

Topic: Gender equality

Phase -1 Choosing of topic

Objectives:

1) To be able to identify the current issues of Udaipur society and finalise the project topic

Procedures and activities:

Like the previous projects, this time also topic of the present project has been taken and finalised. In the beginning, there were many formal and informal discussion that taken place in order to finalize topic for the upcoming Service Learning Programme. Finally, all the facilitators have sat together and carried out several logical and meaningful discussions to finalise the topic.

There are many burning issues existing in Udaipur. One of them is gender inequality. So this time, this issue has been opted to work on and want to make impact around Udaipur in order to bring positive changes in this area.

Then, there were several formal discussions taken place among the students of the different grades and facilitators. The following specific procedures have been followed.

Day -1. Discussion on Broader goal of SLP and Formation of groups

Day -2. Showing videos related to this topic - Satyamev Jayate, related Advertisement for IV, V & different videos for identifying the issue

Day -3. Discussion made among the students for finalization of the area "Gender Equality"

Reflection and observation: (Mention, what are the key learnings taken places?)

In the beginning, it has been observed that some of the students disagreed to accept this issue but after the different phases of discussion they have got convinced and then opted this issue. Once they opted this issue, they started having more interest during the phase. The facilitators have shown short video clips to broaden their understanding. Also, during the brainstorming session, they threw ideas that are being practiced in the school and around the society. During the phase, they gained a few skills like consultation, thinking, leadership, and analysis etc.

Brainstorming picture of class - X needs to be put

Phase - 2 Researching the problem:

Objective: 1) To be able to research and know & understand by studying a related document about the issue

Procedures and activities:

Day - 1. Arrangement of Experts' visit - Office In-charge of R.K Pur Police Station and Family Counselling department

Day - 2. Expending perspective of students by studying a few given documents

Day -3. Briefing about the criteria of making survey questionnaire and making survey questionnaire

Followed by distribution of questions along with instruction

Day - 4. Making survey around Udaipur

Day -5. Analysing of the survey data and seeing the most supporting issue

Day -6. Deciding the final title and objectives seeing all survey data

Day - 7. Visiting the women's studies cell in Tripura University

Day - 8. Making subject integration of the subjects English, Science, Social Studies and Bengali

Day - 9. Making questionnaires for knowing more about the selected title

In this phase the learners engaged themselves for researching, knowing and understanding by referring a few researched documents. They have selected these documents from a few journals like "International Peer Reviewed - Scholarly Research Journal for Interdisciplinary Studies" on **Violation of women human in Tripura and Role of Education, Status of Women in Tripura** done by the scholars by Mr. Ratan Chakraborty and Ms. Minakshi Sen Bandyopadhyay, **Domestic Violence: A Social Issue in Rural Tripura** by Mr. Jayanta Choudhury and Ms. Moutoshi Deb and it was published in online journal ["www.scirp.org/journal/aasoci"](http://www.scirp.org/journal/aasoci).

Simultaneously, the students have visited a few Government Departments and agencies like **Women Police Station, Men Police Station** and the state govt's one of the agencies "**Family Counselling department**" and invited them to come to the school as experts and assist them to understanding more about this issue. The different govt. officials like **Office In-charge of R.K Pur Police Station** and Family counselling Department turned up and assisted them for broadening their understanding on this issue.

After the compilation of data and understanding the mostly happening problem, the students set another objective which is to know more about the selected sub-issue. Before starting the questionnaire preparation, they have been given a few areas like meaning of the term, social, economic, cultural, reasons for existing such problem, present policy of India, policy taken by developed country, and spiritual. Seeing these above areas, the students brainstormed and prepared around 18 questionnaires,

that they are going to use for finding more information about the sub-issue.



Office In-charge of R.K.Pur Police Station is addressing about the issue



Family Counsellors talking about the issue

Right after it, the students of the different grades have taken step for making survey to know the actual improper practices on this context. They made a few questionnaire and used during the survey phase. After completion of the survey phase, they gathered all the collected data, analysed them and then selected their final sub-tittles to work on. They also prepared objectives under these selected titles.

Sample Survey sheet used by the grades (IV - XI) for identifying the genuine problems relevant to gender

S.L no of Family:

Venue:

Total number of family members:

male female boy girl

1. Who makes the major decision in your family?

husband Wife both

2. If there is educational scholarship facility for children and if there are both boys and girls in your family, whom do you want to get that scholarship facility?

Boy Girl both

3. During marriage, who gets the most financial support?

male female both

4. Does your family allow woman to go out of her region for doing job?

Yes No

5. In your locality, who dominates more (Male/Female) for different small issues?

male female both

6. In your locality, have you ever heard any case of girl/boy who has become a child labour, kidnapped, bought and sold?

Yes No both

7. In your locality, city and town, who is paid more for his/her work?

male female Both are equally paid

This is the compiled data collected through survey by the different grades:

Class - IV:

Venue: Goalgoan Village

Total adult male	Total adult female	Total Boys	Total girls
52	51	18	15

Three mostly existing problems:

- 1) Inequality in education
- 2) Domination on male in decision making
- 3) Lesser free movement of female outside home

The final title: A study on the educational status of adults and children of Goalgaon village

Class - V:

Venue: College Tilla village

Total adult male	Total adult female	Total Boys	Total girls
18	42	19	11

Five mostly happening and existing problems:

- 1) Male takes decision for the entire family
- 2) Disrespecting opinions of female

3) There is lesser higher educational opportunity provided to girls

The final title: A study on involvement of gender in decision making

Class - VI:

Venue:

Total adult male	Total adult female	Total Boys	Total girls
100	100	40	48

Five mostly happening and existing problems:

- 1) Discrimination in providing education to boys and girls
- 3) Unequal distribution of household work
- 4) No free movement of female outside home
- 5) Unequal participation of genders in decision making

The final title: A study on discrimination in education among boys and girls above 16years of age in RF Tilla

Class - VII:

Venue: West bank of Jaggannath Lake, Udaipur City, Tripura

Total adult male	Total adult female	Total Boys	Total girls
59	66	20	10

Five mostly happening existing problems:

- 1) Lesser job opportunity for female
- 2) Mind-set is that female should remain at home

- 3) Boys are sent to English medium and girls are sent to Bengali medium school
- 4) Male dominates during decision making

The final title: A study on educational discrimination of girls and boys of West bank of Jaggannath Lake

Class - VIII:

Venue: West bank of Jagannath Lake, Udaipur City, Tripura

Total adult male	Total adult female	Total Boys	Total girls
24	34	12	11

Five mostly existing problems:

- 1) Higher and quality education are only for the boys and men
- 2) Only the men are responsible for earning and the women are responsible for all household works
- 3) Girls and women are not allowed to stay late night out
- 4) Women think that it's Ok for them that their world is in the kitchen

The final title: A study on stereo type thinking on gender of East bank of Jaggannath Lake, Udaipur Town

Class - IX:

Venue: Bagma Village

Total adult male	Total adult female	Total Boys	Total girls

39	50	17	13
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Five mostly existing problems:

- 1) Fixed mind-set of people
- 2) Dependency on male of female
- 3) Unequal educational opportunity for girls
- 4) Restriction on female for free movement at night

The final title: Dependency of women on male in Bagma village, Udaipur

Class - X:

Venue: Chhanban, Goda Chowmahani, Udaipur, Tripura

Total adult male	Total adult female	Total Boys	Total girls
28	39	40	31



Grade - 10 are making survey

Five mostly happening and existing problems:

- 1) Fixed mind-set of people
- 2) Dependency of female on male
- 3) Unequal educational opportunity for girls
- 4) Restriction on female for free movement at night

The final title: Dependency of female on male

Class - XI:

Venue: Goalgoan village, Udaipur, Tripura

Total adult male	Total adult female	Total Boys	Total girls

33	33	20	22
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Five mostly happening and existing problems:

- 1) Domination of male on female
- 2) Disrespecting opinions of female in decision making
- 3) Unequal educational opportunity for girls

The final title: A study on involvement of gender of Goalgoan village in decision making



Grade-VI is making survey at R. F. Tilla for knowing about existing issue

Subjects Integration:

Concurrently, the different main subjects were being integrated with the present SLP. The main purpose of integrating the different subjects was to introduce the contents of the current

SLP through different subject to broaden further perspective on the issue of the learners and also teaching different skills and techniques of different subjects.

Here are a few sample subjects integration:

English:

Day's Objectives:

Bengali:

Day's Objectives:

Social Studies:

Day's Objectives:

Science:

Day's Objectives:

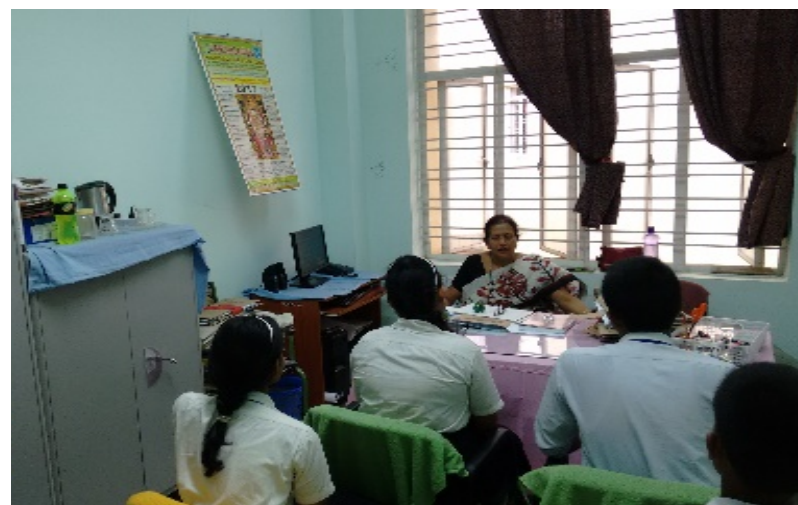
A few photographs related to subject integration:

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Right after that a group of students of classes VIII, IX, X & XI planned for visiting the women's Studies Cell of Tripura University (A central University). The purpose was to meet with the cell and invite a few scholars for collaborating with the BSS students in their current project.

On the day of their visit i.e. 02.08.17, they were very much fortunate enough to meet with the director of the department **Mrs. and** she guided all the student and made familiar with a few scholars. One of the scholars is working on **"Women's right violation"**. Our students had a wonderful discussion him and they got ideas on present status of women's

educational status in Tripura and women right violation. They have been provided a few sample researched documents on women for widening conception on the same. They also came to know about a journal of Kids in which young children can publish their researched documents.



Students are having discussion with the director of Tripura University

Interaction with Mr. Zabbar Idal Khani on Gender Inequality:

On 01.09.17 we have got one more resource person Mr. Edal Khani, (Counsellor of Indian Baha'i community) who supported the grades VIII, IX and X to have better understanding on the issue "Gender Inequality". He interacted with the students and emphasised on the following areas like what is gender inequality, where does this exit?, why is it bad?, and how to remain conscious. He also emphasised on some of the spiritual qualities that need to be acquired in order to eradicate such improper practices in our family, school and locality. During the interaction, he provided a

few practical examples that assisted our students about the issue. All these ideas and valuable information broaden their insight on this issue.



Addressing the issue on "Gender Inequality" by Mr. Zabbar Edal Khani for the grades VIII, IX and X

Visiting "Women Commission" Agartala:

On 07.09.17, a group of students Mr. Abhoysagar Bhowmik and Mr. Kritidipan Sarkar of Class-IX, Miss. Baidehi Debnath and Mr. Akangsha Ghosh of Class-X along with three teacher facilitators Mr. Swarup Kumar Bhattacharjee, Mr. Santanu Acharya and Mr. Srinibash Debnath have made a visit to Tripura "Women Commission" Agartala. This was one of most important visits made to "Tripura Commission for Women" Agartala, that aimed for knowing the current functioning pattern of "Women Commission" and activities that are organised in order to empower women to be able to survive in the society with basic need and respects. Another objective was to share about the pattern of current SLP (Service Learning Program) and the current issue and its sub-issues

taken by the different grades such as unequal opportunity in providing education/higher education, dependency of female on male and disrespectful attitude towards the opinions of female.

Initially, a few questionnaire have been prepared that have been used while knowing different information from the Commission. Right after sharing about the current pattern and phases of the project, some of the questionnaire were used were what is the chief objective of the organization?, As a whole, how does the organization function?, what kind of activities are conducted in order to aware mass and individual people?, what kind of women empowering activities does the organization use for women?, what kind of sustainable activities does the organization conduct in order to eliminate domestic tasks related discrimination (household tasks, kitchen related tasks, decision making related, outside jobs, arrangement of domestic program and marketing)?

The member Secretary, of "Tripura Commission for Women" Agartala said that the Tripura Commission aims to aware women about their rights and also with the aim of preventing different forms of atrocities perpetrated on them.

Seeing this situation, the commission takes different measures to protect the rights of women as well as empowers women and it also conducts community level awareness programmes regularly for the mass people to stop crime against women in domestic. The member Secretary of "Tripura Women Commission" has briefed about the functions and activities of the commission carried out are as follows-

A) Function:

1. To conduct survey and find out the status of women in Tripura.
2. To provide political and social awareness.
3. To provide recommendation to the other organisations and the Government who work for the women in the state.
4. To hold open forum discussion in schools and colleges.
5. To work to remove superstitions e.g. witch practice and other supernatural powers

through awareness and free medical treatment if any physical and psychological abuses happen.

6. To hold awareness camps and programmes in different places.
7. To investigate cases related to women or gender discrimination.
8. To provide vocational trainings to the women.

B) Problems of society being encountered by the Commission:

1. At young age:

- a) Child labour
- b) Domestic worker
- c) Sexual abuses
- d) Child marriage

2. Adult Age:

- a) Dependency on Males
- b) Fixed mind-set
- c) Lack of recognition of the works done by the women
- d) Sexual harassment
- e) Superstitious abuse

3. Old Age:

- a) Fixed Mind-set
- b) Domination of the Males in the family

Effects of their Works: (Based on survey after their activities)

1. 70% of women in Tripura became aware regarding their rights and law
2. 80% women have bank accounts in Tripura nowadays
3. Many women even from the rural area join in the vocational training
4. Maximum women of the state join in the awareness camps and program

Problems faced by the Commission while carrying out their tasks:

1. Most of the Males don't participate because of their jobs, fixed mind-set (they think they are already aware) and for the timing of the camps (mostly takes place in the day time)
2. Some women are not allowed to take part
3. Some women cannot join either for their domestic works or for their jobs

One Stop Centre:

This is a Centre situated at the office of the Commission where women are provided all supports e.g. Medical help, Police help, Psychological therapy etc. at one place when they (women) are in trouble, abused and tortured.

Message conveyed by the BSS Team:

Simultaneously the students of BSS also briefed about the SLP and shared about the current project (Gender Equality) with them. They talked about the broader area, survey questions, collection of data, data analysis, finalization of sub topics etc. Through their survey the students came to know about a few genders related unequal practices existing around Udaipur city. At present the students are moving forward to know more about their sub-topic. During their communication, they expressed their desire to have more and continuous collaboration with the Commission in order to bring changes in the society on this issue.

The Commission is ready to collaborate with BSS students and was very happy to see such initiative taken by the young students with full enthusiasm and interest.

The visit to "Tripura Commission for Women" Agartala was very much fruitful as it helped them to broaden understanding on this issue.

Some glances:



Interaction with chairman of Tripura commission for women

Phase - 3: Researching for solutions:

Objective: To find information as per the guiding questionnaires

Step - 1: Form new groups

Step - 2: Briefing about the procedures

Step - 3: Distribution of selected 20-25 questionnaire, instruction sheet and rubric

Step - 4: Assisting the different groups in order to find information

The main objective of this phase was to find information as per the guiding questionnaires. In the beginning average 5 groups have been formed and then provided lab along with internet facility so that they can visit different sites and find appropriate information. They also have been briefed a few instructions that needed to be followed during the session. Each group has been given average 3 questionnaires.

Having found the informative data and information, the students of the different grades have organised the obtained data and then prepared power point presentation. And then group wise the students have presented the information before the whole class.

The purpose behind this activity was to bring each and every one on the same page so they everyone can proceed with clear and proper perception.

Reflection and observation: (Mention, what are the key learnings taken places?)

During the session, it has been observed that the students were following the prescribed instructions. They were easily moving to different sites in order to find appropriate information. It has been observed that it was easier for them to work using IT skills compared to previous years. They were typing though there a place for improvement, copying images, filtering data/ information.

The questionnaires that have been prepared and used are as follows-

Research questionnaires

Grade-IV

1. Why girls are getting less chance to read in private schools?
2. Why the percentage of boys studying is more than girls?
3. Why do people prefer to send boys and girls in separate schools for education?
4. How can we prevent people make girls and boys studying in different schools?
5. How can we prevent people giving higher education to boys only and not girls?



Grade - IV students researching

Research questionnaires

Grade-V

1. Who takes the decision at your home?
2. In your society is there any complain on this gender equality issue?
3. Should female interfere in male's decision?
4. Is there any NGO which made some laws related to this issue gender equality?
5. If there is any problem related to this issue? What solution Government is taking?
6. Is there any problem creates in Tripura and is it solved?
7. In which place of Tripura the Gender inequality is more and why?
8. What are the steps to prevent gender inequality by us?
9. What are the steps to prevent gender inequality by Government?
10. Who are the people who generally fight for Gender discrimination?
11. How do the local political leaders fulfil the women's demand?
12. Should anybody interfere about other's (opposite sex) dress or fashion?
13. What are the extra facilities for women from Government?
14. Does the Government provide proper facilities to the women to do job?
15. How can we make agree people to take decision together?



Grade -5 students researching

Research questionnaires

Grade-VI



6 students presenting the research information

Research questionnaires

Grade-VII

- 1) What are the educational differences occurring in India between male and female?
- 2) What are the NGOs taken steps on this issue?
- 3) We know that in AMERICA or UK there is less educational difference among genders though there rules and regulations are quite similar to us, then what is wrong with our system in India?
- 4) In which state the mostly there is equal number of graduates passed out? How are they balanced? (State)
- 5) Which state has given equal opportunities to both genders in term of education and how? (State)
- 6) What is the meaning of EDUCATIONAL DIFFERNCE?
- 7) What are the causes which lead to the difference between male and female in education?
- 8) What are the reasons that cause the educational inequality in gender?
- 9) What is the education status of both gender of India in last 2-3 years?
- 10) What measures Tamil Nadu govt. took to eradicate inequality in education as this is the most literate state and other states didn't taken?(GOVT)
- 11) What are the steps taken by NGOs of BIHAR for reducing gender inequality in education? (NGO)
- 12) How is the status of India being increased in last 2-3 years based on educational development of different genders?
- 13) If there will be gender inequality in education in a society then what will be problems in the society?
- 14) What are the preventive measures we should take according to our age for gender inequality in education?
- 15) Which are the causes where boys and girls are the main victim of gender inequality based on education?
- 16) What are the top 5 precautions taken by the literate country for the educational inequality?
- 17) What preventive measures, INDIA has taken to reduce gender inequality on education?



Grade VII students presenting researched data



*Grade VIII students researching
presenting data*

*Grade VIII students are
presenting data*

Research questionnaires

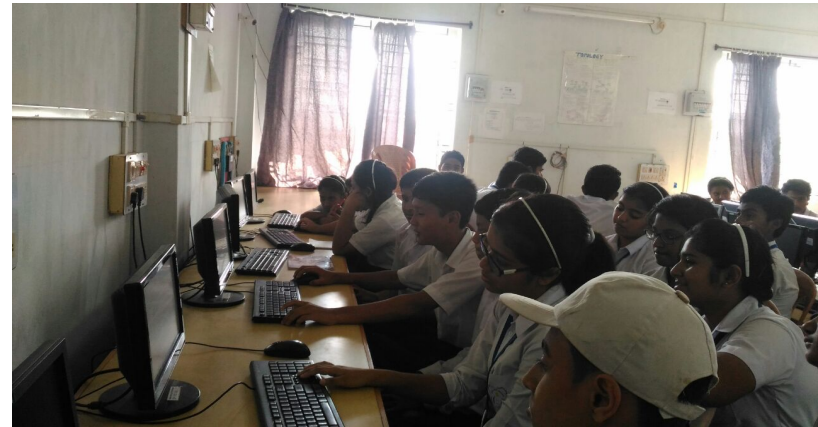
Grade-VIII

- 1) Share a few religious practices with reasons that lead to stereotype thinking related to education.
- 2) List some of the ways how women are not treated equally as men in terms of education.
- 3) What is the percentage of change between the education and total number of girls in upper Madhyamik appearing in 2017?
- 4) How the child marriage could be a barrier in higher education?
- 5) What will happen if the education rate of girls becomes equal to the rate of boys?
- 6) What are the steps we can take to bring equality among boys and the girls?
- 7) What are the steps that can be taken to bring the people of their fixed mind sets of not educating a girl child?

Research questionnaires

Grade-IX

1. What are the preventive measures or solutions taken by the Tripura government for gender equality?
2. What do you mean by dependency on male?
3. What do you mean by dependency on female?
4. What are the factors determining dependency of woman and man?
5. Are tribal families facing more problems than Bengali families on male domination in Udaipur? How?
6. What are the steps have been taken to reduce gender harassment in Tripura?
7. What are the steps taken by the government to improve educational facilities for girls in Tripura?
8. How few states maintain equality over there?
9. What is the ratio of jobs done by men to that of women in Tripura?
10. What are the effective and ineffective laws made by the government for women empowerment?
11. Name some of the top NGOs who work for gender equality in India?
12. Name some of the top NGOs who work for gender equality around the world and how they work?
13. What is the male and female ratio of Tripura in last 2 to 5 years?
14. What are the and how many different harassment cases found by the police of Tripura?
15. What are the cultural factors affecting gender equality?
16. What are the different ways through which we can empower women?

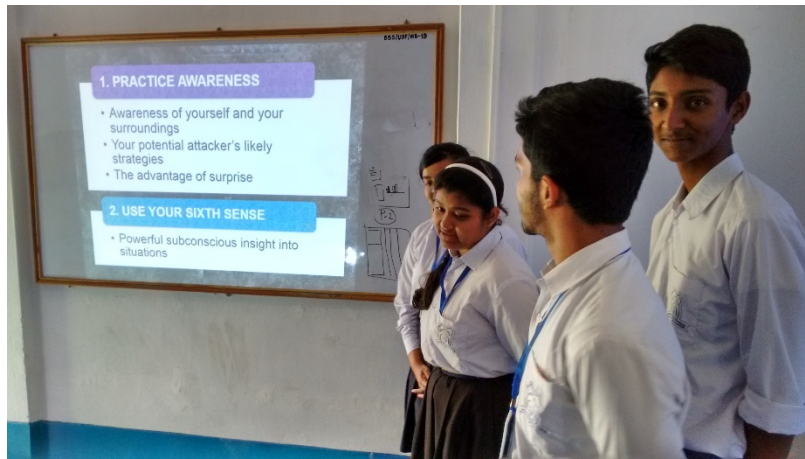


Grade - IX students researching

Research questionnaires

Grade-X

- 1) How can girls protect themselves when they are alone?
- 2) What are the consequences of post harassment?
- 3) Are only boys responsible for the harassment of girls?
- 4) What make women to get harassed?
- 5) Why sex education is not included in India?
- 6) What are the types of Harassers?
- 7) What type of harassment is occurring at schools and colleges?
- 8) What steps should be taken after harassment?
- 9) What makes girls to be harassed?
- 10) How we stop harassment mentality?
- 11) What are the steps taken by the govt. against harassment?



Grade 10 presenting researched data

Research questionnaires

Grade-XI

1. Are women considered intellectually low for major decision-making according to statistics? Given reasons
2. What is the Statistics of Tripura in 2013-16 in gender discrimination of decision making?
3. What are the laws and policies made by the central government for the equality in decision making between both the genders?
4. What is the graph of 2015-16 representing decision making opportunities for both genders Maharashtra, Uttar Pradesh and Kerala?
5. Compare Dubai and India regarding participation of both genders in decision making?
6. What is statistics of involvement of both genders in decision making in USA?
7. What are the top 5 NGOs working on equality of decision making?
8. Discuss the action plan of the top most NGOs of India dealing with this issue
9. What is the average participation of women in outdoor jobs in 2012-17 in Tripura?
10. What is the average participation of women in outdoor jobs in 2012-17 in India?
11. What are the measures taken by Japan for equality in decision making for both genders?



Grade- XI students researching

Making survey:

Objective: To know genuine reason for which the issue exists

Step - 1 Making questionnaire randomly

Step - 2 Finalizing the specific relevant questionnaire

Step - 3 Making survey in the field/venue

Step - 4 Gathering data

Step - 5 Analysing the obtained data and identify the reasons of the sub - issues of the different grades

The main objective of this sub-phase is to know the genuine reasons of the selected issues of the different grades for which the issues exist around the community of Udaipur. To accomplish the same the different grades decided to prepare average 15 - 20 questionnaire that were very useful for collecting data related to causes or reasons of the issues. In the beginning, they made and threw random questionnaires and then filtered as per the objective decided. The students critically thought about the

questionnaire to make them appropriate ones. Later on they took the final questionnaires to the field for collection of data where the issues exist.

After collection of data was over on the relevant issues, the students gathered all data and sorted out the various causes and reasons. Lastly, they identified the major reasons and proceeded for finding solution of the issues.

Survey questionnaire sheet to know reasons of the issue

Grade - IV

Survey Questionnaire

Objective: To find out the reason of the issue.

Please tick the correct option as per your understanding.

1. This issue exists due to the fact that women are incapable of getting education.

Strongly disagree

Disagree

Neutral

Strongly agree

Agree

2. This issue exists due to the belief that women are incapable of taking the pressure of education.

Strongly disagree

Disagree

Neutral

Strongly agree

Agree

3. This issue exists due to the belief that girls are not safe in schools.

Strongly disagree

Disagree

Neutral

Strongly agree

Agree

Survey questionnaire sheet to know reasons of the issue

Grade - V

Discrimination in decision making at home in college Tilla

Objective: - To know the genuine reasons due to which the issue exists.

Please (tick) in the appropriate boxes based on your own understanding.

This issue exists because-

SL. NO **STATEMENTS** AGREE DIS

AGREE

1 People think that, men are more intelligent than women, in taking decisions.

2 People believe that, men are more powerful than women.

3 Men are not agreeing to encourage the women to participate in discussion on decision making.

4 People believe that, development of the society is possible without the women also.

5 Women are not allowed to do their preferable jobs in any place.

6 Women show less interest in studies and skill development.

7 Women are more superstitious than men.

Survey questionnaire sheet to know reasons of the issue

Grade - VI

1) The issue exists because people have understanding that women are made for doing household work and boys are for earning money.

Strongly agree Agree Neutral Disagree Strongly disagree

2) The issue exists because people are thinking that women are burden for their families.

Strongly agree Agree Neutral Disagree Strongly disagree

3) The issue exists due to some religious beliefs like women should remain behind the curtain.

Strongly agree Agree Neutral Disagree Strongly disagree

4) The issue exists as the head of the family takes less interest for the education of women.

Strongly agree Agree Neutral Disagree Strongly disagree

5) The issue exists because in society most men are highly respected.

Strongly agree Agree Neutral Disagree Strongly disagree

6) The issue exists due to that people believe men are more capable than women intellectually.

Strongly agree Agree Neutral Disagree Strongly disagree



Grade 6 is making survey for knowing causes of the sub-issue

Survey questionnaire sheet to know reasons of the issue

Grade - VII

Discrimination in education based on gender

1. This issue exists because girls are not as able as boys in higher education.

Agree Disagree

2. This issue exists due to some religious beliefs of keeping girls at home.

Agree

Disagree

3. This issue exists because parents feel fear to send their girl out of state for study due to unsafe society.

Agree Disagree

4. This issue exists because women are not much inspired for education.

Agree Disagree

5. This issue exists because of male dominated society.

Agree Disagree

6. This issue exists because women have lack of self-confidence for higher study.

Survey questionnaire sheet to know reasons of the issue

Grade - VIII

Discrimination in acceptance of fact/opinion based on gender

Objective: To know the genuine reasons due to which the issue exists

Please (Tick) in the appropriate boxes based on your own understanding:

Possible reasons:

1) The issue exists because people have been practicing without realizing its impact.

Strongly Agree Agree Neutral Disagree Strongly disagree

2) This issue exists because it is believed that actually men are superior to women in giving opinions.

Strongly Agree Agree Neutral Disagree Strongly disagree

3) This issue exists because it has been believed that as a whole man are intellectually superior to woman.

Strongly Agree Agree Neutral Disagree Strongly disagree

4) This issue exists because it is the failure men to understand and appreciate women's perspective.

Strongly Agree Agree Neutral Disagree Strongly disagree

5) This issue exists because women are not given opportunity to share their opinion.



Grade 7 is making survey for knowing causes of the sub-issue

Survey questionnaire sheet to know reasons of the issue

Grade - IX

Gender Equality

1. This issue exist because only women education cannot progress in gender equality.

Agree Disagree

2. This issue exists because girls are less educated and do not have opportunities and platform to air their potential value

Agree Disagree

3. This issue exists because it has been believed that Tripura can progress without the development of women.

Agree Disagree

4. This issue exists because of the lack of education in childhood.

Agree Disagree

Survey questionnaire sheet to know reasons of the issue

Grade - X **Needs to be put?**

Survey questionnaire sheet to know reasons of the issue

Grade - XI

Discrimination in acceptance of fact/opinion based on gender

Objective: To know the genuine reasons due to which the issue exists

Please (Tick) in the appropriate boxes based on your own understanding:

Possible reasons:

1) The issue exists because people have been practicing without realizing its impact.

Strongly Agree Agree Neutral Disagree Strongly disagree

2) This issue exists because it is believed that actually men are superior to women in giving opinions.

Strongly Agree Agree Neutral Disagree Strongly disagree

3) This issue exists because it has been believed that as a whole, men are intellectually superior to woman.

Strongly Agree Agree Neutral Disagree Strongly disagree

4) This issue exists because it is the failure men to understand and appreciate women's perspective.

Strongly Agree Agree Neutral Disagree Strongly disagree

Pic.



Grade 11 surveying for knowing reasons for existing their sub-issue

Reflection and observation: (Mention, what are the key learnings taken place?)

During the 3rd phase the students have shown remarkable spirit that have been visualized through their actions like meeting with experts, studying the given researched documents of a few professional scholars, and college professors, preparation of survey questionnaire for the collection of actual data, analysis of the data, deciding the final title along with objectives to work on, and at last making questionnaire for knowing more about the selected title.

It has been observed that as they were proceeding with the above procedures, they were developing many important and useful skills and experiences like planning and conducting a discussion session.

Suggestions to improve the issue:

Objective: To make a survey in order to know actual causes of the issues of the different grades

Step - 1: Group formation

Step - 2: Distribution of reasons among the groups

Step - 3: Preparation suggestions as per the reasons

Immediately after the research phase carried out by the different grades, the students stepped to the next activity i.e. knowing actual causes of their selected issues. To carry out this phase, in the beginning, the students of the different grades have divided themselves into different groups and sat for continuing their tasks. Then they roughly prepared a set of questionnaires which were modified further. Once these questionnaires were finalized, they distributed among themselves. At last, they proceeded to their school venues for making survey.

After their survey was made, they analysed, sorted all the data and arranged all the mostly existing causes to least. Seeing all the mostly existing causes, the students sat for deciding and finding for appropriate solutions.

The decided solutions of the different grades are as follows -

Grade - 4

Grade - 5

(a) Arranging Awareness program on regular basis.

(b) Not to differentiate male and female.

(c) Giving equal chances for both gender.

(d) Both boys and girls should learn all types house hold works from childhood.

Grade - 6

Grade - 7

1. Cause: The issue exist because society thinks girls are not as able as boys in higher education.

Solution:-Facilities of modern education should be provided to girls for being as capable as boys.

2. Cause: Due to some religious beliefs not allowing girls for going outside of the home.

Solution: Parents and society's mentality for religious beliefs should be modified and needed to give them proper religious concept.

3. Cause: Parents feel fear to send their girls out of state for study due to unsafe society.

Solution: Girls should be taught self-defence techniques.

4. Cause: women are lesser self-confident for higher study.

Solution: Girls should be continuously inspired and built from childhood for challenge taking mind-set.

5. Because society thinks that boys need to be higher educated as they need to earn money for the family but not the girls as society thinks that they will remain at home for household work.

Solution: Society needs to be motivated by examples of those families where a family is supported by both male and female.

6. Because of fear of boys girls are losing their confidence power.

Solution: They can be motivated by developed countries where people are more developed only for their equality.

Grade8

Group: 1

1. A few examples of educated successful women's life story along with their contributions can be shared with the people so that people know the reality of women in higher education.
2. A few real-life examples of rural women who achieved remarkable academic successes in their life could be shared with people so that they realize the reality.
3. People need to be educated or made aware using a few examples taken from contemporary history showing how contribution of both genders produce or bring changes in an individual/family/society.
4. Benefits of higher education need to be shown to the girls.

Group: 2

5. More opportunities should be created for women/girls to be connected to all the developments in human affairs.
6. Contribution of women in all the human areas should be highlighted prominently in all the media sources.
7. Male should be educated and trained to change their mind-set about nobility of human being including women.

Group: 3

8. Women should be given more opportunities and a safe environment for advancing themselves.
9. The fundamental truth contained in each Holy and Divine Books about equality of man and woman should be spread every corner of the society.
10. The government should provide economical support/ sufficient stipend and education awareness to the head of the family for their girls to be able to continue their higher education.
11. The government should provide economical support/ sufficient stipend and education awareness to the head of the family for their girls to be able to continue their higher education.

Group:-4

12. Through education, awareness should be created that they are the human resources for the society and males' progress. Therefore, their education is very important.
13. In all the human affairs, women's participation should be ensured.
14. Examples should be shown as to how academically girls are at par with boys.
15. Sufficient safe and secure environment should be provided for women/girls everywhere.

Group:-5

16. This is just an assumption. The educated women will bring quality in her family. We will work for welfare of all the family members.
17. Through education it should be made to realize to men that education is an investment for the progress and success of everyone in a family/community/nation/world.

18. The schools can take measures for the protection of girl children through many ways and self-defence training should be provided to girls for their protection.

Grade - 9

- 1) The benefits of girl's education will be shared and also they need to be encouraged for education.
- 2) Women need to be allowed for participating in different social activities for their development.
- 3) Growth mind-set of male family heads need to be developed so that they can inspire female members of family to be able to involve themselves.
- 4) Need to assist male to have perspectives that females also have physical capacity to do different activities using their strength.

Grade - 10

Grade - 11

- 1) Seeing the development status of a family who beliefs in consultation among both genders and learning from it.
- 2) Seeing the progress status of a family which is run by a woman family head and learning from it.
- 3) Females need to be given opportunity to think critically and share their opinions while deciding at home
- 4) Females need to be updated with the latest updates and social developmental status.
- 5) The female needs be encouraged and given opportunity to be able to participate in different positive social activities that help to move the society forward.

Phase - 4 Planning the project:

Objective: To plan the project before going to implement in the respective venue

Step - 1: Identification of suggestions as per the reasons

Step - 2: Selection of the modes for conveying the message of the projects

Step - 3: Preparation of the selected modes

As per the objective set at this phase, in the beginning all the students sat in their groups and they were given four reasons based on which they prepare a list of suggestions that will be implemented in order to bring positive impact in the venue. Each group leader from each group came together and then decided appropriate modes through which the message will be conveyed to the people. After the selection of the modes, the students prepared their modes in order to convey the central concept of the project. They prepare modes like PPT, charts, dramatization, article writing, poem, and letter writing etc.

Reflection and observation: (Mention, what are the key learnings taken place?)

This phase was an opportunity for them as they got to know a few new ideas like preparing suggestions based on the reasons due to which the sub-issue exists in the society, selecting appropriate modes for conveying the message and at last developing creativity while preparing act those suggestive modes. Side by side, they

also developed leadership skill, skill of ICT, organising skill and some qualities like cooperation, and sharing.



Grade 5 is planning for their issue issue

Grade 8 Planning their



Grade 9 is planning

Grade XI is Planning

Phase-5 Writing a project description:

Objective: To write and describe outline of the project

Step - 1: To be able to write an outline of project description

Step - 2: To be able to describe about each area (each group describes one section)

At this phase, the students carried out the phase following two selected procedures. In the beginning, the students gathered all information related to the previous phases. Then they put all these big ideas and headings as per the different phases. Maximum students groups of maximum grades followed the different phases and described about each of the phase of the program. After that they described about each heading as per the different phases. One interesting thing has been found that was a few students of grades VIII and IX took very keen interest for following the prescribed format of research document which is used by different researchers. During the phase, those students put pretty more effort by heart and finally they prepared it.

Reflection and observation:

It has been observed that at this phase, the students got another scope for developing few more significant skills. Mainly there has been an environment and opportunity given for analysing data, for organising thoughts, synthesising, and describing.

A few students of grades - VIII and IX put effort for following the prescribed format and wrote data as per the structure. It has been found that the students have put quite good effort for describing about the different phases that are being followed.

Evidence: (e. g: chart/video/concept web/specific comment/ ideas/group documentation of the students)

Phase-6 Implementing the project:

Objective: To be able to implement the project in the surrounding schools and also influence different authority around Udaipur society

Step-1 Dividing the students into smaller groups

Step-2 Ensuring all modes

Step-3 Implementation of solution

This was the most exciting phase for the students as for a long time students have been working, researching and waiting for this day to come and then implement.

Initially, communicated with the school authority and got different dates confirmed and then ensured all these selected modes that were used for sharing their learning at their venues (around 6 venues like Collage Tilla, Reserved Forrest Tilla, Chanban Master Para, South & West bank of Jaggatnath Lake, South and North Bagma and Goal Gaon villages). Right after that on the day of implementation, they divided into smaller groups and went for implementing their learning at their venues. They shared their learning through different modes like Chart, Posters, PPT, Comic, Article, Dramatization and Puppets show etc.

Reflection and observation:

At this phase it has been observed that during this phase the students have gained different astonishing skills. As they were moving ahead while deciding the different modes, they practiced a few skills like decision making, sorting of key information, choosing of modes, public speaking, communication, using appropriate gesture while conversing, designing & preparing appropriate tools, leadership, collaborative skill, helping audience & society people understand about the issue and its solution and IT skill like making Power Point.

Phase-7 End of project reflection:

Objective: To identify the skills gained & good learning and also improvement areas to improve

Step-1 Writing all the good learning

Step-2 Listing out improvement areas

This is one of the important phase to reflect about the entire project. To do so the students have followed a format where they started with sharing positive experiences, learning and different skills. Followed by sharing those areas which the students need to improve further to have better learning and apply whenever needed.

Some of the good experiences and improvement areas are to be put here

Reflection and observation:

This is one of the good practices which was evaluation of the project and own learning. It was noticed that the students were able to reflect themselves and identify their strong and improvement areas. As a facilitator, we felt that this habit of reflection is going to be very much helpful in the future life.

Phase-8 End of project Exhibition:

Objective: To be able to celebrate all learning and skills by exhibiting

Step-1 Arrangement of all documents

Step-2 Explanation of all learnings that have been gained

Reflection and observation:

