one place in lecture form, they don't move around in class room. Teachers encourage children to respond.
6. Seating arrangement facilitates non-segregated	1.Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	1	2	NA		Teachers don't allow to children to interact. They think that the the school is space for studying not for

child-child interaction.						talking.
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Inside the Classroom - Pedagogy and Content of Education

Process Indicators	Ratings on a scale of 1 – 4	Target Group (A,B,C,D) & priority (1,2,3)				Remark
		Teachers	Students	Parents	School management board	
1. Boys and girls are given equal access and opportunity to school enrolment and completion.	Enrollment, Attendance, Completion 1.Low enrollment, Attendance, Completion of boys/girls 2. More boys than girls enrolled, Attended, Completed 3. More girls than boys enrolled, Attended, Completed 4. All boys/girls enrolled, Attended, completed	2	NR	NR		Total No. of boys-60 Total no. of Girls-45
2. Both boys and girls are encouraged to participate actively in the learning process.	1. Neither boys nor girls are encouraged to participate 2. Boys and girls are encouraged to participate differentially. 3. Both boys and girls are encouraged	1	2	NA		There are no special efforts done by the teacher to encourage participating in actively in the learning process.
3. Boys and girls have equal access to essential learning materials.	1.neither boys nor girls have all learning materials 2.More boys than girls have all/some learning materials 3. More girls than boys have all/some learning materials	4	1	NA		

	4.All boys and girls have all learning materials					
4. Gender-friendly school environment is cultivated by teachers and students.	1. Gender friendliness [GF] is not a priority item for the school/community 2. GF is a priority item for the school but not to the community 3. Within the school the teachers and the students considered GF as a priority item 4. GF is considered a priority item by the school and the community	1	1	NA		No gender friendly environment is cultivated. Management related to mid day meal is given to boys and cleaning work of utensils is also given to boys. Girls are not in management and leadership role because teachers think being a female, girls are physically weak in comparison to boys and they should be protected
Teaching/Learning Processes						
1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.	1. Critical capacities are not encouraged among boys/girls 2. Critical capacities are encouraged among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls Encouraging questions of students,	1	1	NA		No activities are planned to develop critical thinking. Teachers don't like the questions asked by students.
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.	1. Opportunities are few for both boys/girls 2. Opportunities are given mainly to boys 3. Opportunities are given mainly to girls 4. Equal Opportunities are given to boys/girls	1	1	NA		Teachers give the priority to more studious students to state their thought and feeling. Students are not allowed to speak about common issues in the class. Always Prayer is conducted by only boys. No activities like drama, debate, essay writing are planned by school. Only girls are allow to participate in dance programme

						and boys in poetry.
3. All children are given opportunities to have a voice in planning school activities.	1. No opportunity for boys/girls 2. opportunity for boys 3. opportunity for girls 4. opportunity for boys and girls	1	1	NA		There is no committee is established for planning of different functions and activities. NO involvement of the students.
4. All children are encouraged to share their experiences with others.	1. No encouragement for sharing experiences 2. some encouragement for boys to share experiences 3. Some encouragement for girls to share experiences 4. Adequate encouragement for boys and girls to share experiences Reword for parents' indicators...	1	1	NA		Teachers don't believe in sharing experiences with each others for the students. They say to student you should concentrate on only on yours work and you should not interfere in others work.
5. Female and male teachers are role models for students.	1. Teachers fail to provide role models for both boys and girls 2. teachers are role model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls and boys	1	4	NA		Students think that teachers are role models for them but teachers are not playing/presenting important role for being role model.
6. Regular attendance by student and teachers is expected	1. regular attendance is not enforced for teachers and students 2. regular attendance is expected from students 3 regular attendance is expected from teachers 4. regular attendance is expected from both teachers and students	4	4	4		Teachers and students are coming regularly.

<p>7. Girls and boys from different backgrounds and from both urban and rural and rural communities are respectfully presented in teaching and learning materials</p>	<p>1. girls/boys from different backgrounds, urban/rural areas are unevenly and without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM 3. girls from different backgrounds and from rural areas are represented more in T-LM 4. Girls/boys from different backgrounds, and from rural/urban areas are evenly and respectfully represented in T-LM</p>	1	NA	NA		
<p>Teacher Performance</p>						
<p>1. Teachers' approach is child centered. more than 75% of the time.</p>	<p>1. teacher's approach is never friendly to children 2. teachers approach is sometimes friendly to children 3. teachers approach is friendly to boys 4. teachers approach is always friendly to children</p>	2	2	NA		<p>Some student feels that they are being neglected y the teachers because teachers give the priority to more studious students. Most of the time teachers use one way communication with students.</p>
<p>2. Teachers are sensitive to student's need.</p>	<p>1. teachers do not demonstrate sensitivity to children's needs 2. teachers demonstrate sensitivity to boy's needs 3 teachers are sensitive to girls' needs 4. teachers are sensitive to children's needs</p>	1	1	NA		<p>There is no health checkup camps is organized. No understanding about hygiene, no collaboration with health department. Though they provide mid day meal.</p>
<p>3. Teachers provide equal opportunities for girls and</p>	<p>1. teachers do not provide equal opportunities for boys and girls 2. teachers do provide equal</p>	1	1	NR		<p>Teachers don't provide equal opportunity to boys and girls in terms of cultural activity, exposure, leadership</p>

boys.	opportunities for boys 3. teachers do provide equal opportunities for girls 4. teachers do provide equal opportunities for boys and girls					and games
4. Teachers provided with the opportunity to participate in gender sensitization seminar within the past 3 years.	1. teachers have not taken any training after they joined 2. more male teachers have taken Gender Sensitization Training [GST] 3. more female teachers have taken GST 4. male and female teachers have taken GST This can include any kind of exposure or training or workshop.	1	NA	NA		They have not been taken any training/exposure/workshop relate to gender.

Outside the Classroom						
Process Indicators	Ratings on a scale of 1 - 4	Target Group (A, B, C, D) & priority (1, 2, 3)				Remarks
		Teachers	Students	Parents	School management board	
Library and Laboratory						
1. Books are evaluated for gender bias.	1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	NA	NA	NA	1	No use of library books. Books are not evaluated on the basis of gender bias. Books are kept in box and they are not available to

						students for reading.
2. Books and learning materials account for gender specific needs and preferences.	1. books and LMs [learning materials] do not account for gender specific needs and preferences 2. books do account for but other LMs do not 3. other LMs do account for but not the books 4. books and LMs do account for GSN and preferences	1	1	NA	2	No bifurcation for girls and boys in terms of learning material like RCH, Adolescent health issue
3. Girls and women participate in the selection of books.	1. girls and women do not participate in selection of books 2. female teachers alone participate 3. mothers of children participate 4. girls and women associated with the educational process participate	1	1	NA	1	There is no committee for book selection.
Facilities						
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.	1. no toilet facilities 2. toilet facility for men/boys 3. toilet facility for women and girls 4. toilet facility for both men and women/boys and girls	3	3	NA	NA	There is only one toilet for the school which is used by teachers and girls. There is no toilet facility for boys. This toilet is also used by also primary govt school near by this school. There is proper water facility in the toilet. Toilet is only used as urinals.
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual	1. GF, Age Appropriate [AA] toilet facilities are not provided 2. girls are not allowed to make use of toilets as and when they require 3. toilet facilities are provided but they are not adequately	1	1	NA		The toilet facility don't fulfill the need of girls according o age and gender. There is no maintenance system for cleaning and hygiene.

hygiene.	private and do not facilitate menstrual hygiene 4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene					
3. Access to a clean water source is available.	1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc,] before using in the toilets 4. access to clean water source	2	2	2		There is one hand pump and one water connection but these are not working well. All students used to take water with them from house and from near by police station.
Cultural activities, Music and Drama						
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.	1. girls and boys separately participate in stereotyped activities 2. girls and boys separately participate in activities with specific gender biases 3. girls and boys separately participate in activities which go beyond stereotypes 4. Mixed groups of girls and boys participate in activities that go beyond stereotypes Examples are important.	1	1	1		There are several forum for cultural activity. Only girls are allowed to participate in dance programme and boys in poetry.
Games and Sports						
1. Playground is used by boys and girls.	1. no playground facilities 2. separate playground for boys and girls 3. common playground but boys and girls have	1	1	1		There in no play ground. The school has very small spaces which is used as class room and play ground. There is no PTI.

	<p>separate timings</p> <p>4. playground rules are made for gender friendliness</p> <p>Location is safe – can be seen by teachers</p> <p>Girls feel safe and secure.</p>					
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.	<p>1. no opportunities</p> <p>2. boys alone have opportunities</p> <p>3. girls alone have opportunities</p> <p>4. boys and girls have equal opportunities</p>	1	1	NA		There are no sports and game activities are organized by the school for the students.
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	<p>1. games do not promote TB, Cooperation and SF and do not avoid SS</p> <p>2. games promote TB, Cooperation and SF but only among boys</p> <p>3. games promote TB, Cooperation and SF but there is no mixed teams</p> <p>4. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.</p>	NA	NA	NA		There are no sports and game activities are organized by the school for the students.
School assemblies						
1. School assembly is a proactive environment, promoting gender-friendly behavior.	<p>1. School Assembly is not held</p> <p>2. School Assembly is not a proactive environment</p> <p>3. School Assembly promotes boys alone</p> <p>4. School Assembly a proactive environment, promoting gender-friendly behavior.</p>	2	2	NA		School assembly held regularly. Assembly is organized and decided by the teachers. More roles for boys. In assembly boys read the news paper and thought of the day.
2. School assembly offers	<p>1. School assembly does not offer opportunity to build leadership</p>	2	2	NA		More roles for boys. In assembly boys read the news paper and thought of the day.

<p>opportunity to build leadership skills among boys and girls.</p>	<p>skills among boys and girls. 2. School assembly offers opportunity to build leadership skills among boys alone 3. School assembly offers opportunity to build leadership skills among girls alone 4. School assembly offers opportunity to build leadership skills among boys and girls.</p>					
<p>Health and Nutrition</p>						
<p>1. Girls and boys have equal access to a source of safe drinking water.</p>	<p>1. Girls and boys do not have access to source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.</p>	1	1	1		<p>There is one hand pump and one water connection but these are not working well. All students used to take water with them from house and from near by police station.</p>
<p>2. Iron tablets and other nutritional supplements are provided.</p>	<p>1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone 4. Iron tablets and other nutritional supplements are provided for both boys and girls.</p>	1	1	1		<p>There is no regular activity for providing nutritional supplement.</p>
<p>3. Orientation provided to parents to avoid gender discriminatory feeding</p>	<p>1.no Orientation provided to parents to avoid gender discriminatory feeding practices 2.no communication with parents on feeding practices</p>	1	NA	1		<p>No efforts are done for these kind of orientation.</p>

practices.	3. orientation given in not discriminating against boys in feeding practices 4. Orientation provided to parents to avoid gender discriminatory feeding practices					
4. Linkages to health service providers exist.	1 no linkages to health service providers 2. occasional linkages to health service providers 3. occasional linkages to health service providers for boys alone 4. adequate linkages to health service providers for both boys and girls	2	2	NA		Health workers visit the school rarely. And school has no regular linkages.
5. Frequent/ regular health check-ups are provided for girls and boys.	1. Frequent/ regular health check-ups are not provided for girls and boys. 2. Frequent/ regular health check-ups are provided for boys only. 3. Frequent/ regular health check-ups are provided for girls only 4. Frequent/ regular health check-ups are provided for boys and girls.	1	1	NR		The health check up is provided twice in a year by ANM
6. Health records are kept for each child.	1. Health records are not kept. 2. Health records are kept only for boys 3. Health records are kept only for girls 4. Health records are kept for each child	1	NA	NA		No records are available at school level.
7. Puberty education and individual counseling is available.	1. Puberty education and counseling is not available 2. Puberty education and counseling at the group level is available 3. Puberty education and counseling are available only on occasions	1	1	NA		There is no counselor in the school. Puberty education is part of the curriculum. But no special attention is provided by school on this issue.

	4. Puberty education and individual counseling is available					
8. Girls have access to feminine hygiene products.	<p>1. Girls have no access to quality feminine hygiene products.</p> <p>2. Girls have access to non-quality feminine hygiene products.</p> <p>3. girls can purchase on their own feminine hygiene products from the market</p> <p>4. Girls have access to quality feminine hygiene products within the school</p>	3	1	2		There is availability of hygienic product in the school. Large variation exists. Some girls are allow to purchase by themselves and for rest girls mother arrange for them.
Field Visits						
1. Girls participation is encouraged.	<p>1. Girls participation is not encouraged</p> <p>2.girls and boys are taken for field visits/picnics/excursions separately</p> <p>3. field visits of which girls are part of are restricted to certain localities and functions alone</p> <p>4. Girls participation is encouraged</p>	2 Not separately	2	1		Excursion tour is organized once time in a year. In this tour only those students can go who are ready to pay.
2. Mothers and/or female teachers accompany class on excursions.	<p>1. Mothers and/or female teachers do not accompany class on excursions/sports meets/cultural meets outside the school</p> <p>2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school</p> <p>3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school</p> <p>4. Mothers and female teachers do accompany class on excursions /sports meets/cultural meets outside the school</p>	2	2	2		Only teachers accompany class on excursion.

<p>3. Adequate number of supervisors accompanies excursions to ensure safety and security.</p>	<p>1. Adequate number of supervisors do not accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3. Safety of accommodation, food and travel are not ensured 4. Adequate number of supervisors accompany excursions to ensure safety and security</p>	<p>1</p>	<p>1</p>	<p>NA</p>		<p>No supervisors accompany. Some boys are given the responsibility to monitor the group by the teachers.</p>
<p>4. Parents, especially mothers participate actively in planning field trips.</p>	<p>1. Parents, especially mothers do not participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers participate actively in planning field trips</p>	<p>1</p>	<p>1</p>	<p>1</p>		<p>Parents are not very much interested in school activities and also teachers not involve them.</p>
<p>Security and Harassment</p>						
<p>1. Escort programmes provided to ensure children's safety between home and school.</p>	<p>1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure children's safety between home and school</p>	<p>1</p>	<p>1</p>	<p>2</p>		<p>NO facility provided by the school. Some parents drop their younger children for school.</p>
<p>2. Policy Against Sexual Harassment</p>	<p>1 no policy established against Sexual Harassment and Bullying 2. boys bullying</p>	<p>1</p>	<p>NA</p>	<p>NA</p>	<p>1</p>	<p>No policy is implemented against sexual harassment.</p>

and Bullying implemented.	other boys is banned 3. Girls bullying other girls is banned 4. a comprehensive Policy Against Sexual Harassment and Bullying is established.					
3. Committee on Sexual Harassment and Bullying includes members of the teachers, community & students.	1. Committee on Sexual Harassment and Bullying not formed 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	1	NR	NR	1	No committee is formed.
4. Committee on Sexual Harassment and Bullying is active.	1. Committee on Sexual Harassment and Bullying not active 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	NA	NA	NA		
4. School provides a risk-free, comfortable environment for children.	1. School does not provide a safe, comfortable environment for children 2. school occasionally provide a safe, comfortable environment for children 3. school provide a safe, comfortable environment to boys alone	4	4	4		Parents think that in presence of lady teacher school is more safe for girls.

	4. School provide a safe, comfortable environment for boys and girls					
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Process Indicators	Ratings on a scale of 1 – 4	Target Group (A,B,C,D) & priority (1,2,3)				Remarks
		Teachers	Students	Parents	School mangemnet board	
1. PTA/MTA established and holding regular meetings.	1. PTA/MTA is not established 2. PTA/MTA is established but not holding regular meetings 3. PTA/MTA is established but holds meetings only when a crisis occurs 4. PTA/MTA is established and holds regular meetings	2	2	2	2	PTA meet is very irregular. According to teachers, parents are not willing to give their time in school. Some mothers participate in PTA meet.
2. Community organizations work with the school to create an enabling and supportive school environment.	1. Community organizations do not work with the school to create an enabling and supportive school environment 2. Community organizations work occasionally 3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed. 4. Community organizations work with the school to create an enabling and supportive school environment	1	1	1		No Cos are working with school.
3. Regular community campaigns are	1. Regular community campaigns are not conducted to encourage parents	1	1	1		Once in a year there enrollment drive is organized

<p>conducted to encourage parents to enroll all girls and boys in school.</p>	<p>to enroll all girls and boys in school. 2. campaign through posters and notices [literate means] are only resorted to. 3. campaigns confined to occasions when the school does not have the mandatory enrolment 4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school</p>					
<p>4. Community acts as a help in monitoring to ensure standards of equity within the school.</p>	<p>1. Community does not act as monitor to ensure standards of equity within the school 2.the school authorities do not feel the need to have the community to monitor 3. the community is not aware that it can effectively play the role of a monitor 4 Community acts as a help in monitoring to ensure standards of equity within the school</p>	1	1	1		<p>Teachers don't welcome to community as a monitor.</p>
<p>5. The community, especially parents with school aged children, holds the school accountable.</p>	<p>1. The community, especially parents with school aged children, does not hold the school accountable 2. the community/parents hold the school accountable only when some major mishaps happen 3. the community/parents hold the school accountable when there are incidents of breach of discipline by the children of concerned parents 4. The community,</p>	NR	NR	NR		

	especially parents with school aged children, holds the school accountable					
6. Women are represented on school management committee.	<p>1. Women are not represented on school management committee</p> <p>2. women are represented but not as women representatives but as representing other sectional interests</p> <p>3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions</p> <p>4. Women are represented on school management committee adequately</p>	3	NA	3		The committee is not meeting regularly
7. Women in leadership positions on school committees.	<p>1. Women are not in leadership positions on school committees</p> <p>2. women are in leadership positions, but only as <i>Benamis</i> for other interests</p> <p>3. women are in leadership positions but are highly out numbered by men</p> <p>4. Women in effective leadership positions on school committees</p>	1	NA	NR		
8. Daycare facilities have been established at the school.	<p>1. Daycare/Early Child Care [ECC] facilities are not established at the school.</p> <p>2. facilities for looking after children while mothers work in schools have to be met by the expenses of concerned mothers</p> <p>3. concerned mothers have to depend upon relatives to look after their children</p>	1	1	1		Though it is needed but there is interest is shown by teaches and parents.

	while they work 4. adequate Daycare/ECC facilities established at the school.					
9. School and community have a shared vision of quality and equity of education.	1. School and community do not have a shared vision of quality and equity of education. 2. School and community do not have a shared vision of quality of education 3. School and community do not have a shared vision of equity in education 4. School and community have a shared vision of both quality and equity of education.	1	NA	1		There is very limited interaction between school and community

Hans Vidya Mandir Higher secondary School, Maheshnagar, Jaipur

NA-Not applicable

NR-No response

Process Indicators	Ratings on a scale of 1 – 4 All need to show only 3 points on scale	Target Group (A,B,C,D) & priority (1,2,3)				Remarks
		Teachers	Students	Parents	School management board	
Physical Environment						
1. Access to school	1. very inaccessible 2. somewhat inaccessible 3. no potential barriers 4. fully accessible	3	2	2	NA	In this school students come from local surrounding area as well as from very distant area. Children who come to school from remote area , have to cross main road, nala and railway crossing. Before few years the school was a very well-known so most of

						the students wants to join this school.
2. Adequate classroom space per child.	1. Inadequate 2. Adequate 3.. Complying with National/State specifications 4. More than adequate	2	2	NA		There is separate room for each class. But classroom is very small in space. This is not adequate because student's no. is high.
3. Adequate lighting and ventilation.	1. Inadequate 2. Adequate 3. Complying with National/State specifications 4. More than adequate	2	1	NA		Poor sunlight, less cross ventilation, no fresh air. Surrounding is good but very noisy due to railway track near by. The classrooms have good electric facility. The school does not conduct Eye check up camp.
4. Adequate child-friendly, child-sized furniture provided.	1. Not at all friendly 2. Partly friendly. 3. Friendly section-wise, primary, middle, high, higher secondary 4. Fully child friendly	2	2	NA		All classrooms have furniture and furniture is child friendly but due to less space it creates mess.
5. Seating arrangement facilitates teacher-child interaction.	1.Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	1	1	NA		All classrooms have furniture and furniture is child friendly. Girls and boys are used to sit on separate sides. Generally teachers teach from near black board or one place in lecture form, they don't move around in class room. Teachers encourage children to respond.
6. Seating arrangement facilitates non-segregated child-child interaction.	1.Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	1	2	NA		It is segregated on the basis of gender not on the basis of class/community. Studios children used to sit in front row. Some parents ask about the caste/ community of the children in school , in context of drinking

						water arrangement. Teachers don't allow to children to interact. They think that the school is space for studying not for talking.
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Inside the Classroom - Pedagogy and Content of Education						
Process Indicators	Ratings on a scale of 1 – 4	Target Group (A,B,C,D) & priority (1,2,3)				Remark
		Teachers	Students	Parents	School management board	
1. Boys and girls are given equal access and opportunity to school enrolment and completion.	Enrollment, Attendance, Completion 1.Low enrollment, Attendance, Completion of boys/girls 2. More boys than girls enrolled, Attended, Completed 3. More girls than boys enrolled, Attended, Completed 4. All boys/girls enrolled, Attended, completed	2	NR	NR		Total No. of boys-205 Total no. of Girls- 132 In higher sec section Boys- 69 Girls- 13 This school has art and science faculty. There is no problem related to attendance and completion but in terms of enrollment up to secondary there is equal ratio of boys and girls, in higher secondary section girls enrollment is very low.
2. Both boys and girls are encouraged to participate actively in the learning process.	1. Neither boys nor girls are encouraged to participate 2. Boys and girls are encouraged to participate differentially. 3. Both boys and girls are encouraged	2	2	NA		They plan extra classes in the situation of incompleteness of the course. Apart from that there are no special efforts done by the teachers to encourage participating in actively in the learning process. They encourage to studious students.
3. Boys and girls have	1.neither boys nor girls have all learning	4	2	NA		Though in principle there is equal access but boys

equal access to essential learning materials.	materials 2. More boys than girls have all/some learning materials 3. More girls than boys have all/some learning materials 4. All boys and girls have all learning materials					are more comfortable to use black board and other material.
4. Gender-friendly school environment is cultivated by teachers and students.	1. Gender friendliness [GF] is not a priority item for the school/community 2. GF is a priority item for the school but not to the community 3. Within the school the teachers and the students considered GF as a priority item 4. GF is considered a priority item by the school and the community	1	1	NA		No gender friendly environment is cultivated.
Teaching/Learning Processes						
1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.	1. Critical capacities are not encouraged among boys/girls 2. Critical capacities are encouraged among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls Encouraging questions of students,	1	1	NA		Teachers encourage the students to ask book based questions but no special efforts are planned to develop critical thinking. Some time they organize debate on stereotype issues.
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.	1. Opportunities are few for both boys/girls 2. Opportunities are given mainly to boys 3. Opportunities are given mainly to girls 4. Equal Opportunities are given to boys/girls	4	4	NA		There is space for personal sharing for the students. They encourage the students to ask questions related to curriculum Teachers give the priority to more studious students to state their thought and feeling. Prayer is conducted by both boys and girls alternatively. In assembly the prayer, reading news paper and GK questions are the main activities.
3. All children are given	1. No opportunity for boys/girls 2. opportunity for boys	1	1	NA		There is no committee established for planning of different functions and

opportunities to have a voice in planning school activities.	3. opportunity for girls 4. opportunity for boys and girls					activities. No involvement of the students.
4. All children are encouraged to share their experiences with others.	1. No encouragement for sharing experiences 2. some encouragement for boys to share experiences 3. Some encouragement for girls to share experiences 4. Adequate encouragement for boys and girls to share experiences Reword for parents' indicators...	1	1	NA		No exposure trip is organized. No opportunity is created to share experiences for the students.
5. Female and male teachers are role models for students.	1. Teachers fail to provide role models for both boys and girls 2. teachers are role model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls and boys	1	1	NA		Teachers are not as role model for the students.
6. Regular attendance by student and teachers is expected	1. regular attendance is not enforced for teachers and students 2. regular attendance is expected from students 3 regular attendance is expected from teachers 4. regular attendance is expected from both teachers and students	4	4	4		Teachers and students are coming regularly.
7. Girls and boys from different backgrounds and from both urban and rural and rural communities are respectfully presented in teaching and	1. girls/boys from different backgrounds, urban/rural areas are unevenly and without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM 3. girls from different backgrounds and from rural areas are represented more in T-LM 4. Girls/boys from	NA	NA	NA	1	There is caste and gender biases in text books and learning materials. No representation in regards to handicapped.

learning materials	different backgrounds, and from rural/urban areas are evenly and respectfully represented in T-LM					
Teacher Performance						
1. Teachers' approach is child centered. more than 75% of the time.	1. teacher's approach is never friendly to children 2. teachers approach is sometimes friendly to children 3. teachers approach is friendly to boys 4. teachers approach is always friendly to children	4	4	NA		Teacher focus on the students in terms of text book related study and home work. Boys and girls are not feel neglected but at the same time no extra efforts are made by the teachers for child centered approach.
2. Teachers are sensitive to student's need.	1. teachers do not demonstrate sensitivity to children's needs 2. teachers demonstrate sensitivity to boy's needs 3 teachers are sensitive to girls' needs 4. teachers are sensitive to children's needs	1	1	NA		Apart from learning remedial need they don't care about student's need. They discuss with children about hygiene.
3. Teachers provide equal opportunities for girls and boys.	1. teachers do not provide equal opportunities for boys and girls 2. teachers do provide equal opportunities for boys 3. teachers do provide equal opportunities for girls 4. teachers do provide equal opportunities for boys and girls	4	4	NR		Though teachers provide equal opportunity to boys and girls in the school but there is no extra effort for enrollment of girls in the school.
4. Teachers provided with the opportunity to participate in gender sensitization seminar within the past 3 years.	1. teachers have not taken any training after they joined 2. more male teachers have taken Gender Sensitization Training [GST] 3. more female teachers have taken GST 4. male and female teachers have taken GST This can include any kind of exposure or training or workshop.	1	NA	NA		They have not been taken any training/exposure/workshop relate to gender.

Outside the Classroom

Process Indicators	Ratings on a scale of 1 - 4	Target Group (A,B,C,D) & priority (1,2,3)				Remarks
		Teachers	Students	Parents	School mangemnet board	
Library and Laboratory						
1. Books are evaluated for gender bias.	1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	NA	NA	NA	1	There is a library. But students are not allowed to take books from the library. Books are not evaluated on the basis of gender bias.
2. Books and learning materials account for gender specific needs and preferences.	1. books and LMs [learning materials] do not account for gender specific needs and preferences 2. books do account for but other LMs do not 3. other LMs do account for but not the books 4. books and LMs do account for GSN and preferences	1	1	NA	2	No bifurcation for girls and boys in terms of learning material like RCH, Adolescent health issues.
3. Girls and women participate in the selection of books.	1. girls and women do not participate in selection of books 2. female teachers alone participate 3. mothers of children participate 4. girls and women associated with the educational process participate	1	1	NA	1	There is no committee for book selection.
Facilities						
1. Provision	1. no toilet facilities	4	4	NA	NA	There are separate toilets

of clean separate toilets for girls and boys as well as men and women faculty.	2. toilet facility for men/boys 3. toilet facility for women and girls 4. toilet facility for both men and women/boys and girls					for teachers and students. There are separate toilets for girls and boys.
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.	1. GF, Age Appropriate [AA] toilet facilities are not provided 2. girls are not allowed to make use of toilets as and when they require 3. toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene 4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene	4	3	NA		There are separate toilets but no proper arrangement for menstrual hygiene.
3. Access to a clean water source is available.	1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc.] before using in the toilets 4. access to clean water source	4	3	4		There are two water tanks for drinking water. But no regular cleaning of these tanks.
Cultural activities, Music and Drama						
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.	1. girls and boys separately participate in stereotyped activities 2. girls and boys separately participate in activities with specific gender biases 3. girls and boys separately participate in activities which go beyond stereotypes 4. Mixed groups of girls and boys participate in activities that go beyond stereotypes Examples are important.	1	1	1		There are several forums for cultural activity. Only girls are allowed to participate in dance programme and boys in poetry.
Games and Sports						

<p>1. Playground is used by boys and girls.</p>	<p>1. no playground facilities 2. separate playground for boys and girls 3. common playground but boys and girls have separate timings 4. playground rules are made for gender friendliness</p> <p>Location is safe – can be seen by teachers Girls feel safe and secure.</p>	1	1	1		<p>There in no play ground. The school has very small space which is used as play ground.</p> <p>There is no PTI. Girls are not used to play games in school.</p>
<p>2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.</p>	<p>1. no opportunities 2. boys alone have opportunities 3. girls alone have opportunities 4. boys and girls have equal opportunities</p>	1	1	NA		<p>There are no sports and game activities are organized by the school for the students.</p>
<p>3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.</p>	<p>1. games do not promote TB, Cooperation and SF and do not avoid SS 2. games promote TB, Cooperation and SF but only among boys 3. games promote TB, Cooperation and SF but there is no mixed teams 4. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.</p>	NA	NA	NA		<p>There are no sports and game activities are organized by the school for the students.</p>
<p>School assemblies</p>						
<p>1. School assembly is a proactive environment, promoting gender-friendly behavior.</p>	<p>1. School Assembly is not held 2. School Assembly is not a proactive environment 3. School Assembly promotes boys alone 4. School Assembly a proactive environment, promoting gender-friendly behavior.</p>	4	4	NA		<p>School assembly held regularly. Assembly is organized and decided by the teachers. Prayer is conducted by both boys and girls alternatively. In assembly the prayer, reading news paper and GK questions are the man activities.</p>
<p>2. School assembly offers</p>	<p>1. School assembly does not offer opportunity to build leadership skills among boys and girls.</p>	2	2	NA		<p>No special efforts to build leadership except from news paper reading.</p>

opportunity to build leadership skills among boys and girls.	2. School assembly offers opportunity to build leadership skills among boys alone 3. School assembly offers opportunity to build leadership skills among girls alone 4. School assembly offers opportunity to build leadership skills among boys and girls.					
Health and Nutrition						
1. Girls and boys have equal access to a source of safe drinking water.	1. Girls and boys do not have access to source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.	4	4	4		There are two water tanks for drinking water. But no regular cleaning of these tanks.
2. Iron tablets and other nutritional supplements are provided.	1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone 4. Iron tablets and other nutritional supplements are provided for both boys and girls.	1	1	1		There is no regular activity for providing nutritional supplement.
3. Orientation provided to parents to avoid gender discriminatory feeding practices.	1.no Orientation provided to parents to avoid gender discriminatory feeding practices 2.no communication with parents on feeding practices 3. orientation given in not discriminating against boys in feeding practices 4. Orientation provided to parents to avoid gender discriminatory feeding practices	1	NA	1		No efforts are done for this kind of orientation.
4. Linkages to health service providers	1 no linkages to health service providers 2. occasional linkages	1	1	NA		No linkages exist.

exist.	to health service providers 3. occasional linkages to health service providers for boys alone 4. adequate linkages to health service providers for both boys and girls					
5. Frequent/ regular health check-ups are provided for girls and boys.	1. Frequent/ regular health check-ups are not provided for girls and boys. 2. Frequent/ regular health check-ups are provided for boys only. 3. Frequent/ regular health check-ups are provided for girls only 4. Frequent/ regular health check-ups are provided for boys and girls.	1	1	NR		
6. Health records are kept for each child.	1. Health records are not kept. 2. Health records are kept only for boys 3. Health records are kept only for girls 4. Health records are kept for each child	1	NA	NA		No records are available at school level.
7. Puberty education and individual counseling is available.	1. Puberty education and counseling is not available 2. Puberty education and counseling at the group level is available 3. Puberty education and counseling are available only on occasions 4. Puberty education and individual counseling is available	1	1	NA		There is no counselor in the school. Puberty education is part of the curriculum. But no special attention is provided by school on this issue.
8. Girls have access to feminine hygiene products.	1. Girls have no access to quality feminine hygiene products. 2. Girls have access to non-quality feminine hygiene products. 3. girls can purchase on their own feminine hygiene products from the market 4. Girls have access to quality feminine hygiene products within the school	3	3	2		There is availability of hygienic product in the school. Large variation exists. Some girls are allowed to purchase by themselves and for rest girls mother arrange for them.
Field Visits						

<p>1. Girls participation is encouraged.</p>	<p>1. Girls participation is not encouraged 2.girls and boys are taken for field visits/picnics/excursions separately 3. field visits of which girls are part of are restricted to certain localities and functions alone 4. Girls participation is encouraged</p>	<p>2 Not separately</p>	<p>2</p>	<p>1</p>		<p>Excursion tour is organized once time in a year. In this tour only those students can go who are ready to pay.</p>
<p>2. Mothers and/or female teachers accompany class on excursions.</p>	<p>1. Mothers and/or female teachers do not accompany class on excursions/sports meets/cultural meets outside the school 2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school 3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school 4. Mothers and female teachers do accompany class on excursions /sports meets/cultural meets outside the school</p>	<p>2</p>	<p>2</p>	<p>2</p>		<p>Male and female teachers accompany class on excursion.</p>
<p>3. Adequate number of supervisors accompanies excursions to ensure safety and security.</p>	<p>1. Adequate number of supervisors do not accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3.Safety of accommodation, food and travel are not ensured 4. Adequate number of supervisors accompany excursions to ensure safety and security</p>	<p>1</p>	<p>1</p>	<p>NA</p>		<p>No supervisors accompany. Some boys are given the responsibility to monitor the group by the teachers.</p>

4. Parents, especially mothers participate actively in planning field trips.	1. Parents, especially mothers do not participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers participate actively in planning field trips	1	1	1		Parents are not involve in school activities and also teachers do not involve them.
Security and Harassment						
1. Escort programmes provided to ensure children's safety between home and school.	1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure children's safety between home and school	1	1	2		No facility provided by the school. Some parents drop their younger children for school. Some times teachers give the instruction related to safety and security in assembly.
2. Policy Against Sexual Harassment and Bullying implemented.	1 no policy established against Sexual Harassment and Bullying 2. boys bullying other boys is banned 3. Girls bullying other girls is banned 4. a comprehensive Policy Against Sexual Harassment and Bullying is established.	1	NA	NA	1	No policy is implemented against sexual harassment.
3. Committee on Sexual Harassment and Bullying includes members of the teachers, community & students.	1. Committee on Sexual Harassment and Bullying not formed 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	1	NR	NR	1	No committee is formed.
4. Committee	1. Committee on Sexual Harassment and	NA	NA	NA		

on Sexual Harassment and Bullying is active.	Bullying not active 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.					
4. School provides a risk-free, comfortable environment for children.	1. School does not provide a safe, comfortable environment for children 2. school occasionally provide a safe, comfortable environment for children 3. school provide a safe, comfortable environment to boys alone 4. School provide a safe, comfortable environment for boys and girls	4	4	4		Girls feel safe in the school but not outside of the school like on road.

Process Indicators	Ratings on a scale of 1 – 4	Target Group (A,B,C,D) & priority (1,2,3)				Remarks
		Teachers	Students	Parents	School mangemnet board	
1. PTA/MTA established and holding regular meetings.	1. PTA/MTA is not established 2. PTA/MTA is established but not holding regular meetings 3. PTA/MTA is established but holds meetings only when a crisis occurs 4. PTA/MTA is established and holds regular meetings	4	4	4	4	PTA is organized on last day of the every month. Agenda of PTA- level of study and about the code of conducts for the students. Up to middle class students- mothers come in PTA. With higher sec. students normally father come in PTA meet.
2. Community organizations work with the	1. Community organizations do not work with the school to create an enabling and	1	1	1		No Cos are working with school.

<p>school to create an enabling and supportive school environment.</p>	<p>supportive school environment 2. Community organizations work occasionally 3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed. 4. Community organizations work with the school to create an enabling and supportive school environment</p>					
<p>3. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school.</p>	<p>1. Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school. 2. campaign through posters and notices [literate means] are only resorted to. 3. campaigns confined to occasions when the school does not have the mandatory enrolment 4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school</p>	1	1	1		
<p>4. Community acts as a help in monitoring to ensure standards of equity within the school.</p>	<p>1. Community does not act as monitor to ensure standards of equity within the school 2.the school authorities do not feel the need to have the community to monitor 3. the community is not aware that it can effectively play the role of a monitor 4 Community acts as a help in monitoring to ensure standards of equity within the school</p>	1	1	1		<p>Teachers don't welcome to community as a monitor.</p>
<p>5. The community, especially parents with school aged children,</p>	<p>1. The community, especially parents with school aged children, does not hold the school accountable 2. the community/parents hold the school</p>	1	1	1		

holds the school accountable.	accountable only when some major mishaps happen 3. the community/parents hold the school accountable when there are incidents of breach of discipline by the children of concerned parents 4. The community, especially parents with school aged children, holds the school accountable					
6. Women are represented on school management committee.	1. Women are not represented on school management committee 2. women are represented but not as women representatives but as representing other sectional interests 3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions 4. Women are represented on school management committee adequately	3	NA	3		The committee is not meeting regularly
7. Women in leadership positions on school committees.	1. Women are not in leadership positions on school committees 2. women are in leadership positions, but only as <i>Benamis</i> for other interests 3. women are in leadership positions but are highly out numbered by men 4. Women in effective leadership positions on school committees	1	NA	NR		
8. Daycare facilities have been established at the school.	1. Daycare/Early Child Care [ECC] facilities are not established at the school. 2. facilities for looking after children while mothers work in schools have to be met by the expenses of concerned mothers 3. concerned mothers have to depend upon relatives to look after their children while	1	1	1		Though it is needed but there is interest is shown by teaches and parents.

	they work 4. adequate Daycare/ECC facilities established at the school.					
9. School and community have a shared vision of quality and equity of education.	1. School and community do not have a shared vision of quality and equity of education. 2. School and community do not have a shared vision of quality of education 3. School and community do not have a shred vision of equity in education 4. School and community have a shared vision of both quality and equity of education.	1	NA	1		There is very limited interaction between school and community