PERCEIVED GENDERING PRACTICES IN SECONDARY SCHOOLS OF KERALA

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Thesis

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DECLARATION

I, FOUSIYA. P., do hereby declare that this thesis entitled **PERCEIVED GENDERING PRACTICES IN SECONDARY SCHOOLS OF KERALA** has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

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CERTIFICATE

This is to certify that the thesis entitled **PERCEIVED GENDERING PRACTICES IN SECONDARY SCHOOLS OF KERALA** is an authentic record of research work carried out by **Mrs. FOUSIYA. P.,** for the degree of **Doctor of Philosophy in Education** of **University of Calicut**, under my supervision and guidance and that no part thereof has been presented before for any other Degree, Diploma or Assoctiateship in any other University.

The thesis is revised as per modification and recommendation reported by the adjudicators and re-submitted.

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C E R T I F I C A T E

This is to certify that the thesis entitled **PERCEIVED GENDERING PRACTICES IN SECONDARY SCHOOLS OF KERALA** being submitted to the Department of Education, Faculty of Education, University of Calicut, for the award of Degree of Doctor of Philosophy in Education is a research work done by **Mrs. FOUSIYA. P** under my supervision and guidance and that it has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

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Acknowledgement

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Equality is one of the prominent indices of a 'fertile society'. Education plays a significant role in making such a society and it also prepares an individual to live intelligently as a useful member of society. But being a sub system of society, education system is not free from inequalities, discrimination and stereotyped Gendering Practices. The curriculum imparted to women is designed in accordance with the interests of the male dominated patriarchal framework. The selection of knowledge and skills like the introduction of cooking, and sewing in schools for girls served the patriarchal ideology and restricted the ground of women to the home only. This kind of gendering begins at home and gradually extends to other socializing agencies like school, religion, media, political institutions and economic institutions. Gendering in these social institutions has great implications upon the education of girls and boys in general and schools in particular because schools cannot be separated from the values and cultural standards prevailing in society.

One of the major challenges of contemporary society and the educational system is to address gender inequality in the social systems. Deep rooted societal beliefs perpetuate discriminatory treatment of girls and boys in school. Thus the stakeholders of all levels of education have a key role to play in developing a gender-sensitive future generation. Children's perception of gender roles are affected not only by apparent forms of gender bias, such as the unjustified pressure on girls and boys to live according to the established "norms" of femininity and masculinity, but also by the 'hidden curriculum' the subtle lessons that children encounter every day through teachers' behaviors, classroom segregation, feedback and curricular transaction.

Girls often face 'double shoot' discrimination from the family and from the wider community. The gendered socialization practices inject patriarchal ideology and socialize the girls to suppress their feelings and desires, and to act modestly with politeness and self-control. Their mobility is restricted and eventually they have to remain in the four walls of home. Boys on the other hand, receive more care and attention from the family members. Gradually they become more authoritative and dominant towards their sisters and then towards their wives later on (Devasia et al. 1991). These forms of discriminatory practices have now become the most evil forms of social disease encircled by all Nations especially a developing country like India. The inescapable discrimination isolates women from all social and development endeavors of the country.

Education works as a deep socializing agent and has indelible effects on young minds and personality. But education itself is a victim of discrimination; we see schools generating structural inequalities of power and access to resources (Apple, 2004). These inequalities are reinforced and reproduced through the educational curriculum, pedagogy and evaluative activities. Many studies have reported that teachers are inclined to interact differently with boys when compared to girls, teacher spent more time for the interaction with boys than girls (Bailey, 1993; Duffy, Warren & Walsh, 2001; Hopf & Hatzichristou, 1999; Jackson & Salisbury, 1996; Younger, Warrington, & Williams, 1996). Schooling generates an extension of the domestication of family. The instructional materials of the school portray gender based domestic division of labour. In the classroom interaction, dalit children are very often expected to perform the menial tasks, girls are often relegated to the work of cleaning and sweeping, all these underpinning the gendered division of labour.

In fact, educating girls have greater socio- economic advantages such as   increased productivity, late marriages, decrease in birth rate, and rise in family incomes, improved health standards, which in turn benefit the entire development of our country. But the patriarchal notion regarding the education of women is clearly quoted by National Focus Group on Gender Issues in Education (2006) that "once girls and women have entered in to the public sphere, empowerment will follow implicitly. Their life options will expand and they will be in a position to take greater control of their lives. But the complexity lies in the fact that schools themselves create boundaries that limit possibilities. The content, language, images in texts, the curricula, and the perceptions of teachers and facilitators have the power to strengthen the hold of patriarchy. The school becomes an enclosed space, like the domestic sphere where discriminations and violations are not talked about or questioned".

Education instead of emancipating women becomes the tool for maintaining the hierarchy of gender disparities. Education was used to socialize girls to become diligent wives and devoted mothers when they grew up. The National Curriculum Framework 2005 remarked that secondary school is a stage of intense physical changes and formations of gender identity,   also a stage of intense vibrancy and energy. Hence a radical change of light should be ignited at the secondary education level itself. This will ensure building up of an egalitarian human society by which the exploitation of the weak will be minimized.

Need and Significance

In the changing world education becomes a means for achieving great social capital, which provides ample opportunities for women and men alike, and a vital social and economic resource for all societies as well as to the nation. The challenges of the contemporary world can be met only if we

develop a progressive and comprehensive school curriculum. Education seems to promise a bright future, widen horizons and ensure mobility. The common sense notion of schools is actually perceived as democratic, liberal institutions committed to make social progress. But in real, here inequalities are reinforced and reproduced through the educational curriculum, pedagogy, and evaluative activities" (Apple, 2004).

School is the arena for social adjustments and social reconstruction. The primary function of School is to shape the destiny of our future; it is called as the 'home away from home'. Hence the very basis of equality building should be started from the school itself. The secondary stage of school should be built from the basic values of the primary structure and should act like an extension centre to bridge the gaps. Because secondary stage of schooling is the crucial period for the formation of gender identity and also serves to inculcate the basic premises of constitutional values like equality, protection of human rights and upholding of democratic values. If the education system equips the learner to recognize the issues of gender as a public issue and not as an issue faced by women alone, then a well framed schooling system without Gendering Practices will mould good responsible citizens who would contribute to the achievement of national goals.

Kerala models in terms of literacy, education and health in comparison to all other states of the country. Even then the Kerala education system faces some form of discrimination here: the traditional stereotyped gender roles and norms determine in what ways our children learn, and the deep seated beliefs that boys are naturally superior to girls, that they perform better than girls and that a girl or woman should not challenge the male authority. These beliefs badly affect the fullest expressions of the best potential of girls and restrict their aspiration for further studies. If this situation continues, it will adversely affect the smooth functioning of the democratic, modernized and egalitarian

nature of our country. Hence all the stakeholders have a key role to play, whether the school system reinforce or subjugate Gendering Practices – a question to be scientifically explored.

In the schools of Kerala, both teachers and pupils often have very set ideas about the ways in which girls and boys should behave, and the organization of the school days can reinforce these ideas. The Gendering Practices is implicitly expressed in the forms of stereotyped beliefs in classrooms like chores such as fetching water, cleaning the classroom, being often assigned to girls and female teachers, the differential expectation and treatment by teachers to both genders were have been the key issues focused by different researchers in this area. These kinds of Gendering Practices create hindrance to the progress of our nation and may create an ill heath society. These types of schools are not even good for the existence of an ideal concept of school. We can't expect socially productive democratic citizens from this kind of schooling.

Kerala is the highly literate state where the majority of women are in the mainstream of society due to education employment, health status, standard of living and life expectancy, the parameters of a modernized society. But the state of women in Kerala is not at all safe; she is subjected to severe form of discrimination in all spheres. If this be the condition of a literate state like Kerala, then what will be the situation of other low literate states in India? Educational research has to address this vital social concern.

Gendering as a research area is not that much explored in the educational research culture. Prevalence of inequality and discrimination on the basis of caste, class, religion, rural, urban and tribe creates cumulative disadvantages to girls or women in comparison to boys and men. It is because the social structure of Kerala, impose some unnecessary restriction to girls and also tries to marginalize and subjugate girls than boys, since the

prevailing inequality, patriarchal structure and stereotyped attitude towards women in society get reinforced through the process of schooling. Instead of challenging these stereotypes and underlying power structure, education tries to rebuild injustice and perpetuates the existing status quo. So the investigator raised some research questions in this regard. How these differences are produced and reproduced in the context of schools and schooling? Does the schools challenge or maintain the status-quo regarding Gendering Practices? And what can be done to battle against this discrimination?

In Kerala most of the gender studies are focused on the issues of equity, access to schooling, stagnation and dropout rate, but only little efforts were made to examine the gendered nature of the classroom context, teacher interaction, curricular and co-curricular practices, gendered construction of the specific subjects within the micro aspects of the schooling system of Kerala. Being a potential instrument of social change, education invites our attention to a new assumption that schooling plays contradictory roles; so the researcher made an attempt to investigate the occurrence of Gendering Practices in secondary schools of Kerala by examining the perception of different stakeholders like Heads, Teachers, Students and Parents of secondary schools by using a qualitative research approach. Hence there arises a need for building a gender sensitive future generation by identifying the occurrence of Gendering Practices in the curricular and co-curricular activities of secondary schools. Hence the present study made an attempt to examine the occurrence of Gendering Practices in Secondary Schools of Kerala.

Statement of the Problem

School education is the springboard that decides the future of Kerala. Our school should ensure an education system which allows all individuals, irrespective of gender, to develop their capabilities and freedoms. But we can

see that there is wide spread inequality and discrimination in all spheres of education such as in enrolment, teaching learning environment, perception of teachers, the content of text books and the teacher, are influenced by ways of teaching, the content of the curriculum, and relations within the classroom. Wide gap between male and female has existed over the years and deliberate efforts have been made by the United Nations to address it. These efforts include the constitutional safeguards for the protection of women, declaration of a decade for women, Education for All, Millennium Development Goals (MDGs) CEDAW (Convention on the Elimination of all Forms of Discrimination Against Women, 1981) etc. All these efforts criticize the unequal treatment between sexes and the stereotyped ways of teaching in educational system.

Gender is distinct from "sex" and refers to socially constructed and not biologically given characteristics of human being. It refers to the social construction of what is considered male and female based on socio-cultural norms and power. Most of these stereotypes depict men as intelligent, competent, outgoing, active, strong and brave, while women are as homely, warm and expressive, incompetent and passive. They portray male as the strong, dominant person with leadership trait, one who works should outside the home in often-prestigious occupations, while female is usually portrayed as being subordinate and confined to the home (Fiske, 1993; Stangor & Lange, 1994).

Our education system lacks the key dimensions of quality as it is discriminatory and does not ensure an education system in which both gender have an equal access. Dimensions of educational quality which are crucial for the achievement of gender equality in schooling include the content of learning materials and the curriculum, the nature of the teaching and learning materials, teacher-pupil relations, and gender sensitive use of resources.

Aspects of quality and gender equality in education include the freedom to enter school, to learn and participate there in safety and security, to develop identities that tolerate others, to promote health, and to enjoy economic, political, and cultural opportunities. Here some questions arise, Are females and males are fundamentally different? And, if so, should they be treated equally or differently? How these differences are perpetuated through the schooling process? Are the teachers' genders conscious? Is the curriculum gender dominated? These are the questions to be answered.

From literature review it was revealed that gender sensitization and awareness building has received some popularity, but it is restricted only to the issues of access and equity, gender stereotypes in textbooks, dropouts etc. Such an attempt is really derisory and there is a burning need for a serious inquiry into the curricular and co-curricular activities, classroom organization, socialization process, evaluation system as well as the school environment in general. In the states of Kerala there was no qualitative and comprehensive methodological attempt to understand the occurrence of gendering within the curricular and co-curricular activities of secondary schools. The questions like whether there exist stereotyped Gendering Practices in the schools of Kerala, if yes, on what levels and aspects these affects the development of a child, how the stakeholders of education are responsible for these aspects are to be scientifically examined. Therefore the present study is to examine the occurrence of Gendering Practices as perceived by the different stakeholders of secondary schools of Kerala and to suggest some measures to ensure better learning environment for both genders. Hence it is realized that taking such an attempt have greater significance. Hence the present study is entitled as **PERCEIVED GENDERING PRACTICES IN SECONDARY SCHOOLS OF KERALA**.

Definition of Key Terms

Gendering

Gendering is the process of ascribing characteristics of masculinity or femininity to a phenomenon (i.e., a role, position, concept, person, object, organization, or artifact), usually resulting in power and privilege, voice and neglect or advantage and disadvantage, as drawn along the lines of gender (Mills, 2009).

Gendering Practices

Gendering Practices means it is a process by which gender is brought into social relations through interaction. It is a class of activities which is assigned differently to girls and boys based on their sexual differences. (Connell, 2005).

In the present study Gendering Practices operationally pertains to the apparent practices of discriminating girls and boys related to the various curricular and co-curricular experiences in schools.

Perceived Gendering Practices

In the present study perceived Gendering Practices was operationally defined as the perception of Gendering Practices by the different stakeholders of secondary schools within the curricular and co-curricular activities of the secondary schools of Kerala.

Secondary School

Secondary school means one of the levels of schooling, which start from class VIII to X.

In the present study, the different stakeholders of secondary schools like, heads, teachers, students and parents were taken as the representative of the secondary schools.

Variables

The present study has taken the following variables:

Major Variable

Perception of different stakeholders (heads, teachers, students and parents)   on Gendering Practices in secondary schools is taken as the major variables of the present study.

Classificatory Variables

Gender, locale, type of school, religion, educational qualification, and teaching experience are selected as the classificatory variables.

Objectives

The study has the following objectives:

1.   To examine the occurrence of Gendering Practices in the curricular and co-curricular activities of   secondary schools of Kerala

2.   To find out the occurrence of Gendering Practices as perceived by the heads of secondary schools of Kerala for the total sample and the relevant subsamples based on

   (a)   Gender

   (b)   Locale

   (c)   Type of school

   (d)   Religion

3.   To find out the occurrence of Gendering Practices as perceived by the secondary schools teachers of Kerala for the total sample and the relevant subsamples based on

    (a)   Gender

    (b)   Locale

    (c)   Type of school

    (d)   Religion

    (e)   Teaching experience

4.   To find out the occurrence of Gendering Practices as perceived by the secondary schools students of Kerala for the total sample and the relevant subsamples based on

    (a)   Gender

    (b)   Locale

    (c)   Religion

    (d)   Type of school

5.   To find out the occurrence of Gendering Practices as perceived by the secondary schools parents of Kerala for the total sample and the relevant subsamples based on

    (a)   Gender

    (b)   Locale

    (c)   Religion

    (d)   Type of School

    (e)   Educational Qualification

6.   To suggest measures to overcome Gendering Practices in the secondary schools of Kerala.

Methodology

The present study employed qualitative research design; because its primary focus is upon a phenomenon within its context using a variety of data

sources. This is to ensure that the situation is not explored through one lens, but rather an array of lenses which provides multiple aspects of the phenomenon to be revealed and understood. Since the study is qualitative, it aims to understand the existing situation or changing the situation under study, it does not aim to test the hypotheses, but rather exploring the situation on the basis of assumptions.

Since the primary goal of the research is to examine the occurrence of Gendering Practices, if it is existing in the secondary schools of Kerala as perceived by the different stakeholders of secondary schools; by exploring the different opinion about a specific problem, and the various dimensions of the Gendering Practices as perceived by the different stakeholders were also crosschecked to get a deep understanding about the problem under study. The qualitative expression of the open responses was also examined. All the responses were critically examined to derive conclusion.

Sample Used

The population of the study comprised of the different stakeholders of secondary schools of Kerala. Heads, teachers, students and parents of the secondary schools of Kerala were taken as the participants of the present study. Among the secondary schools of Kerala, 23 secondary schools and the respective head teachers were selected. The total population of teachers comprise of 57788, out of these 200 secondary school teachers were also selected.   Regarding students' population, of the 1445746 total secondary school students, 800 students of secondary schools were selected and out of the parents of these students 300 parents were also selected for the sample of the study. The study was conducted in six districts of Kerala, namely Kasaragode, Calicut, Malappuram, Palakkad, Thrissur and Thiruvananthapuram. The samples were selected by using stratified random sampling technique giving due representation to the various strata viz, gender,

locale, teaching experience, educational qualification, religion and type of school.

Tools Used

- Questionnaire to Heads on Gendering Practices in secondary schools (Musthafa & Fousiya, 2015)
- Questionnaire to Teachers on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)
- Questionnaire to Students on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)
- Questionnaire to Parents on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)
- Observation Schedule on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

Statistical Techniques

Percentage analysis

In order to get the percentage score of the collected data, the investigator calculated the frequency of each response against each items, then computed the total score and applied the formula explained by Guilford, (1973).

$$P = \frac{\text{Total score / response obtained for group}}{\text{The maximum score / response that can be obtained for a group}} \times 100$$

Scope of the Study

The present study is primarily aims to uncover the qualitative exploration of the occurrence of Gendering Practices in the curricular and co-curricular activities of secondary schools of Kerala if it exists. For this, the

perception of Heads, Teachers, Students and Parents towards the various dimensions of Gendering Practices like gender sensitivity in curriculum, pedagogical practices, school environment, instructional materials, and gender based violence, gender socialization; classroom discipline, co-curricular activities and evaluation system were explored. In addition to this the differences in perception based on the subsamples like gender, locale, and type of management, educational qualifications, and religion and teaching experiences were also studied.

In order to finalize the variable under investigation, a deep review of the wide ranging theoretical roots concerned with the area of gender and education were done. The studies in the related areas like gender bias, gender stereotypes, and gender inequality were also explored due to its connection with the variable Gendering Practices. This provides conceptual clarity and comprehensive understanding of the theoretical strands of the various dimensions of Gendering Practices.

The investigator developed four major tools for the study by considering the norms and standards of the theoretical inputs through a comprehensive review process. Along with this the opinions of the experts in the concerned field of gender and education were also obtained.

The heads, teachers, students and parents of the six major districts of Kerala constitute the samples, since the study has used a large variety of samples from respective districts which solely represent the whole population of secondary schools of Kerala. By adopting a qualitative paradigm of research, approaching the research problem through multiple lines-authenticating the response on the same issue through crosschecking, utilizing the obtained data from different sources, the investigator hopes that the results derived are generalizable and valid which are having wide implications to the

micro aspects of Kerala and at the same time the macro levels of Indian school system.

The results obtained through this study is expected to identify the occurrence of Gendering Practices, if any through the perceptions of different stake holders of the secondary school system and analyse different aspects of the problem at hand and bring valid and generalizable remediation to overcome the same issue both in the curricular and co curricular activities in the context of schooling at secondary level.

The investigator selected the different stakeholders of the secondary schools, so as to cross-check the data obtained from one sample. The comparison of the perception of Heads, Teachers, Students and Parents were made to ensure the reliability and objectivity of the data regarding the occurrence of gendering in the secondary schools of Kerala. Hence the results of the present study are valid and   generalisable.

The finding of the present study can be extended to make the changes in formal laws and institutional practices, as well as the informal aspects of the classrooms and to deconstruct the veiled patriarchal power structure that discriminate men and women in society.

Limitations of the Study

The study has the following limitations

- The investigator delimited the study to six major districts, due to the physical distance and time constrain.
- Investigator selected more schools from Malappuram districts due to the physical accessibility of the schools.
- The investigator obtained data from only the IXth and X[th] standard students of secondary schools, and did not select students of VIIIth standards because they could not understand the items framed in the

questionnaire as they do not have clear and concrete awareness about their gender identity.

- Though the investigator envisaged including the classificatory variables like type of family of students, age of the teachers and district of the school, she could not include this due to time constraints.

- Since the review of literature have shown increased gendering towards girls than boys. The investigator has delimited the present study to the perception of different stakeholders on gendering practices towards girls than boys.

- The investigator eliminated dimensions like gender sensitivity in curriculum to students and parents, since these two samples were not able to understand the technical aspects of it.

In spite of all these limitations, by adopting a valid research procedure with appropriate design and taking data from proportionate sample with the help of standardized tools, the investigator hopes that the study would derive dependable and generalizable results that contribute much to the theoretical realm and praxis of the entire educational field, especially worthwhile to the secondary schools of Kerala.

Organization of the Report

The details of the report are organized sequentially in six chapters. These are arranged in the following headings.

Chapter I   Provides a condensed introduction of the problem, need and significance of the study,   statement of the problem, definition of key terms used in the title, variable of the study, objectives stated for the study, research assumptions formulated, a brief description of methodology and the scope and limitations of the study.

Chapter II   This chapter provides a deep review of the various theoretical strands of the variable under study. It also documents the

various studies reviewed in the field of gender and education and gives a brief summary of the related studies.

Chapter III   This chapter deals with a detailed description of the methodology used for the study. It encompasses design of the study, variable selected for the study, sample selection, tools and techniques, methods of data collection, and statistical measures used for the analysis of the data collected.

Chapter IV   This chapter contains the statistical analyses of the data, its interpretations and the discussions of obtained results. This chapter also discuss the observation of school practices and critical examination of the obtained results and the cross comparison of the perception of different stakeholders and also the comparison of sub samples on Gendering Practices and some of the open responses to support the obtained values and the possible solutions to eliminate Gendering Practices.

Chapter V   The summary of the study presents major findings, the obtained conclusion. The summary chapter also offers a comprehensive examination of the educational implications of the present study and it recommends some of the valuable suggestions for further research.

REVIEW OF LITERATURE

- *Theoretical Overview of the Variable*

- *Review of Related Studies*

REVIEW OF RELATED LITERATURE

Review of literature is a major part of research works which presents evidence of past research and give an insight in to the present research works. Review of literature makes the research more effective by serving multi purposes like elimination of duplication, framing of hypotheses, expansion of the curiosity and enthusiasm of the researcher, provides navigation about the unexplored realm and attempt to give an insight to the issues under investigation.

In the present study the review of literature is presented under the heads of theoretical overview of gender and education and related studies.

Theoretical Overview of Gender and Education

The variables under study is subjected to a thorough exploration and is categorically presented under the following headings

Gender and Education

There have been intense researches in gender studies. But there exist a dearth of research work in the field of gender and education. Many of the feminist theories focusing the inequalities of women led to the point of attention to the theoretical strands of the present research work.

Feminist Theories on Inequalities

The well-known theories of inequalities consist of liberal feminism and Marxist feminism.

Liberal Feminism

Liberal feminists asserted that individuals living in society should have political and legal rights irrespective of their sexes. Women should be

provided with equal rights such as right to vote, right to education, equal legal rights as husband, right to participate in political activities. The relegation of women in to private domestic spheres as women's natural place has been widely criticized by liberal feminists. Mary Wollstonecraft (1982) in her book *Vindications of the Rights of Women* argues that "each individual has natural rights in society irrespective of his or her sex and democracy is not true one unless women get the right to vote. Also, Mary Wollstonecraft criticized women's confinement to the "private space outside of the public arena". Women's liberation is possible only through education and her accessibility to the public domain i.e. Work outside the home. According to her the private space is created with an endless round of senseless, unpaid, tedious, undervalued and invisible activities related with domestic chores, child rearing, housework to prop up of adult men. Contrary to this the existence of the public space where the true realities of social life can be found – money, power, prestige, status , freedom, self esteem and more avenues for personal development.

Liberal feminism examined gender inequality in terms of sexual division of labour and separation of private and public domain. The traditional sexual division of labour between men and women was the root cause of gender inequalities in society. Historically men from the dawn of civilization itself were performed tasks which require high physical strengths such as hunting, mining activities and all other outdoor activities whereas women concentrated on gathering the food, collection of fuels and other resources, child bearing, rearing of children and engaging in the domestic chores. These sexual divisions of labour are reinforced by the traditional social institutions like religion, caste, customs, economic and political institutions. Women's primary location is perceived to be in the private sphere and men's in the public sphere, and the socialization is viewed as preparing children for

their adult roles in order to work in the spheres appropriate for their sex (Severiens, 1994).

Liberal feminism is build up on Enlightenment beliefs such as rationality, natural rights and education that extend to all men and women. Lindsey (2015) quotes the words of John Stuart Mill's work on The *Subjection of Women* (1869) as "what is now called the nature of women is an eminently artificial thing the result of forced oppression in some directions, unnatural stimulation in others."

The liberal feminists perceived that education replaces prejudice and ignorance with sound knowledge, wisdom and enlightenment. For them girls should be provided with equal access to education, and the legal measures to ensure equity of access and equal concern.

Marxist Feminism

Karl Marx, the proponent of Marxist feminism, argued that oppression of women is rooted in social and economic structure. These feminist believed that the gendered division of labour is the real cause to women's inequality. Men have historically been paid high and get high social status and power in society where as women did the unpaid work which requires much time and energy it gradually led to the devaluation of women's status in society. The sexual division of labour restricts women's social location in society.

Class is an important category to understand the oppression of women and it also has a direct interaction with labour and productivity. Marxist feminists uphold that class position is the first determining factor to understand each individuals quality of life experiences and only the second is that whether a person being male or female(Gaidzanwa, 1992). So gender relations are buried within the more basic structure of the class system in the modern capitalist society. Women are unequal to men not because of gender

but because of the membership in a particular class. This theoretical roots has consistent with the status of women in the African countries there the first priority is given to social class and race and gender is placed as the last have been disadvantageous to black women during the liberation struggle in Namibia, South Africa and Zimbabwe.

Marxist Feminism in Education

Marxist feminism placed   contradictory demands on schools and colleges.   In modern days although girls are permitted to study science subjects in schools, but are also persuaded to take subjects such as home economics in order to instill in them their respective future roles as wives and mothers (Khattak, 2011).

Barrett's (1998) examination is more deterministic, arguing that education is apparently the object of state policy and tries to reproduce both class and the class system; it is not reducible to it. He contended by elucidating four levels at which gender relations are reproduced in schools. The first is ideology— these ideologies compel an individual to socialize in tune with the traditional stereotyped roles of feminine behavior and masculine behaviour. The second is that of the structure and organization- it indicates that majority of head teachers and heads of departments in many countries are of men, while women are employed in lower grades of the teaching profession. The third is the mechanism of sexual division of labour, as boys are influenced to study science and technology subjects and girls are 'encouraged' to study the arts. The fourth is that of the definition of legitimate knowledge—what is often taught as neutral and objective is in fact andocentric and sexist.

Feminist Theories of Difference

The theories which describes women's situation is basically different from men's situation elucidates difference in terms of socialization, bio-social

conditioning, social psychological aspects and third-wave feminism (Lengermann and Niebrugge-Brantley 1992). The most important theories includes under this heads are Social learning theories or sex role theories, Cognitive Developmental Theories and Psychoanalytic Theories.

Theories of gender socialization

Theories of Gender socialization explore the complex process of socialization by integrating three theoretical approaches. These dimensions are interconnected and overlapping. The three operates at Individual level – psychological dimension, Interactional level – sociological dimension and the institutional levels.

Cognitive development theory

Kohlberg (1966) used Piaget's models of child development to build a novel psychological theory of gender socialization, commonly called cognitive-development theory. This theory explains the ways in which gender identity is formed among children and the ability to build gender-type themselves and others. Gender typing is another term for sex-typing, which indicates the expected behavior appropriate for one sex or gender but not the other. Children obtain gender identity and learn to gender-type as they grow through a series of discrete, fixed developmental stages.

Children shape their gender identities at the age of two and half and three. During that period child began to identify their gender as well as those of others. Small children not born with the ability to distinguish gender, it is something that they have to be learned. According to cognitive development theory, gender stability means children know that their gender is permanent, which cannot be change for the rest of their lives.

Another aspect of cognitive development theory is Gender constancy, which attain at the age of seven. It conveys an understanding that even

changing the external physical appearance of a person does not alter their underlying sex category. With this gender constancy, children develop the complicated understanding that even a male wearing a dress, a wig, or makeup is still fundamentally a male. Until this stage, children's concept of gender is still limited and based on very concrete rules, believes like girls have long hair, boys have beards etc. (Siann, 1994).

Children are not able to develop actual gender-typing until they attain gender constancy at age of seven. During this time, they actively engage in the environment for the selection of appropriate behavior consistent with their gender identity. The basic assumption is that when a little girl begins to observe others and herself as gendered, she will be self-motivated to behave like feminine and tries to model other people to whom she identifies as women in her environment. This is primarily driven due to children's need for cognitive consistency; if children know what their gender is, then what they do and think should line up with that gender (Bem, 1983).

Children try to attain gender congruency through the process of gender socialization. Cognitive development theory does not totally negate the influence of external environment, or of society itself. Instead the society gives the basic requirements to attain gender congruency. But it tries to locate much more of the power in socializing the targets (children) rather than with the agents of socialization.

Social learning theory

Social learning theories explained the complex process of gender role socialisation. The theory dominated in the academic realm during the 1970s and '80s, it traced the perpetuation of unequal gender roles in society. Social learning theory portrayed a fairly conspiratorial role for the agents of socialization, people like parents, friends and teachers. From the birth itself

mother being the first agent of socialisation, consciously or unconsciously try to teach her children the desirable values and norms of society. Mother treats differently to the child on the basis of the sex categorization. The differential treatment includes caring, touching and ideas about autonomy of boys and absence of autonomy of girls. The more parents display differential behaviour like exposing children to specific kinds of toys; more the child will express gender stereotypes. Parents are seen as channels through which gender stereotypes are communicated to the children and later the children internalize the multiple stereotypes (Stanley and Sue Wise 2002). It is done primarily through a system of reward and punishments. Family being the first agency of socialisation differentially reward and punish sex-typed behavior. Hence parents deliberately plan the desirable behavior that will be rewarded and punished in their sons and daughters. Social learning theorists later append to their original formulation and declared the conscious intention on the part of agents of socialization was not necessary to the process (Bandura, 1963).

When children start imitating others around them, their latent learning began to start. This latent learning happens regardless of reward and punishment but through imitation. This made a shift in the focus of social learning theory towards imitation and modeling, but it also lifted some queries as to whom children exactly imitated and modeled. Social learning theorists further argued that children tends to model themselves on same-sex individuals by paying more interest to same sex peers and form a strong bond with the same-sex parents. These bonds depend on a process called identification, where the child copies the whole patterns of behavior without consciously being trained or rewarded (Siann, 1994).

The general assumption about gender role socialization is that it begins firstly in the family, but it extends the same nurturing effect to other socializing agents like nursery and primary schools. Women's inferior status

was regarded to be as a product of the first socializing experience within the family, and then in school. It was contend that the 'hidden curriculum' conveyed notions about girls being less important than boys, resulting in the lower confidence and expectations that contributed to girls' educational failure (Sharpe, 1976; Delamont, 1980; Whyte, Dean, Kant and Cruickshank, 1985; Clarricoates, 1987). These institutions continue the process as well as play a part in constructing gender through their organisation and practices. The same treatment and processes are then continued by the secondary and tertiary education system and perpetuates perhaps in different ways, as children progress into their successive life stages as adolescence and then adulthood. The media, interaction with other children, other agencies and factors also contribute to the gender socialisation process (Measor and Sikes, 1992).

Gender Role in Educational Context

Gender role theory has made great impact on educational research. It explored how social expectations are defined in the mass media and in school curricula (Duncan 1989; Motlotle 1989). The theoretical outputs of social learning emphasize Gendering Practices occur due to the differential expectation of society over both genders, these differences are institutionalized through the different institutions of society, education also inject such a gender segregated learning experiences to both girls and boys. Socialization in the schools touches substantially on the informal (hidden) curriculum is a vital dimension of schooling through which educational milieu may introduce changes in social perceptions or, conversely, continue to replicate traditional values and attitudes. This socialization envelops a broad array of practices, ranging from teachers' and administrators' expectations and attitudes, textbook messages, classroom dynamics, peer interactions, and to the greater environment (Stromquist, 2008)

Psychoanalytic theory

Biological difference theories primary assert that the physiological make-up of human bodies are the foundation of the social relations of gender. These theories uphold that biology decides gender and society reflects its behavioural aspects. Connel remarked that "the different personality structures of men and women to their different physical bodies, and different cognitive and affective processes" (Connell 1987).

Chodorow devised Psychoanalytic theory of gender socialization by refining the theory of Sigmound Freud. Chodorow (1978) in her book "*The Reproduction of Mothering*" portrayed the importance of Freud's legacy of psychoanalysis to explicate the key causal factor in women's subordinate position; as their status as mothers. The theory elucidates the ways in which gender becomes deeply embedded in the psychic structure of our personalities. The two important concepts in this theory are Psychoanalytic identification and ego boundaries. Psycho analytic identification is the way in which a child modifies her own sense of self in order to incorporate some ability, attribute, or power she see in others around them. Ego boundaries another concept adopted form Freud explains the sense of personal psychological division between ourselves and the world around us (Chodorow, 1978).

Chodorow (1978) contend that mothers have more attachment and similarity to daughters than son because they themselves have already internalized a sense of gender identity. On an unconscious level, mothers then tries to push their sons away in ways that they do not push their daughters. This may led to the emergence of a particular pattern of socialization among girls. They may develop a particular personality structure characterized by caring, empathetic, nurturing and with less of an ability to differentiate

themselves from others. Feminine personality structure has less developed ego boundaries.

Before the formation of masculine gender identity male infants more primarily have identification with their mother. Boys develop a kind of masculine identity with the absence of an initial masculine identification. Due to this men have stronger ego boundaries than do women. Masculinity is learned by boys in part as a rejection of what is feminine, including their identification with their mother. So here in this absence, masculinity is learned boys through the use of cultural stereotypes, rather than through the kind of direct observation that girls experience with their mothers. It may results in the formation of a less stable gender identity than feminine identity, and it has the basic nature of blaming all things and depreciating everything as feminine. Psycho analytic theory of gender socialization emphasized how the process of gender socialization recreates itself across generations.

Gender schema theory

The theory was enunciated by Sandra Bem (1983) According to her a kind of cognitive structure help us to adapt with the external environment called schema, they serve a kind of sorting and organizing function.

A gender schema, then, is a cognitive structure that enables us to sort characteristics and behaviors into masculine and feminine categories and then creates various other associations with those categories. Gender schema helps us to shape our perception about the world around us through the lenses of gender. Gender schema theory presents gendered-colored classes that lead us to categorize the practices of the social world through gender lens. Bem argued that socialization occur when a child acquire a self concept, to their gender schema (Bem, 1983). Children learn the attributes of gender schema of their particular society, and learn the typical ways of behavior associated with the specific category such as masculine and feminine. They also be

acquainted with that they fall into a definite categories based on their own sex. When the children are able to associate them into a particular gender schema as masculine and feminine, their sense of identity is formed. It limits them to a particular subset of behaviors and attitudes suitable to their own gender. The universality of gender schemas generate a binary social structure composed of masculine and feminine and many other attributes, behaviors, and categories in the wider society. It convinces the people that without the binary structure society cannot function in a desirable way.

Bem (1993) explained about the new concept of gender schema existed in the Anglo-European societies androcentrism and gender polarization which provides an understanding of the concept of gender in the developed world. sm is the practice, conscious or otherwise, of placing masculinity at the centre of one's world view and its culture and society. These beliefs underestimate the activities and status of women. It depicts femininity and all its entitlements are the deviations from the universal standard of masculinity.

Gender polarization, explicates the way in which attitudes and behaviors   are suitable for men are viewed as inappropriate for women and vice versa. Bem (1993) explored that gender polarization functions in two ways. First, it produces two mutually exclusive scripts for being male and female. This indicates that the script that is suitable to male only applicable to male, and no script can ever be appropriate for both genders. Second, if anyone deviates from these gender scripts   are viewed by the society as unnatural, immoral, pathological and abnormal depending up on the particular system of thought.

Feminist Theories on Gender Oppression

Gender theories of oppression portray women's situation as the result of a direct power relationship between men and women – in which men,

effectively execute those interests which reinforce their control, use subjugation and oppression over women (Mannathoko, 1999). The important theories of gender oppression appraised below are radical feminism and socialist feminism.

Radical feminism

Radical feminism asserts that man is the primary source of oppression and every culture is male dominated. It contented that all social institutions are intertwined operates as a vehicle through which men tries to oppress women. Patriarchy is the most significant inequality which subjugates women social status in society. Radical feminists concentrate on the patriarchal family as a key site of domination and oppression (Shelton and Agger, 1993).

Contemporary radical feminists believe that to undermine the very structure of patriarchal oppression women must create a separate space or institutions that are women centered. Where women can enjoy the fruits of freedom, virtues of nurturance and sharing will dominate i.e a women identified world

Implication in Education

Radical perspective works towards restructuring the power relationship between girls and boys in school. Radical feminists assert that the institutions of society perpetuate the hidden messages of patriarchal oppression by reinforcing the existing Gendering Practices. In schooling the learning context is powered by the hierarchical domination of male students over female students, which has a negative impact on females' life chances. Hence males are perceived as the major source of problems that females encounter in schools. According to Mahoney's (1985) boys ponder much of their time and energy in school to the control of girls; boys have the power to reduce girls'

chances of success. Radical feminists also inspect the sexual harassment of females by male students and teachers and other personals in school.

Some educational research work conducted within the radical feminist paradigm mainly focused on two strands. The first belief is comprised of education is the transmission of males' knowledge. Spender (1982) is the main proponent of this approach. Schools mainly transmit males experience as if it was everyone's experience. Spender remarked, "Men have provided us with a false picture of the world not just, because their view is so limited, but because they have insisted that their limited view is the total view (Spender, 1982). He also examined the sexist bias in the textbooks of schools. The striking examples of this bias can be seen few or no references to the women's movement though they are demanding to be accepted into high education and to be enfranchised. In a patriarchal society the role of education typically to transmit a dominant ideology i.e. masculine dominance (Francis and Skelton, 2005)

Radical feminists' second strand propagated that the curriculum in school is geared towards boys' interests, teachers concentrate boys over girls. Schooling is a process by which the thoughts and experiences of girls and women are marginalized by male students and male members of staff (Acker, 1984). Feminists observed that girls discriminatory experiences as a means through which boys or men control girls or women. This emphasize that women are consciously oppressed and discriminated and they are not a simple unlucky recipients of prejudice (Khattak, 2011). For radical feminists, therefore, schooling is symbolized as a means to exclude girls from power. Due to this reason radical feminist is totally against the superficial solutions such as those that seek to promote more women into higher education. Such solutions are degrading women status through the latent inequitable distribution of power in society and the academic world (Spender, 1982)

Radical feminists give little attention to reform the present education system. Because the schooling process trapped women in a vicious circle in which men are able to get out of the circle and alter it according to his own wish but, women are victimized and becoming unsuccessful in society. According to Spender the only resolution for this is the creation of a separate space or institution where women can enjoy full freedom, relationships and she can build a world of her own. Women must the creator of her own education and should capable enough to make their own rules in society.

Socialist feminism

Socialist Feminism is an outcome of the contemporary women's liberation movement. It   tries to reinterpret the Marxist historical Materialism and   employed it in to the main tenets held by radical feminists. Socialist feminism explained the significance of social world in the construction of the difference between men and women. According to them biology is gendered as well as sexed. They contributed an analytical tool of class and gender. They asserts that sexual division of labour during a specific historical context are crucial in determining women's' social status in society. They insisted that obliteration of capitalism and patriarchy are significant for the liberation of women. They searched the alienation of women due to her status of mother and wives as sexual beings.

Patriarchy, Capitalism and domination are the terms employed to examine the multi dimensional system of oppression rooted in the production process, gender, class, global circumstances and ethnicity. In the developed countries some educational researchers employed the theoretical inputs of socialist paradigm in their studies. They concentrated mainly to the social inequalities in school by exploring the socialist feminists' strands.

Socialist Feminism in Schooling

Many scholars addressed the issues of social inequalities in school as a result of Gendering Practices. Mannathoko argued that while taking classes teachers not attend the issues of gender which underscored in the knowledge of the lesson. This may lead to a situation where women and girls' lives remain indiscernible throughout the lessons taught (Mannathoko, 1995). There has been numerous research works   from 1980s onwards on influence of gender in schooling (Kann 1984; Duncan 1989; Davies 1990; Nyathi-Ramahobo 1992; and Mafela 1993; Fuller, Hua and Synder 1994).

The socialist perspective oriented towards altering the social milieu of school with an aim   of removing social class inequity and gender inequity in education. This approach demonstrates that schools are viewed as the sub system of society and it tried to perpetuate the Gendering Practices and thereby reproducing the existing status quo. Schooling primarily centered on the creation of a better and peaceful social world to the younger generations. But socialist feminist contented that instead of creating equality in the minds of the learner, schooling nurture and reinforce inequality and discrimination among the learner. Hence some methods and strategies should be adopted to battle these situations.

The traditional educational researchers generally excluded the consideration of actions of women. Consequently, discipline of education had little to say about women. The theoretical string of feminism deeply shaken the hidden structure of patriarchy ingrained in the educational superstructure.

It is essential to cross-examine the gender theories underpinning the conceptualization of education and its allied endeavors. Discussions of gender theories in the context of education and training can enable feminists, activists, educators and policy makers to unpack some of the contradictions

and tensions that arise as women and men interact. It is these gender concepts and theories that describe and explain why and how education is gendered and how the gendering of education and training leads to gender injustices (Mannathoko, 1999). This is the reason why the emergence of feminist research has got much excitement and optimism among the new generation educational researchers.

Gendering in Education: Research in European society

The uneven development and "wide divergence" in the education and training makes the European society to explore the connection of Gender and education. Evaluation of performance and progress in European education and training systems since 2000 demonstrates that although some gender differences in attainment remain, other changes also can be found (CEC, 2008).

The numerous research works in the European societies in various aspects reveals the complex connection between gender and education. The European research studies asking some research question like   how are gender inequalities produced and reproduced within the context of school? Even though high achievement in education, why girls are still marginalized in subjects like mathematics, science and technology? It asks what factors leads to boys' weakness in reading? What role do parents and peers play in the perpetuating the gendered outcome of their children's education of children.

European Research Studies: Performance of Girls in Science, Mathematics and IT

If success is measured only in terms of achievement than participation and retention a significant gender gaps can be seen: boys perform discernibly less well at reading, and have more special skill in education. Girls are not

well in subjects like mathematics, science and IT where as boys perform well in these areas. Results of Programme for International Student Assessment(PISA) indicate that science subjects, observed little or "no difference in average science performance" between girls and boys, with girls do better than boys in 12 countries and boys scoring marginally higher than girls in 8 countries (CEC, 2008 ; OECD, 2009).

Influence of parents and peers

The influence of equal opportunities discourse and increased in the performance of girls, have brought about some significant changes in the gendered conception of some specific subjects within the educational institutions. But there are some other influences which reinforce the traditional stereotyped perception among the students. Parents' roles are crucial in determining their students' educational choices and aspirations. Parents consciously or unconsciously transmit their cultural capital to their children through the selection of school, socialisation, study habits, learning styles etc. parents being a powerful players perpetuate gender stereotypical expectations. Numerous research have shown the influence of teachers and parents gender stereotyped behaviour and expectations can weaken girls self confidence in mathematics skill and in future it may discourage them to select mathematics related subjects (Eccles and Wigfield, 2002; Turner et al., 2004)

Research conducted in Canada report parents' attitudes to science in particular are strongly gendered which influence children perceptions about the subject (Crowley et al, 2001). Both fathers and mothers were given preferential treatment to their boys in the formation of scientific attitude, language skill, thinking and activities. Schools are porous organizations in terms of cultural ethos; they remain detached from other social institutions like family, media, economic, religious and political institutions etc., but they are not culturally isolated. Teachers and Students being the agents of society bring the dominant

cultural mores and norms into school thereby replicating the gendered notions of parents and society at large (Martin, 1996; Lyons et al, 2003; Bedard& Cho, 2007).

Peer pressure is one of the key attribute in selecting a subject. During the period of adolescence peer pressure is crucial; children may identify some subjects as masculine and others as feminine as a part of their identity formation. In school their subject choices are not driven by academic interests and skills. They are motivated in such a way to state oneself as specific kind of (attractive) masculine or feminine person (Hannover, and Kessels, 2004). Peers tend to stimulate Gendering Practices and gender stereotyped behaviour and punish for the non-conformity; this has a bearing on subject choices (Kessels, 2005). Kessels's study in German high schools revealed that girls who excelled in physics were considered not accepted well with boys. Although boys and girls who were good at music did not perceive that they were less popular with girls than other boys (or girls). This study indicated that girls are strongly attributed to traditional stereotyped discipline like feminine discipline and masculine disciplines.

Gendering inputs in the educational outcomes

Girls have a marked advantage in reading when compared with boys in the European societies. Girls' achievement is consistent across countries, different age groups, survey periods, and study programmes. Subjects like mathematics, science, and information technology considered boys dominated subjects, here girls are underrepresented.

Gender differences in educational attainment are received considerable attention in recent years. It mainly focused 'underachievement' of boys relative to girls. The theory which supports these are the feminisation of the teaching profession and the adoption of the teaching methods which is most suitable to girls learning styles and the over encouragement of girls education.

Attitudes and behavior of school personnel

The structure and organization of European schools functions according to the typical traditional stereotyped beliefs and practices. Findings from research suggest that teachers, principals/ head teachers held stereotyped notion regarding the role of girls and boys, men and women in future society. International research on classroom interactions between teachers and pupils coherently has found that teachers unconsciously made differential treatment towards boys and girls in classroom.

Studies found that male and female teachers interact differently with boys and girls in the classrooms. Their interaction apparently cultivates Gendering Practices in school. It comprises of boys disproportionate percentage of interaction with teachers ; boys are more often begin interaction with teachers than girls, boys ask questions first to their teachers, they often got difficult questions from their teachers than girls, they more often received appreciation and encouragement from their teachers than girls (CDEG,2011).

Classroom experience of the girls in European schools revealed that girls are less confidence in the traditionally male dominated disciplines. Observations of PISA 2006 in relation to science, is consistent with this finding. Science teachers state that girls have less confidence to do their work in classrooms. But the teachers did not feel it as an issue instead they perceive it as a specific feature of girls. Teacher does not consider gender equality is an issue at school and which is to be addressed. This form of reluctance is apparent among heads, teachers, and among students themselves.

Feminization of teaching profession

As a profession teaching is a female occupation in the European countries, especially in the lower sectors of the education. Although this is one of the major considerations in many countries, measures to attract more

men in to teaching profession are essential. Education management, however are dominated by men and there seems to be deficient in national initiatives to encourage a balanced situation in terms of gender. Teacher education policy also not takes in to consider the gender sensitiveness. Absence of quality national material to combat gender issues, and complete freedom to choose material and methods leads to teaching the topic in an inefficient ways in the European school. Subjects like personal relationship education and sex education considered optional also adversely affect the situation.

Career guidance scheme established in most of the European countries with a view to address gender stereotyping in career choice and deliver lectures on gender-sensitive aspects. But in real most of them are, however, there is dearth of integrated national strategy. There also absence of specific projects to boost boys interests.

Policy of hidden curriculum

European countries established a well knit policy on hidden curriculum and school climate with an objective of prevention of gender-based violence and harassment in schools. However, only a small number of countries have adopted it and gives topmost priority and but most of the countries rely on an irregular basis and found to be ineffective.

Absence of single-sex settings in public schools

European countries adopted co-education in the public schools as mean to achieve gender equality, achieved only less than fifty years ago. The re starting of single-sex settings does therefore not found to be an encouraging one. Research shows that positive effects of the separation of the genders are inconclusive. The economic burden will be also high when countries start separate schools for both genders.

Gendering in Education: The Indian Scenario

Gender is the most pervasive form of social stratification in a typically multicultural and patriarchal society like India. It operates as an organizing principle that governs the underlying regularities, patterns and social relations in India. Gender intersects all sections of society like caste, class, race, tribe, region, religion and all kinds of communities. When it reaches to a woman, who is poverty stricken, belonging to lower caste, illiterate, black in clolour, tribe and migrant then she has to face "cumulative inequalities" in her life. The National Focus Group on Gender Issues in Education, (2006) clearly states that gender as "not a women's issue; it is people's issue", "Femininity" does not exist in isolation from "Masculinity". Gender relations are neither "natural" nor given, they are constructed to make unequal relations seem "natural", and can be naturalized only under the duress of socialization. Unequal gender relations impede the freedom of *all* individuals to form their human capacities to their fullest. Therefore it is the duty of both men and women to unshackle human beings from the existing power structure of gender (NCERT, 2006).

Shaping of Girl Child in Indian Society

Formation of a girl child comprises the constraints and issues in the formation of feminine identity in a patriarchal Indian society through the processes of socialization. Gender socialization begins the time we are born, from the simple question "is it a boy or a girl?"(Gleitman, 2000). Gender roles are learned by agencies of socialization, which are the teachers of society. This helps the child to acquire appropriate gender roles enshrined in the cultural milieu. Theses role differences are culturally expected and get reproduce in other social institutions like family, marriage, education, and kinship. Gender differences result from the socialization process, especially during our childhood and adolescence (Beal, 1994). The social construction of

gender challenges the stereotyped notion to allocate unequal roles to girls and boys, and to explore how other gender roles are learnt within the matrix of relationships and institutions. Family is most important primary agency of socialization, which plays a significant role in shaping the gender identity of the child through the configuration of roles on the basis of gender and age divisions, recruiting the members into the family and provides training in the acquisition of future roles.

Gendering in natal homes

The construction of femininity is a complex and continuous process which is transmitted through language, proverbs, and rituals. Conception of unmarried and married daughters in their natal homes are visualized in various proverbs, myths, rituals are inculcating through the process of socialization. The desire for a boy child is apparent in day today conversation in forms of saying. For example, parents who are having only daughters often commented as "future is black as they are not having any support" (Dube 2000).

The social structure of Indian society are predominantly patriarchal, it get reflect in gender socialization. Often girls' natal home is referred as to be a temporary shelter; girls grow up with the view of having their own house in future. Girls' status is often elevated when she got married and given birth to a boy child. Some of festivals in India reiterating the unknown fact that girls need to leave their mother's home and will be invited to the natal home in these festivals.

In her natal home   girl and boy are exposed to different cultures, therefore the attitude toward boys and girls shows some nuances. Girls are playing with dolls, learning to prepare food and engaging in role play through which she imitate the norms, values, roles associated with feminine identity.

Boys are playing with small weapons, cars and are encouraged to practice in sports related activities. Mother known to be the first socializing agent taught a lesson of contamination with a stereotypical thinking, it is really arduous to get out of this vicious circle. Girls are socialised in such a way to be obedient, caring , calm, passive, quiet, submissive and nurturing whereas boys are tuned to mostly disobedient, adventurous, active, independent, outgoing, strong, intelligent and so on. This form gendered socialisation practices injects within in the minds of the boys in very early stages of their life as their interests are opposed to girls and women. Hence social structure has been structured in such a way that benefits men and oppose women. So whenever women organize equality for them men often react defensively (Marinova, 2003).

Socialization of the girl child implies inherent steps of construction of femininity at the pre-pubertal and post-pubertal stages. In the pre-pubertal period son and daughters are attributed to different values. Preference for son is believed to be preferred for the continuation of descent and daughters are valued when they preserve pre-pubertal purity in society. The various ceremonies and rituals are reiterating the auspiciousness and purity of the girl child or virginity of women in India.

In short all these structural inequalities negatively influence the education of girls. Parents encourage the education of their sons and try to retain their sons in school, because the social structure of Indian society perpetuates the dominant idea of masculinity as the income generators. The constructions of gendering about girls such as domestic responsibilities and the home maker deeply impact the perception of parents in choosing the schooling of girls. Parents treat girls as somebody's property and to educate them is considered a mere waste of money. These gendering inputs pushing girls out of the education system and led to a discriminatory attitude towards the education of girls.

Gendering in Schooling

School is the second potential agency of socialization after family. It functions as an extension of family in gender socialization. The gendered perception are get accelerated when students entered in to the school. They spent more than six hours a day in classes and school related activities. Along with their new bags, textbooks, pencils, and notebooks, children come to school armed with well- known sex-role stereotypes about "appropriate" female and male behaviors. Education through the process of Socialization strengthens Gendering Practices in school.   Education reproduces domestication through gendered socialization of girls and boys in school. School textbooks depict this gendered domestic division of labor. Class rooms are the microcosms of society where the interactions replicate the hidden hierarchical power structure,   the classroom too, just as Dalit children are expected to do the menial works, girls are often relegated the work of cleaning and sweeping, perpetuating the gendered division of labour.

Schooling has undergone rapid social transformation in the 21st century at the eve of globalization, liberalization and privatization. Proliferation of unaided private schools functioning like unregulated system in education, where majority of the schools forget to nurture the basic constitutional values like equality and justice instead it foster success rate and market values. Recent Studies show that government schools are becoming centers' of poor quality education for the marginalized and poor especially for girls who are coming from poor families (Ramachandran, 2004). Choice of schooling is apparently gendered, because most of the parents send their sons to unaided private schools, in order to get upward economic mobility in future (Sudarshan, 2000).

School and Social Control

The schooling of girl's remains embedded in the societal structure even though it gives an enlarged space for the growth of women. In real, school curriculum and schooling become active agency of cultural reproduction and social control. Schooling provides chances to mingle each other, get access in to public space and interaction with males. Control of sexuality can be seen in sending girls to schools. Small girls are provides some freedom to enter in to the coeducational primary schools. But when girl reaches puberty some control imposed up on her (Ahmad, 1985). Hence whey more girls are drop out at 11 plus and greater are 14 plus from school must be comprehend in this context (Dube, 1988).

The social control on female is explicit whether they have access to education or not, type, duration and quality of education they receive and how they decides their future. It also restricts the freedom to choose a specific subjects and curriculum.

Repercussion for girls as students

Position paper on National Focus Group on Gender Issues in Education reported the assumption about girls' entry in to school, as girls and women would have access to public sphere, empowerment will go along inherently. Girls' life options will increase and they will be in a position to take greater control of their lives. But the mystifying fact is that "*schools themselves create boundaries that limit possibilities" (NCF Focus group, 2006)*. The content, images, language in text books, the curricula, and the perceptions of head, teachers, administrators, parents and other facilitators have the power to boost the grip of patriarchy. Thus school becomes an enclosed space, just as the domestic realm where discriminations, exploitations and violations are not discussed or questioned.

The Present Context

Thirty percent of the world's total illiterate people living in India among these 70% of illiterates are women. As per 2011 census, women comprise 48% of the total population in India, but unfortunately around 35% of women are still illiterate. The literacy rate of rural women is 57.9% as compared to 79% of urban women; which is still too lower than the literacy rates of rural and urban men which accounts for 77% and 88.7% respectively (census of India 2011). The data clearly depicts the gender gaps in the educative process in India. Gender disparity, stereotypes, discrimination, gender bias and Gendering Practices covertly influence girls' access to schooling.

Barriers of Girls' Education in India

The major attributes which restrict females' education in India are as follows:

Access and retention in education

Issues of gender disparity and discrimination start with access to schooling. Access and retention issues deepen at higher levels of education with the GPI at lower secondary and upper secondary levels dropping to 0.73 and 0.67 respectively (UNESCO, 2004). The socio cultural barriers are the powerful attributes restricts the opportunity of women's education. This has been not given serious attention; the main issues are physical distance from school, poverty, unemployment, child marriage, familial responsibilities, absence of women teachers and poor sanitation facilities etc., limit the accessibility of female education.

Gender based violence in schools

Gender based violence in school remains as a critical factor in preventing parents from freely sending their girls to school. Public places of

India are not at all safe as far as women are concerned, and it seldom functions in a way to make women feel safe and confident. Gender based violence relegates girls and women to a substandard status relative to boys and men, and makes a female feel embarrassed, panicked, hurt or uncomfortable and worried due to her sex. This has created a devastating effect on her educational outcomes. Transporting girls to school and back safely and the distance of school and colleges is a critical policy measure that has received scant attention. Similarly, while measures to teach girls self defense as a part of gender sensitive education not widely promoted in the education system.

Reinforcement of traditional sexual division of labour

Due to the traditional notion of sexual division of labour parents under value the education of their girls (Subrahmanian, 2005). The deeply embedded traditional values categorize women tasks as reproductive or household domains, this underlies the belief in many communities that educating females bring low returns; to retain their role as domestic servant it requires domestic socialisation and not many years of schooling. The traditional sexual division of labour continues to reward women less in the occupational sphere (Kingdon, 1998). This has reduced female education and work participation in India.

Traditional attitudes and practices

The conventional attitude, cultural and religious beliefs strengthen the idea of women's subordination in the society. Along with this gender stereotypes and lack of awareness on the merits of education and gender socialization reinforce Gendering Practices. Ideologies that mould female and male identities in Indian society are mutually reinforcing across institutions, such as the family, schools, workplace and community leading to vicious

cycles of under-investment in females schooling. (Kabeer and Subrahmanian, 1999). Hence education is not valued and it may conflict with the accepted values of deep rooted patriarchal mindset in society.   Parent's limited involvement in the education of their girls also works against access to schooling.   Low status of women, early marriage and inflexible patriarchal structure often result in lower priority on the schooling of girls.

Schools of religious denomination limit girls' education

Based on the reports of *National Steering Committee on Textbook Evaluation, Recommendation and Report II of the NCER*, 1999, and TeestaSetalvad's vision, presented to the Parliamentary Committee on Education and Culture in 2000, on the content of textbooks used in different religious institutions, underline the ways in which such education delimits and restrict girls and women in particularly orthodox roles and tasks that are disadvantageous to their development as self-sufficient citizens of a secular democratic country like India.

In the modern period the number of schools of specific religion is on the rise, and in the absence of access to quality schools, it is the poor and girls who forced to enter such schools, form the majority of that schools. These types of schools are not government regulated and may fix social identity within religious identity.   Such schools have a hidden agenda that both reinforces the subordination of girls and fixes their identity solely in terms of a religious identity, thus it coerce girls to accept the idea of subordination.   In fact large percentages of girls in contemporary days are students of the different religious schools. But the issues of gender and communalism in these specific schools have not been yet received serious attention.

Challenges of Globalization over girls' education

Globalization has increased the overall demand for education. The economic process boosted demand for English medium school in order to

sustain in the modern competitive occupational sphere. Language became a marker of discrimination for girls in the context of employment. A large number of boys are being sent to private English schools, whereas girls are encouraged to study in the free and poorly facilitated vernacular schools .In Mumbai, the ratio of boys to girls in English medium schools are approximately 3:1, whereas in Pune the ratio of boys to girls in Urdu schools is 1:4. Denial of global language is obvious the relegation of women's space in to four wall of home and similarly disembark the women folk in to emerging global workforce. This discrimination must be seriously addressed.

Reinforcement of Gender Discrimination in Current Educational Practice

Stereotypes relating to roles, responsibilities and opportunities, to which children are primarily exposed in family surroundings, are perpetuated in educational institutions. So schools are spaces where the socializing process is get reinforced and given legitimacy and authority. The construction of gender relations are validated and sustained by school through textbooks, assessment, teaching styles, classroom interactions, pedagogical practices and the academic context. A study of school texts in West Bengal depicts women as passive, dutiful and confined to the four walls of home. Like the peasants and manual labourers, women are exposed as highly powerless. The textbooks and curriculum served to preserve the existing status quo in the wider socio-cultural context in the state *(*Scrase, 1993*).*

While it is important to unravel the ideologies underlying the presentation of gender in textbooks, it is equally important to analyze how these ideologies are expressed in the day to day school practices and experiences. The hidden curriculum often does this (Manjrekar, 1999). Hidden curriculum comprised of different areas like line of students, seating arrangement, division of labour, discriminatory task assignment, differences

in rewards and punishments, disciplining of girls and boys through different measures, interaction pattern within in the school.

The issues of girls access to education has been under consideration of the various committees and commissions in various historical epochs of history. Therefore the government of India made conscious and pluralistic measures to combat gender issues in education at the central and state level. Lot of programmes, projects, recommendations to government, formation of task forces, training to teachers and parents and research on gender issues have been undertaken, A mile stone step was undertaken in 1986, with the endorsement of the National Policy on Education (NPE) and its modified POA in 1992. The main inputs of NPE 1986 have also been s philosophy has also been mirrored in the National Policy on Empowerment of Women in 2001. The policy underscored the significance of gender sensitive curriculum in combating gender discrimination at all sectors of education. The policy declared that "Encourage, Educate and Employ", all citizen irrespective of their socio-economic background.

Gender aspects in education have also been signaled in curriculum frameworks formed by the apex national organization like National Council of Educational Research and Training (NCERT). Numerous curriculum frameworks have been implemented in India in the year 1975, 1988, and 2000; and recently in 2005 had taken necessary steps to battle the gender disparities in education. This effort primarily focused from awareness to inclusion.

While a number of efforts have been made on incorporating gender matters in education, like gender sensitization and awareness formation has attained some complacency, but it is restricted primarily to the issues of access, equity, retention , drop outs and to the proliferation of gender stereotypes in text books. The global upheavals of new economic policies and

its allied changes shattered the very structure of the Indian education system, specifically the education of girls. Hence there is an urgent need to re examine the content, curricula, and the gendered construction of knowledge, as well as a more critical and pro-active approach to issues of gender. Hence the present study attempted a micro analysis to explore the occurrence of Gendering Practices in the curricular and co-curricular activities of the secondary schools and addressed areas where improvement is needed.

Related Studies

The investigator had made all sincere attempts to identify the various studies and observations made by researchers, thinkers and active workers related to this area under consideration. These studies, their methodologies and findings and other observations are presented here. The major studies are categorized as studies related to gendering of curricular activities and studies related to gendering of co-curricular activities in school.

Studies Related to Gendering of Curricular Activities

The investigator has prepared the following studies of Gendering Practices related with the curricular and co-curricular activities of school. Surveying of these related studies helped the researcher to go through the various stages of research work. The studies are reported here from present to past,

Neera and Narang (2014) explored the teacher's perceptions on Gender relations in school practices and also analysed children's ideas on gender preferences in peer interaction. The students and teachers were interviewed based on a semi-structured interview schedule. The data collected was analysed on various themes like students organization in classroom and school gatherings, teacher's allotment of tasks to boys and girls, teacher's notions on co-curricular space for boys and girls, teacher's perception on

importance of education for boys and girls and students preferences in peer-interaction gender discrimination is to be removed it can be only possible through education. When educational institutions will teach students to be gender sensitive, a significant change in the society can be expected. The results indicate that the gender differences plays a major role in education enrollment, the girl have less chance in education , while there is progress and increase in girls clubbing numbers during the last 10 years .

Mohamed and Singh (2014) conducted a study on gender differences and educational enrolment in Rajasthan. The conclusion of the study was that large number of girls' faces constraints to get access in schools and continue their studies. The primary reasons for this the drop out of girls by parents, poverty, attitude towards girls' education and the practice of child marriage.

Ioanna andVekiri (2013) surveyed about effectiveness of Information science instruction in girls' and boy's expectancy and value beliefs. The study found that boys showed more interest and intrinsic values and beliefs about computing. Each student in the class profited from practices that highlighted the social benefits and applications of technology. Also, girls' benefited from practices that connected information science to other school subjects and boys from practices encouraging social interaction. The study gave an insight to teach technology in a gender equitable manner.

Kim and Foulds (2012) viewed about perceptions of gender stereotypes in school text books. He assessed   the role of textbooks in postcolonial states is increasingly complicated, when adopting   a gendered analysis.   The textbooks images focusing on labor and outside activities, showed   that students' perceptions of textbooks exhibit that there exists a continuum of gender identities, specifically visible when images of alternative gendered roles for women that are unrelated with student realities.

Skelton and Ullah (2012) analysed gender biases in school textbooks of Pakisthan to eliminate all forms of gender inequality in education. But the study revealed that most of the textbooks in Pakisthan were embedded with gender biased texts and stereotyped representation of men and women. Twenty four textbooks consist of English, Urdu and social studies form class first to eight were analysed   with the help of content analysis. The study made a serious concern to gender blindness of the curriculum designers and textbook authors.

Kuecken and Valfort (2012) analysed how teacher student gender interactions impact primary school learning outcomes in mathematics and reading in eleven Sub-Saharan African countries. They revealed that both gender perform nicely with a female teacher rather than with a male teacher in reading. But in mathematics both gender prefer male teachers. The study give an insight that through schooling   the traditional academic stereotype like "males are good at math and females are good at reading" is reinforced and acts a prominent role in explaining the impact of student-teacher gender interactions on academic achievement.

Mutekwe and Modiba (2012) investigated the impact of gendered school curriculum on girls' career choices in Zimbabwean school. The study was used qualitative research design   and an exploratory case study. Data were collected through extra-curricular and classroom observations and focus group discussion sessions (FGDS) with girl students. It is observed that the differential allocation of girls and boys in certain subjects studied at school generate an unequal representation of men and women in the occupational structure. The gender role stereotypes and the patriarchal ideology communicated through the hidden curriculum reinforced through teachers' attitudes and consequently resulted in girls' career aspirations and choices. The study recommends some measures to be undertaken by the schools and teachers to ensure learning equity.

Beilock et al. (2010) probed that increased mathematical anxiety of female primary teacher badly influence the academic performance of girls in mathematics. The study was conducted with a structured questionnaire of Likert scale. But it does not affect the mathematic performance of the boys in the first and second grades. Besides this, they proved that this had an adverse effect on the beliefs of the girl students that who is good at math; the more anxious female teachers are in math classes and the more likely girls students are to support the stereotype "boys are excel in mathematics, and girls are good at reading". It is also found that boys and girls without such stereotypes showed excellent performance in mathematics relative to those of the female students with such a belief.

Miranda et al. (2010) argued on Gender Biases and Evaluations. In this they examined the effect of gender biases on the evaluations between mediocre and above average performing individuals: They find evidence on demonstrating favor for men over equally qualified women as a function of perceived, though absent, differences in performance and qualifications.

Ayodeji and Ifegbesan (2010) noticed on Gender-Stereotypes Belief and Practices in the classrooms among the Nigerian post-primary school teachers. It emphasized the perception of secondary school teachers about gender-stereotyped beliefs' in classroom practices. Results indicated that most of the teachers surveyed directly or indirectly promote gender-stereotypes.

Anita and Allana (2010) viewed on gender in academic settings. They carried out a teacher training program with an objective to raise the awareness of teachers and train them to address prevailing gender and social issues in academic settings and in the society at large. Moreover it tries to change teachers' framework of their own context to address gender and social issues in educational settings. The method of the training was interactive and included teacher awareness sessions, workshops, video clippings, activities,

and case studies. It was found that educational system was not gender friendly and gender bias was visible in various activities; like games, management structures, distribution of resources, facilities and leadership. The training resulted in providing gender education to teachers, gender sensitizing them, increasing their capacity to conduct gender analysis of curriculum material, teaching and learning practices and school structures and culture.

Smyth et al. (2009) focused on the processes influencing the choice of non-traditional subjects by girls in lower secondary education in Ireland. The author concentrated that the traditional technological subjects are selected by students in a stereotypical lines. This can be found in the choice of traditional "male" cantered craft technological subjects, namely Materials Technology (Wood), Metal work and Technical Graphics. Strong gender disparity exists in the adoption of these technological subjects. A general trend can be seen across schools in the way in which the subjects are constructed as "male". However, some students, both female and male, actively contest these labels, and school policy and practice regarding subject provision and choice can make a difference to take-up patterns. It is argued that the prevalent gendering of subjects has some future implications for the training and career opportunities open to them on leaving school, skills acquired by students and their engagement in education.

Abbiss and Jane (2009) reported about Gendering the ICT Curriculum and gendered participation patterns in different ICT subjects in New Zealand secondary schools. New Zealand has a permissive ICT curriculum, comprising a variety of subjects and characterised by choice and variation in the curriculum in practice at the local level. The study revealed that the permissiveness of the curriculum, which apparently caters the needs of students by allowing choices to them, may sometimes, effectively reinforce gender stereotypes relating to computer interests and practices. This is a paradox of choice.

Helena (2009) observed gender relations in the classrooms and poses question on whether teachers prefer boys by giving them more space to talk. It led to a controlling attitude among boys and interrupting girls and demanding more from teachers. Boys are more active and assertive in class than girls so they demand more from teachers and therefore less shy than girls. The study had given an insight that teachers unconsciously perpetuate the existing status quo of social order particularly to the perpetuation gender role stereotypes.

Monisha and Bajaj (2009) made a case study of school policy and practice in Zambia   and explored the attempt to disrupt gender inequality in private school. It examined the school Policies deliberately tries to foster greater gender equity. The author listed a number of measures to achieve the target. This includes efforts to maintain gender parity at all levels of the school and young men also encouraged to cleaning tasks which is earlier conceived as women's' domain. The findings suggest that the pedagogical practices adopted by the school achieved it success in demolishing the norms of gender subordination and gender based violence. Although the replicability of these practices remained under a big question about the country's public resources and political will.

Margaret and Etherington (2008) enquired the marginal position of women in secondary curriculum and how it perpetuates the perception of boys and girls towards specific subjects. The study adopted a postmodern feminist paradigm to inspect the inequality. The study revealed the perception of art as feminine, trivial and an 'easy' subject. More Boys than girls perceived it as irrelevant for their future career choices and opportunities. Their attitude was conditioned by gendered learning styles reproduced within the masculine structure. Boys' opposition to art subjects are ignored by their parents. Ultimately, boys could be accidentally limiting their access to art-related profession, and girls' achievements in art are being disparaged.

Smyth and Darmody (2008) scrutinized the processes that influence girl's selection of non-traditional subjects in lower secondary education in the Republic of Ireland. Data were analysed through case studies of 12 secondary schools. Result of the study established that selection of some technological subjects is strongly gender differentiated. Some common pattern can be observed across the schools in the construction of male subjects. However, some boys and girls strongly criticize this practice, labels and the policy of the school regarding subject provision and tried to make a difference in selection patterns. The study stipulated that the relentless gendering of subjects has implications for students the choice of skills, training, their engagement in education and the broader career prospects open to them when they leave the school.

.   Stromquist and Nelly (2007) appraised five dimensions of the gender socialization process in schools. This monograph is based on the review findings from an international research literature. The key dimensions include (1) Teacher-based dynamics such as teacher expectations and attitudes and their differential interaction patterns toward boys and girls in classrooms, generally unfavorable to girls. (2) Within the formal curriculum, sex education continues to omit relevant portions of sexuality affecting adolescent students, despite changes in social mores. (3) The gender based violence in the school environment are gradually being perpetuates the polarized conceptions of masculinity and femininity. (4) Peer influences play a critical role in reinforcing gender identities. (5) Teachers do not get adequate training in gender related issues; therefore they do not promote gender equality in classrooms. When the studies are conducted in different countries with diverse development pattern, the results did not showed any significant differences across the world. The study gives insights to the involvement of educational personals to combat the issues of gendering practices in school.

Dean, Joldoshaliev and Hussainy (2007) conducted an exploratory study on The Role of Schooling in Constructing Gendered Identities in public sector schools in the urban and semi-urban regions of Karachi. The study was qualitative in nature and employed complimentary research methods like ethnographic observations, interviews with the head teacher and teachers, focus group interviews with students, and the analysis of curriculum materials. Analysis of the data revealed that the inter-relationship of the official curriculum, the structure of schools, teacher beliefs and teaching learning practices result in a gendered division of labor, gendered control of space, bodies and behavior, and disciplinary regulations and teaching to perceived gender differential features which serve to develop gendered identities of boys and girls.

Iveta (2007) examined school based gender inequalities in central south Eastern Europe and the former Soviet Union. This article pinpoints gender equity in school as it is presented in the curriculum, textbooks, teacher attitudes, leadership, tracking and school environment. The article presents how existing gender neutral education practices disadvantageous to gender equity in schools, and lists some gender sensitive strategies' for reform and exploring the school environment.

Nelson and Laird (2007) underlined gender gaps in teaching style. This study found gender differences in the style of teaching between men and women. The differences can be seen in the percentage of a measure of teaching style, class time spent on various activities, the gaps between men and women in lecturing and active classroom practices.

Lewis (2006) demonstrated gender inequality in Science and Mathematics Education. He analysed its causes, consequences and solutions in African schools. According to him boys are receiving more quality and quantity of education than their female classmates in both subjects. This

gender bias may badly affects girls self confidence and performance in classrooms. It also suggests several promising strategies for finding out long-term solutions to these issues.

Towery (2007) made a critical analysis on the continued existence of sexism and institutional gender bias in schools. The study inquired teachers' perceptions of school climate with regard to gender equity and their efforts to challenge gender equity in school. The data were drawn from   the evaluation of an in-service professional development program aimed at increasing teachers' awareness and responses to gender inequities in their schools. Results suggest that teachers who participated in the program had an immense impact on their thinking with respect to gender equity. The results also indicated that teachers face considerable challenges in their personal growth, awareness and change persist and that teachers continue to wrestle with gender bias, both within themselves and in their schools.

Kevin et al. (2006) investigated the differential teacher attention to boys and girls in the classroom. The investigator reviews themes and issues in gender and classroom interaction. Feminism has a deepest influence in the classroom interaction between teacher and student.   Because disruptive behavior pattern of boys are primarily due to the hidden power structure of the classroom environment. The new current public concern is the relative under achievement of boys in school is discussed in the light of differential teacher attention to boys and girls.

Timothy (2005) highlighted the controversies and implications of gender bias in the classroom. According to her gender bias may restrain learners' accomplishment and ambitions so teachers must aware and eliminate gender bias in classrooms. Investigator proposed gender neutral practices through this the teachers can recognize individual and group differences. The classrooms will be in a condition that both girls and boys can reach their

fullest potential and are sensitive to the quality and level of interaction they give to each gender. This study suggests number of measures that will help the elementary school teachers to reduce gender stereotypes in classrooms.

Karen et al (2005) found that gender bias exist for both gender. Author cited that it is a serious issue found among girls and boys in schools. But it is very difficult to trace because it influence both gender in different ways. The socialization practices in school reinforce traditional gender roles that boys who may be expected to act out and rebel at school work while the girls are expected to be obedient, disciplined, confirming, docile and willing to work hard.

Paul and Sargent (2005) underlined the Gendering of Men in Early Childhood Education. He pinpointed   that early childhood education is undeniably gendered in terms of the differential location of men and women, frequent use of symbols, the interactions among individuals and the internal mental work of individuals.

Jerome et al. (2005) analysed gender differentials within the primary school system of Trinidad and Tobogo. The prime objective of the study was to find out the gendered achievement patterns uniform across educational schools. Census data from 2003 secondary Entrance assessment administered at standard five was included in the analysis. The sample was primary school students. The major conclusion of the study was gendered achievement pattern were varied across the majority of the coeducational schools. However, more coeducational schools reported practically significant advantage to females.

Witkowska and Menckel (2005) scrutinized the magnitude of sexual harassment and perceptions about types of behaviors' related to sexual harassment of girls in Swedish high school. The author revealed that Sexual

harassment was identified among the female students as a problem in their schools. Most common forms were verbal behaviors, such as: attractiveness rating, sexualized conversations, name-calling and demeaning comments about gender and sexual personal comments. The non-verbal displays found among were and sexual looks sexualized contact seeking. Sexual assault among teacher students relationship is rarely found among them. The study found that girls' students in high school confronted to a different forms undesirable and unacceptable sexual behaviors' it may   infringe their right to a scaffolding, respectful and safe learning environment in school.

Mieke and Houtte (2004) observed that the presence of girls in school affect boys achievement in his study of gender context of the school and study culture. The research was based on the sample of 877 boys and 714 girls from the secondary schools. It was shown that the gender context of the school does not affect the boys' study culture, but presence of girls positively influence the general pupils study culture.

Selemani and Meke (2004) made a content analysis to explore the gender biases in the primary school science curriculum and instructional materials of seventh and eighth standard. The materials included teachers science guides, science syllabus and text books. It is noted that on the part of pronoun use, the syllabi are gender-sensitive as there was no indication of discrimination against or in favor of any gender. Although the students' textbook and teachers' guides showed greater bias towards girls. The pictorial representation of women was mostly in traditional stereotypical roles in both standard seven and eight instructional materials so the study suggests that the rewriting of textbooks in to a more girls friendly manner is essential for the forthcoming society.

Young (2004) highlighted that Girls and boys are experiencing sexual harassment at about the same rate in secondary school. In connection with

Gender issues girls are more often the target. However, boys and girls experience different types of sexual harassment. Girls are more likely than boys to be physically harassed and are also more likely to be harassed by adults. Girls are more likely to be touched, grabbed, pinched, or brushed up against in a sexual way. He suggests that teachers, students, parents and administrators must nurture an inclusive, and respectful and supportive environment in their efforts to decrease and eliminate sexual harassment.

Melissa L. and Slater (2003) investigated the attitude of teachers towards gender bias in elementary schools. A self-developed survey conducted among the students about gender differences in the areas of discipline, play activities, instructional needs, classroom structure, teaching methods and curriculum materials. Results established that the teachers viewed about their students have equal abilities. However, the teachers also reported that they do not deliberately think about gender equity in their daily classroom practices, pinpointed that this issue may still be part of the hidden curriculum.

Bassi (2003) observed Gender in school and argued that teachers perceive gender inequality to be of little significance at the primary stage. But in school students are segregated along gender lines both in formal and informal spaces. Tasks are differently assigned to males and females. Girls and boys receive praise from teachers for gender appropriate behaviours. Teachers have some prejudice that they consider boys to be more effective than girls in managing the classroom. The study explored how hidden curriculum of gender manifests itself in teacher attitudes, poor interaction in a school and the organizational aspects.

Funk and Carole (2002) addressed Gender Equity in Educational Institutions: Problems, Practices, and Strategies for Change. The authors focused covert and overt discrimination of girls and young women in the

elementary and secondary schools and suggest some measures for educators to promote equal educational choices to female students.   The study also centered on to increase the awareness about gender discrimination by female and male teachers persists in all sectors of education and it also studied the effect of these discrimination directly linked to their career paths and life options.

Reay (2001) reported that socialization process clearly defines gender roles to girls and boys. Researcher demonstrates how socialization of girls happens at the school stage by tolerating different form of behaviours from boys than from girls. Girls' assertive behavior often treats as disruptive and may be viewed more badly by adults. In Reay's study, the spice girls acted assertively just opposite to the traditional stereotypical feminine roles. So their teacher labelled them as "real bitches". This perpetuate the notion that girls' misbehavior to be looked upon as a character defect, whilst boys' misbehaviour is viewed as a desire to assert them.

Alice and Christie (2000) recognized invisible gender bias in teacher-Student Interaction by examining his own role as teacher or researcher in perpetuating or try to eliminate gender bias in the interaction among students of elementary class. The qualitative description of the naturalistic data tried to answer the question, "How does a teacher or researcher perpetuate or disallow differential treatment of the students based on gender considerations?" Data included extensive email messages between researcher and the students and video recordings of classroom interactions. The feminist analysis indicated that even in the classroom firmly based in feminist pedagogy, gender biases are more invisible and more difficult to remove than expected. So in the school system gender bias was almost impossible to eliminate.

Jovanovic and King (1998) examined the   behavior needed for hands on activities in the performance based science classroom among boys and

girls over the school year.   Hands on activities include manipulating the equipment, directing the activity and observing. The author also scrutinized whether these performance difference can be attributed to change in boys' and girls' scientific attitude. Results showed that girls and boys did not equally participate in these classrooms. Besides, we established that girls have a decrease in the perception of scientific ability over the school year and   girls and boys experienced these classrooms differently.

Sadker (1994) remarked that the education system perpetuates gender bias. During the school days boys receive more attention, rewards and motivation from their teachers than girls. The bias continuously train the victim through years of schooling to be silent and passive, and are therefore unwilling to stand up and make noise about the unfair treatment they are receiving. The gender socialization of school and hidden curriculum reflects unequal and separate educational practices to boys and girls

Olivares, Rafael, Rosenthal and Nancy (1992) reviews researches on gender equity and classroom experiences. This demonstrated that gender inequity is not only reproduced through socialization that begins at home but also the school environment consciously or unconsciously perpetuates sex stereotypes. Three major areas were examined firstly interactions in the classroom it includes teacher student and student -student interactions. Secondly   instruction-related characteristics such as assigning classroom activities to students based on their gender. The third area was perception of gender roles   through teachers' modeling of sex stereotypes in the classroom and perception of adults and teachers about students' gender. The study revealed that students make use of stereotyped gender cues to distinguish themselves from others and how the students' overall perceptions about sex roles influence individual performance and social interactions. The study also finds that the vital milieu of school premises develop and reproduce gender

inequity;   teachers are unaware about their biased practices and   the instructional material are not gender neutral; and students interact in classroom according to stereotyped gender believes.

Bailey (1992) argued that the socialization process within the school is tuned in a way to nurture a permissive attitude towards sexual harassment and this in turn treat girl as inferior. According to him "When schools disregard sexists, racist, homophobic, and violent interactions between students, they are giving implicit approval to such behaviours." The boys in classroom is often criticized for throwing like a girl, or crying like a girl, which reinforce the gendering ideas that being a girl is worse than being a boy.

Studies Related to Gendering of Co-Curricular Activities in School

Christin (2011) reported that, women are considerably and significantly more likely than men to participate in high-status cultural activities in a study on Gender, Early Socialization in the Arts, and Cultural Participation. This research incorporates several explanations of the gender gap in cultural participation.The first includes early socialization in the arts and family background then education, differential involvement by gender in the labour force and the influence of marriage, on women's and men's cultural participation. The analysis showed girls early socialization process encourages them to participate well in cultural activities than men in the formative years. The analysis showed that girls' early socialization process encourages them to participate well in cultural activities than men in the formative years. This conclusion depicts how the participation in arts might have become a relatively more gender segregated than class-based activity for younger cohorts.

In a study, Berg et al. (2010) found that girls and boys are taught Physical Education in separate groups in Finnish secondary schools. They

examined Gendering Processes in the Field of Physical Education reproduce or challenge the gender system and the possibilities of agency. The findings suggest that the male students' bodies are regarded as strong and brave are, so they generally receive appreciation form their female and male teachers. Moreover, female teachers' physical education competency is undervalued by the male teachers'. In this study nobody questioned the ability of a male teacher to teach a girl student. However there were more doubts over female teachers' competence to teach boys.

Chesire (2004) highlighted that Girls are more prone to sexual harassment than boys. This may negatively affect their participation in school related activities. Girls are reluctant to go for school than boys or change the way they went to or home from school, girls become quite than boys, all these adversely affect students' emotion especially girl's education, consequently productivity may decrease and girl students may tends to drop out from school.

Lopez & Nancy (2002) analysed the gendering and racing of high school lessons. The main question she posed that why women attain higher educational levels than men. Through participant observation researcher investigated racing and gendering processes in the high school setting. Results notes that students race and gender affected their outlook and education both formal and informal institutional practices within schools.

Jones, Howe and Rua (1999) studied gender differences in students' experiences, interests and attitude toward science. The sample for the study was 437 students who completed a survey intended to elicit students' perceptions of science and scientists. Findings emphasise that significant gender differences in science experiences, attitudes, and perceptions of science courses and careers. Boys accounted for more extracurricular experiences with variety of tools such as electric toys, batteries, microscopes,

fuses and pulleys. Girls were more interested in experiences with knitting, bread-making, sewing, and planting seeds. More boys   than girls showed their interest in cars, atomic bombs, atoms, technology, computers and x-rays whereas more girls were interested in rainbows, animal communication, healthy eating, weather, and AIDS. The study also reported that girls' and boys' perception about future jobs are differed significantly. Boys were more preferred jobs which require more controlling nature, earn more money, becoming famous, simple and easy jobs. Girls were more interested in   jobs like helping other people. Study also revealed that girls and boys have significant differences in their perception of science. Girls were reported that science was difficult to understand whereas more boys reported that science was dangerous and destructive as well as more suitable for boys.

Morris and Starrfield (1982) surveyed students of three Phoenix, Arizona high schools and   observed some gender differences in extra-curricular participation. They established that athletic activities were male dominated in general and while and academic and social activities were female dominated.

Buser (1980) conducted a   survey of Illinois public schools regarding gender inputs in the participation of co-curricular activities in school. He established that female participation surpassed male participation appreciably in all categories except athletics or sports and hobby or leisure related regardless of school size. Females outperformed boys specially activities like drama, service, honors, publications, speech and social related areas.   In general he concluded that girls and boys in the high school participated in co-curricular activities to about the same extent, although in different areas.

Conclusion

Gender and education is an emerging area in the field of social science. Though Sociological and Psychological studies are concentrating much on this as a research realm, educators treated it as sidelined, even though it is becoming an emergent area in the field of education in western society. Because the increasing number of studies were mostly reported from western scholars and very few are emerged from Indian scholars, as the educators of Indian society made only very little attempt to uncover the dynamics of gendering in Indian context. In fact, Indian society is moving towards a takeoff stage in the path of modernization and development; it requires a quality secondary education free from any form of discrimination especially in the name of gender. The exploration of the review of the literature by the investigator revealed that there is an urgent need to undertake research in this field.

Western researchers made use different methodological inputs to understand the dynamics of gender in the educational field. Methods like content analysis, case study approach, focus group discussions, qualitative and quantitative analysis were done to explore gendering in the classroom disciplinary practices, gendered nature of physical education, gender bias, gender stereotypes, gender disparity in curriculum, parents biased attitude to girls education, gendered nature of some subjects sexual harassment at schools etc. With related to the biased attitude and education of girls, the changes in the attitude of parents create a positive attitude towards girls education (Mamonah, and Anwaar, 2013). Male and female Physical education teachers interaction perpetuate gender-stereotyped beliefs (Koca, 2009), gender differences in co-curricular activities (Morris and Starrfield (1982), girls are more subjected to sexual harassment than boys (Chesire (2004) were find out by the scholars.

As a universal system of stratification gender became organizing principles which now crept in to the micro realms of education, but still it remains untouched. The studies conducted in this area are mostly western in origin. There is a dearth of studies in India which need to be seriously undertaken because being a developing country like India need to achieve gender parity and equality in all sectors of education. Hence the investigator has made an extensive search of related studies; it is revealed that most studies are focused on quantitative aspects like gender equity, parity, gender inequality, girls' access to schooling, literacy rate, dropouts, bias in textbooks etc. the investigator not seen studies which focus on the micro interaction taking place in the wider milieu of school. Therefore an urgent and serious inquiry is needed to the qualitative micro dynamics of the gendering of the schooling process in India, especially in Kerala. Hence the investigator expects that the present study will be a great venture to bridge the gap in the educational research venture.

METHODOLOGY

- *Design of the Study*
- *Variable Selected for the Study*
- *Samples Used for the Study*
- *Tools Used for the Study*
- *Data Collection Procedures*
- *Statistical Measures Used*

METHODOLOGY

This chapter is exclusively dealt with the methodological procedures employed for the present study. The study was primarily designed to examine the perceived Gendering Practices in curricular and co-curricular activities of the secondary schools of Kerala.

A comprehensive description of the design, variable, sampling techniques, tools used, data collection procedures and statistical measures are discussed under the following headlines:

- Design of the Study
- Variable Selected for the Study
- Samples Used for the Study
- Tools Used for the Study
- Data Collection Procedures
- Statistical Techniques Used

Design of the Study

The present study aims to examine the Gendering Practices if it exists in secondary schools of Kerala as perceived by the different stakeholders. Hence the study used qualitative research design. Qualitative research is an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings people bring to them. According to Maxwell (2005) the intellectual aim of qualitative study understands the meaning of the situations, events or actions under study, understand the particular context within which the individuals act and how these social context influences his behaviors and also to explore unanticipated

phenomena under study. The study adopted a qualitative research paradigm because the researcher's primary objective is to gather some insight into what is happening and why it is happening and to change the existing situations under study.

The study utilized a qualitative research paradigm so as to gather deep or thorough understanding of the single aspect through multiple line of approach. The various dimensions of the subsumed Gendering Practices were analyzed. The perceptions of heads, teachers, students and parents on these aspects were also examined. The responses of all these stakeholders were cross checked and examined critically to elucidate the occurrence of Gendering Practices.

Variable of the Study

Major Variable

Since the investigator intends to find out the perception of heads, teachers, parents, and students on Gendering Practices in secondary schools, Gendering Practices were selected as the major variable of the present study.

Classificatory variables

The present study employed type of school, locale, gender, educational qualification, teaching experience and religion as the classificatory variables.

Sample Used for the Study

Since the study aims to examine the perceived Gendering Practices occurring in secondary schools of Kerala through different stakeholders, the major stakeholders of secondary school system like heads, teachers, students and parents form the population of the study. The population of the study scattered in a wide geographical area, therefore the investigator selected

appropriate samples from the total population. Out of the 2874 secondary schools of Kerala the investigator has selected 23 secondary schools. From this 23 sampled schools 23 head teachers were selected as the sample for the study. From the total 57788 secondary school teachers 200 teachers were selected as the participants of the present study. The secondary students of Kerala consist of 1445746, among these the 800 students were selected as sample and from the parents of 800 sampled students, 300 parents were selected as samples for the present study. The samples were   selected through stratified random sampling technique by giving due representation to factors like gender, locale, teaching experience, educational qualification, religion, and type of school. The samples were selected from six major districts of Kerala State consists of Thiruvananthapuram, Thrissur, Palakkad, Malappuram, Calicut and Kasaragod. The details of the samples are presented in Table 1.

Table 1

Breakup of the sample selected

Sample Category		Heads	Teachers	Students	Parents
Total		23	200	800	300
Gender	Male	14	52	340	103
	Female	9	148	460	197
Type of Management	Govt	9	89	389	129
	Aided	7	40	211	86
	Unaided	7	71	200	85
Locale	Rural	16	126	551	227
	Urabn	7	74	249	73
Religion	Hindu	10	124	291	113
	Muslim	7	54	480	172
	Christian	6	22	29	15
Teaching Experience	Above 15 years	-	58	-	-
	Below 15 years	-	142	-	-
Educational Qualification	Above SSLC	-	-	-	56
	Below SSLC	-	-	-	244

Tools Used for the Study

The success of data collection depends up on the instrument or technique adopted for the study. A reliable and valid tool provides empirical data which help the researcher for further analysis and to reach at a better conclusion.

The present study used the following instruments for data collection.

Tools Used

- Questionnaire to Heads on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

- Questionnaire to Teachers on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

- Questionnaire to Students on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

- Questionnaire to Parents on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

- Observation Schedule on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

The comprehensive description of the each tools are mentioned in the following sections.

Questionnaire to Heads on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

The central aim of the questionnaire was to identify the perception of Heads' on secondary schools of Kerala. The questionnaire was administered in a pilot study in order to ensure the feasibility and adequacy of the tool under investigation. The detailed description of the planning and preparation of the questionnaire is presented in the following sections.

Planning and Preparation of the Questionnaire

There has been considerable increase in the studies on gender and education internationally (Howe, 1997). Scholars have made extensive studies on the quantitative and the macro aspects of gender and education. These studies clearly focus on the complex interaction of structural factors on

gender and education. There were few studies which centered on the impact of gender into the micro aspects of the schooling process. In order to accomplish this intention, the investigator prepared the questionnaire to Heads perception on Gendering Practices. For this the investigator has made a detailed reviewing of the literature under investigation. Varieties of themes were emerged from the review of literature on gender and education. But the investigator could not find out any specific dimensions related to Gendering Practices. Therefore by surveying various aspects of gender like gender bias, gender stereotypes, gender inequality, equity and discriminations were explored. Finally in consultation with the experts in the field, the investigator identified the possible attributes related to Gendering Practices.

The components for the questionnaire were pooled into six dimensions. The dimensions include gender sensitivity in curriculum, instructional materials, co-curricular activities, gender based violence in schools, school environment and evaluation. The detailed description of the components is as follows.

Gender sensitivity in curriculum

Gender sensitive curriculum is developed in such a way as to reduce barriers regarding personal and economic development produced as a result of Gendering Practices. The training manual on gender sensitivity developed by UNESCO (2004) clearly states that gender sensitivity helps to create respect for the individual irrespective of their gender differences. It never raised women against men, in contrast gender sensitive curriculum benefits for both genders. It assists them to determine which assumptions regarding gender are valid and which are stereotyped generalizations. Therefore to be gender sensitive teachers, they need to develop not only intellectual skills but also sensitivity and open-mindedness. It uncovers the wide possible range of life options for both women and men.

Gender sensitive pedagogy strives to ensure equal learning support for both boys as well as girls. Gender sensitive curriculum is sensitive towards the gendered socialization process, hidden curriculum, classroom interaction pattern, biased subject interests, gendered nature of pedagogical practices. Cornbleth (1984) observed that the so-called hidden curriculum covertly and latently imparts the biased believes and prejudices of the content and objectives of the learning. Gender sensitive teaching identifies and counter-acts such hidden curricula.

The socialization process in the school perpetuates differential subject interest among girls and boys. This is due to the belief that when girls pass an exam this is attributed to luck factor whereas when it comes to boys it is attributed to hard work and intelligence (Funk, 2002). The patriarchal belief inculcates different subject expectation like a boy with science subjects and girls with arts, language and social science subjects. The formal curriculum projects primarily male role and their accomplishments; and also depicts stereotypical roles for women, even portraying many negative images of females at all periods (Horgan, 1995). Research on classroom interaction explored that teachers teach differently to boys and girls, boys' indiscipline were welcomed whereas girls' simple issues were overlooked and threatened by the teachers and other significant personals, in schools. Sadker and Sadker (1994) highlighted that in schools, girls consistently face subtle and even insidious lessons about their gender that may seem to be rather insignificant but that have a powerful cumulative impact.

Gender sensitive curriculum gives an insight to integrate our teaching with gender issues and to change teachers' personal attitude towards gender in classrooms. Maluwa (2003) pointed out that in order to achieve gender sensitivity in schools; it must ensure provision of basic infra-structure, school rules, teaching materials and teaching methods and a safe environment of

boys and girls.   Schmuck and Schubert (1995) studied attitude of administrators towards gender equity and found that female principals who have personal experiences with institutional discrimination would be more sensitive to gender bias and therefore try to make effective measures to eradicate Gendering Practices.

Instructional materials

There have been numerous studies on gender discrimination of textbooks and other reading materials. The literature have shown that gender stereotypes in the textbooks are found in various aspects like language, noun, pronoun, images, texts, illustrations, learning experiences, content, poems and stories etc. Qualitatively, the amount and type of career and personal activity choices depicted for women are severely limited and stereotyped (Garcia et al, 1990; Gonzalez-Suarez & Ekstrom, 1989; Heintz, 1987; Nilsen, 1987; Weiller &Higgs, 1989; Williams et al, 1987; Purcell & Stewart, 1990).

The quantitative representation of female versus male has improved over the last twenty years (Heintz, 1987; Williams et al, 1987; Purcell & Stewart, 1990). However, males still outnumber females in story books (Garcia et al, 1990; Williams et al, 1987). Textbook reinforce traditional gender roles and it divide separate realm for boys and girls and ultimately restricts the freedom of girls (Campbell 2010; Flouds, 2013; McLaren 1989; Treichler and Frank 1989; Ullah & Skelton, 2012). Evans (1998) scrutinized that students' textbooks generally reinforce male dominance and in literature, girls are not depicted in the lead roles, and they are portrayed as less capable than main male characters. When teacher add their bias about gender to the textbooks, then the situations get more damaged (Sadker & Sadker, 1994).

The instructional material portrayed the personality characteristics of the main characters were found to be sex-stereotyping for males and females,

such as female roles are projected as being dependent, calm and quiet, polite, passive, simple, kindness and nurturing and males were being independent, outgoing, adventurous, active, dominant, complex, and not showing affection or emotion (Gonzalez-Suarez& Ekstrom 1989; Purcell & Stewart, 1990; Tetenbaum & Pearson, 1989; Williams et al, 1987). Male linked traits are valued more than female linked traits were degraded. (Hitchcock& Tompkins, 1987; Vaughn-Roberson et al, 1989).

Co-curricular activities

Many researchers have explored the gendering of play; games like 'boys against girls' reproduce a sense of gender as a dichotomy and opposition and it generate gender related messages on sexuality and aggression (Francis 1998; Thorne, 1993; West and Zimmerman 1987). This specifically comprised of differential interest among boys and girls, separate play ground for boys and girls, differential encouragement by the teachers, mixed participation of boys and girls, restricted access of girls in sports, arts, and other recreational activities of the schools. Generally schools provide number of co-curricular activities to improve the personal, social and intellectual development of the students. The results of the survey of Nover (1981) states that "high school boys were found to participate significantly and more frequently in sports related activities than were high school girls, while girls participated significantly more frequently than boys in the arts and in academic activities"(Nover, 1981). Schools provide better opportunities and resources for the participation of boys in variety of sports related activities and ignoring girls' participation. Clarke (2002) analyzed that the school subjects' projects sports and physical education as the domain of males and masculinity, girl's participation often were stigmatized as risk taking and femininity deficit. These gendering may ignore girls' educational needs and lower her status in schools.

Gender based violence in school

The Common Wealth Secretariat on Gender Mainstreaming on Education (1999) reported about the sex-based harassment in schools. It includes a range of behaviors, directed by the assumption of power relations which discriminate against girls and women. Being the head of the institution, reporting of gender based violence is a crucial factor for the smooth functioning of the schools. The research points to the fact that mostly girls and female teachers are the victim of gender based violence in school, the abuse which many female students suffer as members of mixed classes. Generally abuse may occur when school employees compel the students to engage in sexual act for the participation of school programmes or activity. For example, when a teacher threatens the student to fail him/her if the student does not agrees to go with the teacher. It may also occur due to the prevalence of a hostile environment that affects a student's ability to engage in or benefit from an educational program or activity, or it could generate some kind of threatening, intimidating or abusive educational environment. This situation may be produced by teachers, parents, male students, or someone who visits the school, personal staff, or head of the school concerned. Gender based violence generate a devastating effect on the victim, it may threaten students' physical or emotional well-being, create a bad attitude towards a specific subject or by leaving the school altogether. The modern techno enabled cyber world exerts girls and boys severe peer pressure upon even within the school context. Girls are more prone to the abuse related with mobile phones and other electronic gadgets than boys in schools.

School environment

Lloyd et al. (2000) demonstrated the evidence for how school environment discourages girls while boys are given more advice. Teachers perceived that important subjects was unsuitable for girls in comparison to

boys, boys are permitted to harass girls, and girls' experiences with the discriminatory treatment are not recognized by boys. The structures of class rooms were arranged in such a way as to divide boys and girls. Seating arrangement clearly reinforces the Gendering Practices that prevailes in the social structure. Brenner (1998) contented that girls and boys were seated separately and were made to play in separate groups. A recent comparative study of young people's difficulties in school in Estonia and Ireland concluded that the socio-emotional climate of the school, specifically the attitudes of teachers, level of social participation etc., were found to have significant impact on the retention of students at the times of transition (Darmody, 2008). Recent work by Hallinan (2008) revealed that the care and affection of teacher increase students' retention.

Literature apparently depicts the effect of gendered school environment upon both genders. School discipline, uniforms, transportation, infrastructure and other physical facilities reinforces Gendering Practices. Boys generally showed dissatisfaction towards school. Because of the differences in the socialization practices, boys are not ready to accept the authority of schooling and seemed to be more disruptive and not interested in learning. (Lyons, et al, 2003; Martino, Pallotta and Chiarolli, 2003; Meyenn & Parker, 2001).

Evaluation system

Studies also showed that evaluation system of school is not free from Gendering Practices. Stereotypical gender identities perpetuate the belief that girls have to work hard in order to succeed in school, whereas boys are naturally gifted (Cohen 1998; Epstein, 1998; Mac an Ghaill, 1994; Power et al., 1998; Quenzel & Hurrelmann, 2010). The socialization of school reiterates the notion that some subjects are well suited to boys and others to girls. Further research also support that the structure of male and female

brains are differently wired but also different physiology, chemistry and information processing (DeSimone & Durden-Smith, 1983; Hopson, 1987). There is evidence that academic self-esteem is vital in shaping the performance in examinations, and due to the effect of gendering, girls have lower confidence and tend to under-perform more poorly in traditional examinations in contrast to continuous assessment (Adamuti &Trache, 2006; Lyons et al, 2003; Murphy & Ivinson, 2004). The connection between the types of assessment and gender needs to be further explored because of their serious implications for life chances (Gipps, 2001).

Research on classroom observations in the public schools maintained that boys entertain more praise, criticism, cues, encouragement, questions, eye contact, and attention than their female counterparts. Reinforcement pattern were also different for girls and boys. Boys' assertive and aggressive behaviors were permitted by teachers while girls are scolded and punished severely.

The gendering of evaluation system has a devastating impact on the students of both genders. It may limit role expectations. Permanent scratch to self-confidence and self-esteem, silencing of the unique female voice, reluctance to take risks and learn independence, non participant role in activities etc leads to the curbing of career aspiration of girls in her future endeavors. The favouritism experienced by boys' students has an advantage of their own in the world of work and many other aspects.

The dimension described above is applicable to the Indian context also; there is intensity variation in the occurrence of gendering. Therefore the investigator selected these dimensions as the components of the questionnaire to Heads on Gendering Practices in secondary schools.

Sixty questions based on the above dimensions were included in the draft form of the questionnaire. Copies of the Malayalam and English

versions of the draft questionnaire are given as Appendix A1 and Appendix A2 respectively

After the discussion with supervising teacher, eminent scholars in the field; and field observation, the investigator eliminated and simplified some questions. Therefore the final draft of the questionnaire to heads consists of 58 items. Of these 38 items were written as negative and 20 items were recorded as positive items. Negative items were denoted with bold phase. The detailed distribution of the items in different dimension of the questionnaire to heads on Gendering Practices in Secondary Schools (final) is provided in Table 2.

Table 2

Distribution of Items under Different Dimensions of Questionnaire to Heads on Gendering Practices

Sl. No.	Dimensions	Item numbers	Total number of items
1	Gender sensitivity in school curriculum	1,**2**,3,**4,5**	5
2	Instructional materials	**6,7,8,9,10**,11,**12,13,14**, 15,**16**	11
3	Co-curricular activities	**17,18,19,**20,21,22, **23,**24	8
4	Gender based violence	**25,**26**,27,**28**,29,30,**54,	7
5	School environment	**31,32,33**,34,**35,36,37,48**,49, 50,51,52,53,	13
6	Evaluation system	**38,**39,**40**,41,42,**43,44**,45,**46,47, 55,56,57,58**	14
	Total		58

Administration and Scoring

Questionnaire to the heads in the secondary schools was administered to the sampled heads. For this the investigator asked the permission of the head of the school, and then arranged an appointment for the administration of the tool. The investigator briefed the purpose and importance of the study. Mostly the head teachers were busy, so that the questionnaire was given to them and collected later.

The response category of the questionnaire was "Yes or No" type. It was scored 1 and 2 respectively. All negative items were scored reversely. The tool was scored by counting the frequency of each statements and it was categorized in accordance with different dimensions and scored accordingly.

Validity and reliability of the questionnaire

The investigator constructed the items, in consultation with eminent experts in the field of study. The investigator has also written the items based on the theoretical impetus and the objective of the study. In addition to this, the researcher framed the items in an unambiguous and simple manner so as to achieve the face validity of the questionnaire.

The reliability of the questionnaire on Gendering Practices in secondary school to the heads was established by checking the collected data through a multiple sources. Hence cross checking of the data is done in order to increase the authenticity and integrity of the data which make the research more reliable.

The Malayalam and English version of the final form of the questionnaire to heads on Gendering Practices in secondary schools is given in the Appendix A3 and A4.

Questionnaire to Teachers on Gendering Practices in Secondary School (Musthafa & Fousiya, 2015)

The main purpose of this tool is to explore the Gendering Practices in the curricular and co-curricular activities of   secondary schools of Kerala for the total sample and the relevant sub samples based on gender, type of management, locale, religion and teaching experience. To achieve this goal the investigator has prepared a tool for teachers to find out the perception of teachers' on gender stereotyped practices in secondary schools of Kerala for the total sample and the relevant sub samples.

The initial idea was to examine to what extent and in what ways gender inequality in educational attainment was an issue of concern in the schools of Kerala. Some of the work reviewed (Lloyd, 2005; Osler *etal*, 2002; Riddell, 1996) shows that gender and its allied educational aspects and some others contents gender at specific periods of   schooling (Croxford, 1999; Biggart, 2000; Wilkinson *et al*, 1999). Although the situation has changed radically in the last decades regarding participation rates in education, gender differences persist in both attainment and choice of courses of study. The study therefore explores the occurrence of Gendering Practices in the curricular practices in secondary schools.

Teachers' perception on gendering are crucial for their relations with students and this can be a critical factor in generating gender stereotyped believes in schools. Gender stereotypes are also likely to be reinforced or weakened by text books and reading material provided in schools. Hence in this context after a deep review of the Reports of NCF Focus Group on Gender and Education, other international agencies on gender and education, numerous studies related with the concerned area the investigator identified eight dimensions for the proposed study. These are gender sensitivity in school curriculum, pedagogical practices, instructional materials, co-

curricular activities, socialization process in schools and classroom disciplinary practices, evaluation system, school environment and gender based violence.

Gender sensitivity in school curriculum

The attribute related to gender sensitivity in curriculum implied that how far the curriculum is sensitive to gender related issues. The term never implies putting women against men. It means a curriculum which must be sensitive to both sexes equally. It helps the teachers to determine any assumptions about gender are valid or stereotyped. The formal curriculum is considered to be the central element of the education of children. Curriculum is to be prepared and implemented in such a way as to provide opportunities and experiences to both gender equally and fair.   Gender sensitivity requires open mindedness and sensitivity from the part of teacher. It provides mutual respect for the equally valid roles that men and women play in families, school and other social institutions.

Studies show that bias emerges in the curricular practices and textbooks perpetuate male dominance. In literature, girls are not in the lead roles, and they are shown as less capable than the main male characters (Evans, 1998). When girls do not see themselves in the pages of history textbooks, and when teachers do not point out or confront the omissions, young girls learn that to be female is to be an absent partner in the development of our nation. And when teachers add their stereotypes to the curriculum bias in books, the message becomes even more damaging (Sadker & Sadker, 1994).

Gender sensitive curriculum strives for an equal support in teaching girls and boys students. It undermines the power structure which already ingrained in the curriculum through the process of socialization in the

classroom. It also questions the values and ideas perpetuated by the hidden curriculum in the form of one sided choices of content and objectives (Cornbleth, 1984).

Gender sensitive curriculum is sensitive towards detecting and preventing the deeply ingrained bias, prejudices and stereotyped images of women and men, traditional sexual division of labour and it deconstruct the existing Gendering Practices in society by ensuring an equal and quality life to each students. Empirical studies proved that the binary formation of Gendering continues to be created in teaching. This binary conception may create issues due to the characterization of differential values and judgments to both genders. So it is a criterion for ensuring quality teaching (Grossman & Grossman, 1994; Howie et al., 2002). Hence gender sensitive teaching make teachers to be aware about their roles and have a potential to make the teachers a very good role model which may in turn inspire the learner and it helps the teachers to be a better professional players in their domain.

Pedagogical practices

The research conducted on pedagogical practices reveals a tendency to focus on boys. Teachers are much more interested to focus on boys than the girl students, regardless of their subject concerned. The American Association of University Women published a report in 1992 which reported that females receive less care from teachers and these care and attention is often more negative than the care and attention received by boys (Bailey, 1992).

Analysis of teaching methods and practices found that teachers assigned class work mostly to boys than girls in the classroom, especially when teachers explain the content by using certain teaching aids such as charts, globes, maps etc. Australian data of primary school teachers have documented that teachers perceived girls as submissive, passive, controllable

and strongly repressed regarding the feminine behavior. Teachers label some girl students' as "bad girls", because they do not conform to teachers' standards of suitable female behavior. Classroom discipline was one of the significant parameter to measure teachers' attitudes and through which doubles the standards, traditional values and norms about masculinity and femininities were reinforced (Robinson, 1992). An Australian study revealed that teachers tended to use binary creations of boys and girls, with girls being more "open" to new ideas, while boys "closed off," girls "in control" vs. "boys out of control," and girls as "mature" vs. boys as "immature." These images were found to affect teachers' classroom interactions with each group (Allard, 2004). It would seem that in this particular case, teacher constructions favored girls.

Teachers' punishment is different for both genders when they transact curriculum in classrooms. Girls were given lighter punishments like change of seat; the boys were usually given harder ones like pulling of ears, physical punishment, severe scolding etc. Girls slapping boys in classroom is considered negatively symbolic because the teacher themselves perceive girls as submissive to boys and such a submissive person hitting a dominant boy should be seen as a matter of guilt and shame. This indicated that the teacher themselves not free from prejudiced believes and practices and she unconsciously perpetuate this bias among the students in their classrooms. This may directly influence the self-image of girls and boys. Such stereotyped beliefs reflect the perception of teachers, on Gendering Practices while they implement   pedagogical practices in classroom.

According to Skelton (2006) teachers continue to observe females as individuals who will accomplish something through quiet diligence and hard work and males as more naturally clever. The Anderson Levitt et al. (1998) established that teachers expected girls to maintain the daily cleaning of

classroom properly, especially sweeping classroom. Boys also engaged in some manual work but not daily. Girls participated more in teacher-student interactions that supported learning while boys dominated certain classroom interactions. Boys felt they received more negative attention from their teachers; indeed, they were scolded more and asked less questions to solicit their teachers' help. Girls asked more academic questions, focusing on understanding of subject knowledge, content, and concepts (Younger et al., 1999).

Studies also found that teachers explained examples in classroom based mostly on life experiences of men. In classroom discussions boys, tend to dominate girls especially where emerging social issues are concerned. Teachers often select boys as group leaders than girls in conducting group activity in constructivist classrooms.

Subramanian (2002) found that the pedagogical practices and content transacted in the schools reinforce social bias and discriminatory practices against women. He observed that in Ethiopia and Guinea, girls spend more time in fetching water, cleaning classroom than they spend on other educational activities than boys. Teachers are not conscious about the Gendering Practices while planning their teaching methods. The style of teaching in mixed classes may incline pupils to believe that certain subjects are more appropriate for one sex than the others.

There has been a lot of research that has dealt with teachers' differential attitude and behavior on gender stereotyping in the classrooms (Carter & Norwood, 1997; Good & Brophy, 1994) or teachers' different and unequal treatment by gender (Cahill & Adams, 1997). According to Sadker & Sadker (1982) many teachers work with bias about the behaviour, skills and performance of girls and boys based on their gender.

Instructional materials

Instructional materials include the textbooks, handbooks, teaching materials and aids used by teachers to deliver a syllabus. Sadker and Zittleman (2007) pinpoints "that students spend as much as 80 to 95% of classroom time using textbooks and that teachers make a majority of their instructional decisions based on the textbook". Research has been focusing on gender issues in textbooks. In textbooks, father is depicted as king of the family and mother as caring deputy. It is reported that the textbooks of school children perpetuate hidden gender bias by assigning traditional roles to men and women reinforcing stereotypes. Pandey (2006) explained the Indian context of the textbooks and the measures undertaken by the NCERT to curb the issues of gender in textbooks by implementing some projects and workshops to build up awareness for the elimination of this gender differences but the situation remains unchanged.

The instructional materials depicted typical relationship between labor and gender identity within a public private dichotomy. Men were generally placed conventionally and endorsed with socially public & outdoor assignments that project them in stronger roles like professors, engineers, lawyers, pilots, mechanics etc. Girls, in most cases are shown as passive observers where the boys are performing important experiments. These kinds of texts might be responsible for the lack of interest that girls show for science at the secondary and higher secondary levels. As a result, majority of girls take literary and social science courses thus ending up as weaker sex stereotypes. In fact the truth is that at a subconscious level these texts are preparing boys to achieve in the market place while girls are trained to be submissive and to obey at home. These gender stereotypes may adversely affect even the emotional psyche of children by forcing them to perform in a stereotypical ways.

Alrabaa (1985) documented that textbooks describes men as leading characters in biographies, male dominated language was applied for both males and females (''mankind''; ''he''). There was derogation of womenseen even in the undertone in many descriptions praising women for subservience and domesticity. Females were often portrayed as manipulative, jealous, fussy do-nothings, weak, irrational, superstitious, or despicable. Victimization and acquiescence of females was not infrequent, while texts project an exaggerated view of male power. Women deviating from traditional roles were sometimes physically punished: the textbooks imply that women should endure an abusive male, accepting his violence as natural, the female's silent suffering is highlighted as an inherently good feminine quality''. Instructional materials were embedded with stereotyped gender roles, biased ideas and traditional images of men and women.

In India, NCERT has been undertaking the constant measures to eliminate gender stereotypes in primary and secondary education since from the last decades. But the goal is yet to be achieved.

All these studies and observations clearly emphasized the importance of examining the stereotyped representation of men and women in instructional materials. So the investigator included the dimension to know the Gendering Practices in secondary schools.

Co-Curricular activities

Participation in co-curricular activities is a fundamental element of the education of young people and contributes to their social, physical and personal development. All pupils should have access to a wide range of co-curricular activities to a great extent. Most schools provide a number of co-curricular activities which may include sports team and individual, music, drama, debating, board games. Surveys in a number of countries have

expressed concern about the lack of participation by girls in physical and sporting activities. Most schools provide opportunities for boys to participate in a variety of sporting activities and provide resources and funding to support school teams to compete in events such as football leagues. Girls may not be afforded the same opportunities or provided with similar resources.

Buser (1980) found that "female participation exceeded male participation appreciably in all categories other than athletics, sports and hobby or leisure, regardless of school size". High school boys were found to participate significantly more frequently in sports than were high school girls, while girls participated significantly more frequently than boys in the arts and in academic activities"(Nover, 1981). The studies point outs that a serious enquiry regarding the occurrence of Gendering Practices in co-curricular activities is required. This is the reason; the investigator was taken as one of the dimensions of the tool.

Socialization process in classroom (Hidden Curriculum)

School is considered to be the most important agency of social change. Hence nowadays researchers focus on the micro social process which took place in the daily classrooms and schools; this can be best reflected in the socialization process in schools. Researchers found that the institution of gender is reinforced in classroom to perpetuate the status quo of society. Institutions simultaneously shape and are shaped by individual agency (Bourdieu, 1977; Giddens, 1979) Thus, the process is both dynamic and subject to change. Formal schooling is a major agent in teaching and reinforcing cultural expectations for males and females (Finn et al. 1980; Lee et al., 1994), yet it is also seen as a site with considerable degrees of autonomy to produce new and progressive identities (Apple & Weiss, 1986). Socialization in the schools, which touches substantially on the informal (hidden) curriculum, is a critical dimension of schooling through which

educational settings may introduce changes in social perceptions or, conversely, continue to reproduce traditional values and attitudes. This socialization covers a wide array of practices; ranging from administration, teachers' attitudes, expectations, text book messages, classroom dynamics and peer interaction, to the greater environment.

Studies on gender socialization in schools

- Schools engage in substantial gender ideology formation and transmission through classroom practices, teachers' attitudes and expectations, and the intense but rather invisible work of peers.

- The greater extent of the gender constructions in schools create very distinct notions of what it means to be a man and a woman, with polarized attributes for femininity and masculinity. This construction is similar across all levels of education and intensifies as the time in school expands.

- Across most countries, boys were continued to dominate classroom time and space, a practice that seems to create unresponsive girls and naturalizes distinction between men and women.

- Peers contribution is influential in the climate of classrooms and also to rebuild the conventional sexual norms. In the peer culture, boys feel pressured to be less academically oriented.

- Feminization of the teaching profession led to their own lack of professional training on gender issue which does not build their potential as role models for transformative advocate of gender social justice.

Most public education policies fail to identify the role of schools in socialization and to address damaging effects through intensive counter

measures. Socialization has made a deep impact on the formation of gender identity among both genders, so the gendered socialization needs to be addressed. So the investigator included these dimensions

Evaluation system

The evaluation system that exists in schools generally is of conservative in nature and hence reproduces gender bias in their approach. Gender bias in evaluations can be identified in syllabus, assessment techniques and questions.

Syllabus

Syllabus may reflect a male view of life. Most of the academics who prepare the syllabus and textbooks are men. They decide what is of value and relevant on the basis of male experience and world view. The list of books for literature is often dominated by books written by men about men; language and secretarial exam expect students to know that a married woman should be addressed by her husband's surname. History is more about wars and warmongers.

Assessment techniques

Some research has been undertaken, with the findings that girls tend to do less well on multiple choice type tests and better on longer written tasks (Stark and Gray, 1999; Stobart *et al*, 1992;). Both sexes perform equally on structure questions. Girls perform better on essay type questions. The examinations, particularly for selections, dominated with multiple choice questions put boys in advantage over the girls. Methods of assessment, which place emphasis on, written language skills and neat handwriting call for examiner bias in favour of girls because girls are found to be higher in these aspects. Inclusion of a variety of assessment techniques can reduce bias to a great extent.

Questions

Questions often reflect gender bias in wording and content. For instance, mathematics exams tests ability to apply theoretical concepts with sports based problems which are usually, related to male games such as cricket and football. Similarly some questions words are like if a man can complete three times of the work that a women can do….' Sometimes public exam papers may include questions related to males only.

The evaluation system is one of the prominent sides of teaching learning process, so it should be free from any form of bias and discrimination towards both genders. The observations and studies regarding the gendering of evaluation are significant when examining the perception of teachers towards it, because they are the real player of evaluative process. If they are aware about these practices, a better learning environment could be built up. Hence this shows the importance of including this dimension under the questionnaire to teachers on Gendering Practices in secondary schools.

Academic achievement

The most pronounced gender differences in achievement are the advantage of girls in reading. On average, girls read more and enjoy reading more when compared to boys. Girls' advantage is consistent across countries, different age groups, and study programmes. In mathematics, boys and girls have similar results at the fourth and eighth school years in most countries. Boys' advantage emerges in the later school years and is especially noticeable among students who attend the same teaching programmes and year groups. Gender differences in science achievement are the smallest. Despite performing equally well as boys in most countries, girls tend to have a weaker self-concept in science than males, i.e., on average, girls had lower levels of belief in their science abilities than boys. Yet, both boys and girls are

similarly interested in science; and there is no overall difference in boys' and girls' inclination to use science in future studies or jobs. Reading, however, is considered important by girls more than boys in all European countries.

Boys are more likely to be among the poorest performers in reading. In mathematics and science, there are no gender differences amongst low achievers in most countries. In mathematics, girls are more likely to perform at lower levels in approximately one third of the Indian education systems. Gender is only one of the factors that affect achievement in various subject fields. Socio economic status is a very strong factor; thus it is important to consider family background alongside gender when supporting children who are under-achieving.

School environment

School environment involves infrastructure, uniform, transportation facilities, school support mechanism. Evidence has emerged that students' achievement levels are much influenced by the school environment and, in particular, the daily management and organizational procedures of schools which are frequently reliant on gender as a management tool. Girls and boys may be separated for sex stereotypes (Skelton & Francis, 2009). Classroom registers, classroom activities and team sports. For example, dress codes may be different for boys and girls (trousers for boys, skirts for girls) and also for members of staff (Scott, 2007). Studies show that the infrastructure of the school is not well suited to both genders. In some schools the number of toilet facilities for boys and girls differ significantly. For girls concerned, their toilet facilities are not well suited to their specific needs such as meeting their menstrual necessities, napkin disposal and do not have proper hygiene and sanitation. The transportation facilities to some schools are not suited to girl students because in vehicle no monitoring system by the staff or peers is there for reporting any form of gender based violence. Studies also reported that

some schools do not appoint school counselors to deal with the gender discrimination in the school settings. Studies highlight that Gendering Practices occur in the school environment, so perception of teachers to this dimension is very crucial for identifying the occurrence of gendering in secondary schools.

Gender based violence in schools

The incidents of gender based violence in school premises have now become frequent occurrences in the digitalized world. Research reports that similar pattern of sexual abuse and/or harassment of girls by both male students and teachers (Togo, 2006;Wible, 2004). Various forms of sexual abuse can be seen in the schools of South Asian countries. Reuters (2002) documented that a girl may have acid thrown on her for daring to snub a boy or for turning down a proposal of marriage. Both girls and boys constantly complaint that some teachers in their school misused their official power to demand sexual favours from girls, often in exchange for, preferential treatment in class or money and to get good grades. Hence generally teachers and older students of the school sexually exploit students of both genders. The act of sexual abuse can be apparent in the forms of boys cornering and grouping girls or shouting demeaning obscenities, and male teachers making sexist or derogatory comments upon female students or teachers, or making physical contact with girls during lessons (Leach and Machakanja, 2000). Generally girls were more prone to sexual abuse than boys in the school premises.

Patel (2001) conducted a cross-sectional survey among the students of the schools in Goa. Abuse and violence among school children became a common experience. Sexual abuse occur other forms of physical and verbal violence. The study reported that coercive sex has been experienced by 6% students. Gender differences in the types of abuse were found. However, there

was no distinction between boys and girls in the rates of coercive sexual intercourse. The study reported that rural boys were more prone to have experienced coercive sexual intercourse than urban boys. Urban girls were more likely to have experienced any form of sexual abuse than rural girls. The investigator searched similar researches in secondary schools of Kerala, and found that there is dearth of studies related with this dimension. Therefore the investigator took special attention to include this dimension in the tool.

Teachers have a very prominent role in identifying the gender based violence in the school premises; hence the investigator included this dimension for the final tool.

From the above mentioned dimensions, the investigator prepared 68 items for the draft form of the questionnaire. Copy of the draft form of the Malayalam and English version of the questionnaire is attached in Appendix B1 and B2 respectively.

Based on the observations from pilot study and opinion of experts in the field, the investigator along with research guide deleted and modified some items. Hence total 63 items were developed for the final study. The distribution of the items in each dimensions of questionnaire to Teachers on Gendering Practices in Secondary Schools (final) is given in Table 3.

Table 3

Distribution of Items under different Dimensions of Questionnaire to Teachers' on Gendering Practices

Sl. No.	Dimensions	Item numbers	Total Number of items
1.	Gender sensitivity in school curriculum	**1**,2,3,**4,5,6**	6
2	Pedagogical practices	**7,8,9**,10,11,12,13,14,**15, 16,17,18**	12
3	Instructional materials	**19,20,21,22**,23,**24**,25,26,27.	9
4	Co-curricular activities	**28,29**,30,31,**32**,33	6
5	Socialization process in schools and classroom disciplinary practices	**34,35,36,37**,38,**39,40**,41,**42**,	9
6	Evaluation system	**43**,44,**45,46,47**,48,**49,50,51**	9
7	School environment	**52,53**,54,55,56,57,58,59,	12
8.	Gender based violence	60, **61**, **62**, **63**	4

The final draft of the questionnaire to Teachers' on Gendering Practices consisted of 25 positive items and 38 negative items. The serial numbers of the negative items are represented in bold face.

Scoring of the questionnaire

Each item in the questionnaire consists of two response categories such as "Yes" or "No". It was scored 1 and 2 respectively. All negative items are scored reversely. All structured items are scored on the basis of the frequency of responses. Finally the frequency of responses under each dimensions were calculated.

Validity and reliability

Questionnaire to teachers' on Gendering Practices was developed in consultation with the experts in the field of Gender and Education and also deep reviewing of the relevant and authentic books in the concerned area. Therefore the questionnaire assured face validity.

The reliability of the tool was assured by cross checking the collected data with different samples under investigation. This increased the credibility and integrity of the obtained data.

The Malayalam and English copy of the final form of the questionnaire to Teachers' on Gendering Practices in secondary schools is attached in the Appendix B3 and B4.

Questionnaire to Students on Gendering Practices in Secondary School (Musthafa & Fousiya, 2015)

The questionnaire to students on Gendering Practices was prepared by the investigator along with the supervising teacher. The questionnaire was primarily intended to measure the perception of students on Gendering Practices in the secondary schools of Kerala. The questionnaire was used for a pilot study in order to test the items included in the questionnaire. The procedure used for the planning and administration of the questionnaire is detailed in the following sections.

Planning and preparation of the questionnaire

The investigator deeply reviewed the literature on gender related issues in education. A number of recurrent themes or topics were identified in the literature on gender and education. But the investigator could not find any common attributes related to Gendering Practices in schools. Based on the theoretical strands and related studies, various factors shortlisted were

examined and scrutinized after long discussion with experts in the field. The investigator selected nine dimensions for the final questionnaire.

The possible attributes finalized were classroom interactions, methods of teaching, instructional materials, co-curricular activities, gender based violence, socialization process in school, slassroom disciplinary practices, Evaluation system and School environment. The detailed descriptions of the nine possible dimensions were listed on the following.

Classroom interactions

For many years researchers have been concentrated on the effect of gender on classroom interactions. Classroom interaction involves student to student interaction and teacher student interactions. Various scholars had reported that girls and boys were educated differently in the classroom; they got different types of contact and differential expectation for them, girls and boys behave differently to their teachers in order to seek the attention of teachers, girls who were physically close to their teachers got more concern than boys who were physically close; the aggressive boys receive more care and attention than the aggressive girls. Boys receive more attention and feedback from teachers and are given more time to talk in classroom; Boys are found to be more assertive than girls. Teachers often call boys than girls and given more positive feedback to boys than girls. Boys get more accurate feedback from teachers praise, criticism, or help with the answers they given in class. Most researchers concluded that boys get more concern and attention than girls whether the teachers are male or female. (Brodkin, 1991; Eitzen, 2000; Grant and Sleeter 1986; Sadker, & Stulberg, 1993; Streitmatter, 1994; Verkuyten & Thijs, 2001). All these studies highlight the importance of including the dimensions into the questionnaire to students' on Gendering Practices in secondary schools.

Method of teaching

Students, especially girls, dislike lectures, worksheets and busy work assignments, preferring to study subjects and topics that they perceive as relevant to their lives. However, girls are often relegated to passive roles in the class and in performance-based assessments. Whereas boys use equipment and complete the tasks, girls read the instructions and record results (Scantlebury & Baker, 2007). Increasing focus has been paid the way in which schools facilitate the gendering of certain subject areas into male craft technological subjects. The low illustration of girls in technological subjects has a deep impact on the schooling of girl children and their coming future years. The gender differences in subject choice are perceived as reflecting differences between male and female students in their level of interest and abilities in certain subjects (Kelly 1988; Smyth and Hannan 2002). Studies also reports that teachers seek the help of boys than girls, attend boys interest than girls, teachers gives more encouragement to boys than girls and boys dominance in group activities.

Instructional materials

Instructional materials are the crucial factor in determining the nature of education. Researchers observed that text book perpetuate differential interest among both genders. Ullah and Skelton contents that the new textbooks prepared under the curriculum reform are still embedded with gender stereotypes; the dominance afforded to masculinity and male knowledge persists to be both legitimated and naturalized (Ullah and Skelton, 2012). The knowledge imparted in school textbooks and conveyed in the curriculum is instilled with the issues of gender, culture and power (McLaren 1989). So the instructional materials have been recognized as the contributor of shaping gender identities and perpetuating Gendering Practices in schools. Some scholars have argued that gendering of textbooks will adversely affect

students' self-esteem, life choices, motivation, career aspirations (Campbell 2010; Treichler and Frank 1989).

Ullah and Skelton (2012) examined the dominance of males in school textbooks and the depiction of women in the traditional gender roles. Textbooks used more male names, nouns, pronouns, biographies and illustration than females. The textbook writers including authors, co-authors, reviewers, supervisors and editors are mostly males. It perpetuates gender stereotypes among the students in school. As far as the students are concerned textbooks are the sole learning material, which provides desirable learning experiences to the learners, therefore it should be free from biased representations, and hence the investigator selected instructional materials as one of the attribute under the tool of students.

Co-curricular activities

The widespread literature on the relationship between girls and physical education showed that girls are discouraged from participating in sports related activities due to various reasons. Which mainly includes the dressing pattern of sports, content of the sport lessons and the prejudiced notion that muscular physical activities is centered around boys than girls deterred the participation of girls (Bedward and Williams 2000; Flintoff 1993; Paechter 2007). Cockburn and Clarke (2002) maintained that as sports and physical education are school subjects linked with males and masculinity, girls participation often perceive as risk taking and femininity deficit. The school text books also portrayed through the images and ideas sports and physical activities are always associated with male pursuits. Boys are depicted in the textbooks in a array of sports like basketball, badminton, football, cricket, horse riding, swimming and volleyball whereas girls participated in a narrow range activities like swinging, skipping, playing with dolls (Butler, 1993).

Azzarito (2012) established that boys are preferred to participate in group games which require complex norms, rules and tough competition. These preferences get reinforced through gender socialization and reproduces in the form of explicit and implicit messages that boys are to be tuned to prepare for the complex public domain. On the other hand, girls are represented as playing with dolls, kitchen wares and socialised in such a way to be remained in the four walls of the home. These led to Gendering Practices which restrain girls' opportunities, choices and her specific experiences in sports. The studies also conclude that male bodies are picturized as strong and muscular whereas girl's bodies focus on physical shape like thinness and attractiveness. The gendered messages inculcates the ideas of femininity which finally organize the culturally ideal tasks to be performed by girls and women and finally restrict their choices and interest in the participation of sports related activities (Skeggs 2002).

Literature also focuses the gendered nature of co-curricurricular activities in schools. The youth festivals of the school apparently reinforce Gendering Practices. Girls' are encouraged to participate in some items that boys were discouraged. Christin (2011) observed that women are noticeably and significantly more likely than men to participate in high-status cultural activities. Generally school perpetuates a belief that sports activities are reserved for boys and arts for girls. Teachers and school personnel reinforce these prejudiced forms of gendering through socialization in the school premises.

Co-curricular activities are one of the most interesting activities as far as the students concerned, the studies reports that gendering is prevailed in the co-curricular activities, in order to bring about encouraging learning environment in school the gendered activities must be broken or deconstruct. Therefore the investigator selected the attribute in the questionnaire as to

know the perception of students regarding the occurrence of gendering in secondary schools.

Socialization process in schools

Marinova (2003) analyzed the gendered nature of socialization in school. According to her the conscious socialization occur in schools through the school text books, the images illustrated as women with babies in their hands, women working as domestic servants, nurse, teachers, stitching etc whereas men are represented as soldiers, engineers, pilots, doctors, scientist and leaders of various kind. Being a soldier and carrying weapons are more dignified position than giving birth and taking care of the children was induced to their minds at the early years of their conscious life of schooling. Hence this socialization apparently reinforces the Gendering Practices by dividing separate spaces for men and women such as the public domain and private domain. These create prejudiced notion about femininity and masculinity like women have to give and to accept and men have to take and impose.

Examination of the school manuals exhibit images or small texts, where boys are depicted as good at mathematics, they are helping their little sisters to solve mathematical problems. Girls are shown as good at reading singing in solving the problems and girls – they are good in reading, singing etc. Boys will better able to learn the practical skills like operating machines or computers and girls are learned to be passive, caring, nurturing, submissive and polite. The aggressive nature of boys gets reinforced through socialization and it further led to Gendering Practices in schools. The socialization in school scaffold the aggressive, violent, harassment, cruelty, coercive nature of boys as something natural and to be maintained in forming a patriarchal social structure. But students gradually recognize by themselves that the society unconsciously was imposing specific kinds of thinking which led

them the easy acceptance of the violence and Gendering Practices. So violence is learned through the patriarchal structuring of the classroom socialization. To combat these hidden structures we need a separate space to discuss it openly. Such a space is missing in our school. So deconstruction of the process of socialization in education is required. So investigator taken this dimensions for the tool.

Gender based violence

Survey reports of American Association of University Women (1992) revealed that the extreme form Gendering Practices can be seen in gender based violence of students. Gender based violence is a form of gender discrimination it comprises of requests for sexual favors, unwelcome sexual advances, written or verbal conduct of a sexual nature. Sexual misconduct is not limited to physical threats of aggressive nature or force or threats against another person of the same or opposite sex, threatening to force or coerce sexual acts. But it also consists of touching of private parts, forcing or attempting to coerce, or force sexual intercourse.

Young, Allen and Ashbaker (2004) reported that the common form of gender based violence among secondary school students were spreading sexual rumors, display sexual images or pornography, showing sexual videos, writing sexual graffiti on toilet walls, sending bad messages to friends by mail. All students are exposed to verbal forms of gender based violence like name calling, sexually tuned jokes, eve teasing, gestures or looks.

Studies showed that girls and boys were experienced gender based violence at about the same rate. Boys and girls experience different form of gendered violence in school. Physical form of harassment and harassment by adults are mainly targeted at girls. Girls are more often to be, touched, grabbed pinched or brushed up against in a sexual way. For both boys and

girls, about 75% of students who are the victim of sexual harassment may harass others. Boys are very reluctant to report that they are being sexually harassed than girls

Students reported that the places where gender based violence are generally happens at classrooms, verandas, and cafeteria and places where the adult one is present. Students are exposing to mild or harmless form gender based harassment at many times. Teachers and other school personal will not consider it as a serious problem because students can adjust it by themselves. The victims of this harassment showed symptoms like emotionally upset, embarrassed, unsafe, anxious, distressed and depressed. All these studies reports the need for including this dimension to know the perception of students towards Gendering Practices in secondary schools, because any form of gender based violence may physically and mentally affect the learning experiences of both genders.

Classroom disciplinary practices

School perpetuates different disciplinary practices to boys and girls. Boys get severe punishment than girls and they may frequently include in the list of problem child. (Matthews, Binkley, Crisp, & Gregg, 1998). Girls are disciplined more for talking to peers and calling out answers, but when these are done by boys that are much more accepted. Teachers inculcate differential disciplinary nature to boys and girls. Teachers have a separate gender role expectation over girls and boys. These biased expectation demands girl are expected to be neat, clean, regular, well disciplined, submissive, polite, caring, helping, calm and quiet whereas boys behaviour are idealized as naughty, irregular, aggressive, unclean, late coming, noisy etc. these expectation further led to Gendering Practices and gradually embedded in the cultural context of school.

Students generally perceived that their teachers as fair but suspect they exercised more discipline toward boys than girls because boys are supposed to be more disobedient. Half of the students in school believed that their teacher treat them in a equal way but boys think that they were always picked on by teachers than girls when they engaged in similar improprieties (Younger et al., 1999). School legitimizes the different patterns of behavior to boys and girls through its everyday practices and experiences. A study from Israel reports that greater level of discipline is demanded from boys than girls and some kind of imposition of corporal punishment to boys also can be seen among boys than girls in Israeli schools (Benbenishty & Astor, 2005).

Gendering Practices is apparent when students are asked to line up, students unknowingly form separate line for both genders. As a part of the disciplinary instruction some schools reinforcing Gendering Practices by saying that boys and girls must be seated in separate room for lunch. If a boy sits near to a girl, he would be laughed at or called as a girl by other peers. Some scholars argued that teachers and other personals employ gender as a key factor for sorting and organizing students in school. This sorting negatively influences their self-image, academic achievement, choices and preferences and their aspirations. Due to the occurrence of gendered discipline in the schools, investigator took this aspect as one of the dimension for the tool.

Evaluation system

Numerous studies reported the different aspects of Gendering Practices in the evaluation system. The recurrent themes comprised of academic achievement, differences in subject choices, stereotyped question paper, teachers unconscious bias in giving feedback, differential encouragement and criticism to both genders. Some of the earliest theories debated over the issue of biology or social construction is more significant in determining students'

academic performances (Morris, 1959). Biological paradigm emphasized sex differences and cognitive performances believed that social determinants are marginal or subordinated to biological factors like brain structure. Some scholars asserted that males' brain structure is larger than female therefore, would be assumed to have greater IQ than females (Allik, Must and Lynn, 1999; Colom and Lynn, 2004; Lynn, 1998a, 1998b, 1999). But another scholar claimed that there is no sex difference in general intelligence (Mackintosh, 1998).

Another observation states that girls spend more time for homework, less disturbing in class and girls have higher expectation and enthusiasm to continue their studies, whereas boys are easy going, less obedient, not work hard and may distracted from studies quickly (Barber, 1996; Warrington *et al*., 2000). Apparently these studies revealed that boys requires much encouragement because they are more tend to involve in risky behavior and possibly to fail in exam but girls' nature is more preserving.

Wilberg and Lynn (1999) states that girls have higher language skill such as essay writing skill, word fluency and better communication skill which contribute to success in coursework. Young and Fisler (2000) analysed SAT-M scores of high school students and found that males' scores were better than females. Some socio cultural factors also contribute to these differences. But some scholars are rejecting this and states that the difference is due to classroom experiences, course taking behavior, and cognitive processing (Byrnes, Hong and Xing, 1997; Young and Fisler, 2000). Gendering of subject choices indicates that boys and girls have differential interest allocation by subject. Mathematics and science subjects are generally perceived by male domain and girls' are relegated into the domain of language and arts subjects.

The Systems of assessment affect girls and boys differently because there is a direct linking of academic self-esteem and achievement in examinations. Generally girls have less self confidence and tend to under - perform in traditional oriented examinations when compared with continuous assessment in these fields (Adamuti-Trache, 2006; Lyons et al, 2003; Murphy and Ivinson, 2004). However, the relation between gender and forms of assessment is highly complex, because it lies in between differences in subjects and examiners (Elwood, 2005). There is still considerable uncertainty as to whether different types of tests are gender neutral or not in terms of their impact on attainment (Betts and Elder, 2009; Gipps and Murphy, 1994).

Literature also showed that gendering is clearly found in the framing of question paper such as questions are geared towards masculinity and stigmatize females' contributions. Number of questions asked, illustrations, pictures are all projecting male's ideas and omit female interest and attitudes. The existing evaluation system is not inclusive it marginalize the experiences and interests of females and projecting mainstream patriarchal believes and attitudes. This may badly affect girl's self-image and future career orientations. Some teachers without considering the evaluation indicators marks are giving purely on subjective basis especially on gender. These personal choices to one specific gender will lead to discriminatory Gendering Practices. Studies cite the importance of eliminating the gendered dynamics in evaluation, both girls' and boys' interests are recognized, hence investigator adds this dimension as one of the attribute of the questionnaire.

School environment

Legewie and DiPrete (2012) contents that the school environment directs the notions of masculinity in the peer culture and it either encourages or discourages the formation of deviant behavior and attitudes among boys. In contrast girls' peers did not develop any kind of anti-social attitude and

behavior towards the school because their engagement with the school milieu is strictly stigmatized as un-feminine. Therefore boys are more sensitive to the resources of schools than girls.

School environment is the crucial factor in determining the gender identity of the students in formative years. These dimensions comprised of the total physical environment surrounded by the school, uniforms, infra-structure and all physical facilities in school.

Scott (2007) argued that classroom registers, classroom activities and sports team, for example. Dress codes may be different for boys and girls (trousers for boys, skirts for girls) and also for members of staff. Studies report that the environment surrounded by the student in school led to Gendering Practices. Some schools will not provide adequate number of toilets to both genders, and the toilet are not girls friendly, will not provide resting room for girls, lack of sanitation and hygiene are negatively impact girls. The gendered seating arrangement, absence of school counselor, improper transportation facilities, shortage of sufficient classrooms and ventilations are all led to Gendering Practices in school.

The draft form of the questionnaire consists of 56 items. Some open ended items were also framed in accordance with the above theoretical dimensions. A copy of the Malayalam and English version of the draft form of the questionnaire are given in Appendix C1 and C2 respectively.

To finalize the questionnaire the investigator conducted pilot study and also made discussion with the supervising teacher, experts and also used the observations from the field. Based on this, the investigator made necessary changes in the final questionnaire to students on Gendering Practices. Hence the final draft of the questionnaire comprised of 52 items. Among these thirteen items were stated positively and thirty nine items were stated as

negatively.   Negative items were indicated with bold phase in table 4. The distribution of the items in each dimensions of the questionnaire to students on Gendering Practices in Secondary School (final) is presented in Table 4.

Table 4

Distribution of items under different dimensions of questionnaire to students on Gendering Practices

Sl.No.	Dimensions	Item Numbers	Total number of items
1	Classroom interactions	1,**2**,3,**4,5,6**,7,8,9,10,11,	11
2	Method of teaching	**12,13,14**,	3
3	Instructional materials	15,**16,17,18,19**,	5
4	Co-curricular activities	**21,22,23**,24,**25**	5
5	Gender based violence	**26,27,28,29,30,**31	6
6	Socialization process in schools	**32,33,34,35,36,**	5
7	Classroom discipline	**37,38,39**	3
8	Evaluation system	**40,41,42,43,44,45,46,47**	8
9.	School environment	48,**49**,50,51,**52,**	5
	Total		52

Administration and scoring of the questionnaire

In order to collect the responses from the students, the investigator explained the purpose of the questionnaire and loudly read out the specific instructions for filling up the questionnaire to the students. The investigator read each question one by one to the students, so as to rectify their doubts regarding the questions. Therefore all students were able to write on their own pace. For open ended questions additional sheet were given. The students completed the questionnaire nearly within one hour.

A total of 52 items were selected based on the above dimensions. For all structured questions the response category was provided as "Yes or No". It was scored 1 and 2 respectively. All negative items are scored reversely. Some items are additionally given open revelations. The responses were tabulated by taking the frequency of each response under different dimensions. Finally these scores are measured accordingly.

Validity and reliability

The questions in the questionnaire were prepared in consultation with the experts in the area of specialization. The investigator made a deep review of theoretical aspects of the problem through authentic sources and also stated the questions in simple and objective basis, so as to ensure the purpose of the tool. Hence the present study established face validity of the questionnaire.

Reliability of the tool is ensured by cross checking the data by adopting a multi-dimensional ways. The cross checking is made by collecting data from different samples of the same institution. Hence the investigator assured the authenticity and integrity to enhance the reliability of the questionnaire by comparing it with other tools.

The Malayalam and English copy of the final form of the questionnaire to Students on Gendering Practices in secondary school is attached in Appendix C3 and C4.

Questionnaire to Parents on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

The investigator developed the questionnaire in order to find out the perception of parents on Gendering Practices in the secondary schools of Kerala. The questionnaire was finalized only after a pre-testing. It was done primarily to eliminate unseen errors and inconsistencies. Adequate modifications were done in the questionnaire based on the pre-testing.

Planning and preparation of the questionnaire

The investigator prepared the questionnaire by reviewing various literatures on gender and education. Various studies on gender bias, gender discrimination, gender equity, gender inequalities, gender sensitization, mainstreaming gender and gender stereotypes were identified. From these detailed examinations of all relevant areas related to Gendering Practices were made. Among these the investigator considered that the gender discrimination and gender inequality were directly related with Gendering Practices. But the investigator could not found any specific dimensions related to Gendering Practices. Therefore the dimensions for the questionnaire were sort out from the related areas like gender bias, gender stereotypes, gender discrimination, and gender inequity in relation to education.

Seven dimensions were discovered. The prominent dimensions are school environment, socialization process in school, evaluation system, and gender based violence, instructional materials, classroom interactions and co-curricular activities in schools. All seven dimensions are described in detail under the following heads.

School environment

Studies reports that school environment is the critical factor affecting students' learning, academic achievement and the daily management and organizational procedures of the school are embedded in gendered patriarchal structure. Gender became an organizing principle which consciously or unconsciously drives the schooling environment. Here girls and boys were separated due to the ingrained sex stereotypes (Skelton & Francis, 2009).

School environment involves Gendering Practices with related to infra-structure, school uniforms, physical facilities of the school and school discipline. Scott (2007) remarked that class room registers and dress code

may be different for boys and girls (small skirts for girls, trousers for boys) and also for of staff.

Kingdom (2002) analyzed the differential treatment of girls and boys by parents as a powerful explanation of the gender gaps in Indian school context. Findings showed that girls have undergone discriminatory practices in the allocation of education. Literature on girls' education also reiterates that most of the parents prefer those school milieus which reinforce the traditional gender segregated beliefs and practices.

Differing gender expectations also involve less attention from fathers to girls' activities than to their brothers' activities. Parents also praise their daughters in different ways from their brothers, giving compliments to girls for their appearance but praising boys for achievement, especially in sports. Toys that parents choose for their children also have an impact on their "personality traits, interests, and even physical and academic skills" (Sadker & Sadker, p. 255). In light of these salient factors regarding these differing gender expectations for boys and girls, these researchers indicate that these expectations "are at the heart of academic achievement". As far as the parents are concerned the school environment of the children should be free from any form of discriminatory practices, but the studies provides an insight that keen attention should be taken to eliminate such kind of Gendered Practices. So the investigator included this attribute in the questionnaire.

Socialization process in School

Parents plays significant role in the early socialisation of their children and continue to influence their personal, educational and other choices throughout the school years. Their interactions with sons and daughters may be rooted in gender stereotyped lines; the way they talk to them, the way they dress them; the type of toys they given to them; the way they play and interact with them; the way they discipline them; what kind of behavior they permit

and what kinds of nature they restrict. In some cultures especially in Kerala cultures, parents are more educated, but still they wish to reproduce their traditional stereotyped beliefs and practices through the educative experiences of their children. Therefore the traditional biased gender identity is reinforced and reproduced through the socialization process in schools. These Gendering Practices may affect the holistic development of girls and boys and limit their life chances and personal accomplishments.

The schools act as an extension of family in the gender socialization of students. School overtly or covertly perpetuates gender stereotyped beliefs and practices. The different socialization experiences provides separate realm for boys and girls. Teachers and parents try to establish the traditional norms and values regarding femininity and masculinity through socialization process. These gendering restrain the freedom, choices and opportunities of girls than boys. Gradually they get isolated, feeling distressed, more anxious and stressful. Boys are provided relentless freedom, independence, engagement in adventurous activities and public affairs.

Gendering Practices in schools without the involvement and support of parents could lead to problems for either girls or boys in relation to their educational, training or career choices. Hence even the educated parents may not be aware of the responsibility of schools in relation to the legislative measures to be adopted. So this dimension has greater significance to measure the perception of parents.

Evaluation system

Various studies observed the gendered nature of academic achievement, gender bias in the question paper, discriminatory nature of teachers, gender specific nature of students and differential form of feedback and encouragement in the evaluation system. Girls are generally good in

reading than boys. Another difference is seen in achievement of both genders in different subjects; boys are well performed in mathematics and science subjects than girls, whereas girls performed well at arts and humanities subjects.

In the contemporary era, literature revealed that despite claims of neutrality and partiality, the assessment procedures have frequently been found to be gendered. Similar instances can be seen in the framing of question papers and assessment practices; projection of male experiences, relegation and frivolous treatment of women, biased language and illustrations. In the examination content, boys have greater performance than girls in multiple choice tests across subject areas, while girls do slightly better in course work and 'essay-type' assessments (Gipps & Murphy, 1994). Different theories regarding the intellectual capacity of girls and boys explored that girls and boys generally have different intellectual expertise. But the assessment system in secondary school is geared towards the typical nature of boys' interests. These biases adversely affect the assessment pattern and underpin girls' future prospective. Hence this attributes are included in the tool.

Gender Based Violence

The term gender based violence refers to unnecessary sexual conduct at school. This comprised of behavior ranging from jokes intended to embarrass and silence women to overt physical intimidation, violence and exploitation (Stein, 1989). In the school setting, gendered violence is ultimately linked to sexual harassment and that interferes with a student's educational opportunities and outcomes. Gender based violence are a specific kind of behavior motivated by sexist ideology and the internalization of sexist stereotypes. It specially targets at girls and women because of the social nature of femininity. This behavior occurs due to the feeling of fear, helplessness, hatred or jealousy. Girls are more likely than boys affected by

sexual harassment (AAUW, 1993, 2001; Fineran & Bolen, 2006). Felix and McMahon (2006) uncovered that the sexual harassment by the boys strongly results in behavioral problems for both male and female victims than was being sexual harassed by a girl. Chesire (2004) reports that gender based violence creates severe emotional impacts that often lead to educational problems, such as lack of attention, low academic achievement, increasing dropout rate.

Attitudes and behavior associated with gender harassment

Gender based violence is routed in the sexist attitudes and behaviors' demonstrated in the following situations in schools:

- Boys insulting girls
- Girls teased by boys
- Boys threatening girls with physical aggression
- Boys remarks against girls that they were "just girls"
- When boys pulling the hair of girls
- When boys uttering that girls are unable to do something

Gender based violence in school may appear in different forms. Written or Verbal forms, use of gestures, exhibitionism, displaying pictures or images related to sex, using physical coercion, or any combination of these actions. Due to the advancement of science and technology, modern forms of sexual abuse is apparent in our daily school practices. It can be seen in the form of person or through electronic means such as text messages and social media. Eckes (2006) contents that School staff or teachers and parent can be the harassers, but student peer-to-peer sexual harassment contains the major part of sexual harassment at middle and high schools. Students who have were sexually harassed other peers are likely to have harassed themselves (Fineran & Bolen, 2006).

Lichty & Campbell (2011) observed that harassers mostly target those girls who mature earlier than their peers; they also make rumors about the girls regarding their alleged sexual behaviour. Gender harassment is not always sexual in its aim or action, but it does address the targeted student's sexuality and is used as a general derogative to manipulate other students. Therefore parents must be aware about the gender based violence that occurs in school. Hence Parents should respond sensitively and properly when students share their issues openly in front of them. So to know the perception of parents, this dimension is crucial.

Instructional materials

The gendered nature of instructional materials presents important indicators of the extent of gender stereotyping in the education system. The gendering is apparent in the various aspects of the instructional materials. These mainly enquire whether the language, images, text, illustrations, words, names, occupations used in the material are gender sensitive or not. Various studies reports that as a whole. The language used is excluding or demeaning girls and women; the frequency and manner in which the girls and women are portrayed as compared with boys and men; differential occupational roles of men and women in textbooks; stereotyped images of women; description of males experiences are more than women; depiction of the different learning experiences to girls and boys etc are of serious concept (Adler, 2007; Luengo & Blázquez, 2004; Magno & Silova 2007; Skelton, 1997; Środa & Rutkowska, 2007).

Classroom interactions

School children spend more time in classroom than in any activity. They get greater experience through the transaction of content and daily assignments of school. According to a survey conducted by the American

Association of University Women, (1992) classroom interactions, both with the teacher and other students, are critical components of the educative process. Teacher themselves opined that students are tended to behave in a gender stereotypical lines. Most teachers who are striving for fairness and those who have an awareness of gender equity behave differently towards girls and boys in classrooms. These social interactions are typically delicate, unintentional, and unnoticed by teachers and students alike (Sadker, & Stulberg, 1993). According to Streitmatter (1994) teachers' gendered organization towards the students may limit the opportunities of many students in the class. The gendered misconceptions seem to be more serious for girls' students than boys. It may have a detrimental effect on female students' self-esteem and academic self-concept and these consequences may increase when young girls become older (AAUW, 1991). When they reach high school, boys more often attributed their successes to ability and failures to lack of hard work, while girls attributed their successes to luck and failures to a lack of ability (Siegle & Reis, 1998).

The Current schooling practices exhibit obvious gender discrimination in the form of the differential feedback to boys and girls by the teachers. Boys get feedback for academic subjects, whereas girls get it for being quiet, neat, and having good handwriting. Different types of interactions between girls and teachers and boys and teachers, teacher spending more time to talk with boys than girls and teachers discouraged and corrected in girls when they behaving like boys (Brodkin, 1991; Sadker, & Stulberg 1993).

According to Grant and Sleeter (1986) student questioned the traditional gender bias of the teacher in an ethnographic study of a junior high school, concluded that teacher behavior is routed in the deep patriarchal structure of the cultural knowledge which is acquired from the community where they live and in school. The study also emphasize that gender biases

were reinforced in schools by institutional concurrence of social segregation among pupils, curriculum biases, gender-influenced elective choices and sex-based staffing patterns.

Masucci (1995) established that the quality of the attention also differs. Teacher gives specific and meaningful attention to boys whereas girls are given ambiguous and neutral responses. In the classroom activities boys get dominate teachers, unconsciously given sanctions for this. Boys are frequently asked to answer the question and more quickly feedbacks are given (Sadker et al., 1993).

There has been wide range of studies internationally on gender and classroom interaction patterns (Howe, 1997). The key aspects included in this: how the relative silence of boys and girls influence classroom dynamics; variation in the nature and quality of interaction, with teachers tending to have more negative interactions with boys; and teachers' perpetuation of gender stereotypes through the formal curriculum and informal interactions. Parents are more conscious about the classroom experiences of their children, and at the same time children are very anxious to share their classroom experiences to their parents. So the observations of the study lights on to ensure that desirable educative experiences children should be free from any form of the constrained structure in classroom, and classroom should ensure better training in the democratic values of equality and justice. Therefore to know the perception of parents on gendering, this dimension is needed.

Co-curricular activities in schools

Narang (2014) asserted that usually boys and girls access to different co-curricular spaces. Girls mostly prefer activities like dance, music, and to join other similar activities whereas boys are prefer to have more physically challenging activities like sports. Teachers perceived that these differential

interests are conditioned by a persons' biological endowment. This support the Freudian theoretical notion "anatomy is destiny". But the response of the teacher further revealed that differential interest in co-curricular activities may also arise due to social interaction. Parents and teachers continuous disapproval for the love towards music and dance among boys has consequently created differential interest patterns among boys and girls. Therefore constant discouragement of teachers and 'significant others' in the participation of students in specific items of co-curricular activities may curbs the interest of both genders and sometimes this may lead to Gendering Practices in schools.

The dimension stated above have much importance to Indian context and specifically to the state of Kerala. The investigator identified that there is lack of studies focusing on the gendered nature of the co-curricular activities. Hence the investigator selected this aspect as key dimension for the present tool.

The investigator prepared 62 items in the draft form of the questionnaire based on the above dimensions. The draft forms of the Malayalam and English versions are attached in appendix D1 and D2 respectively.

Thorough discussion with experts in the concerned field and through pre testing of the questionnaire, the investigator removed and clarified some items. Hence the final draft of the questionnaire consists of 56 items. Of these 33 items were stated as negative and 23 as positive items. Negative items were indicated with bold phase in table 5. The distribution of the items in each dimension of the questionnaire to parents' on Gendering Practices in Secondary Schools (final) is provided in Table 5.

Table 5

Distribution of items under different dimensions of questionnaire to parents'
on Gendering Practices

Sl.No.	Dimensions	Item numbers	Total number of items
1	School environment	23,24,25,26,**27,**28,29,	7
2	Socialization process in schools	**1,2,4,6,7,10,37**	7
3	Evaluation system	13,**14,**15,**16,17,18,19, 20,**.21.**22**	10
4	Gender based violence	**30,31,32,**33,34,**35,36,**	7
5	Instructional materials	**39,40,45,46**	4
6	Classroom interactions	**3,5,8,9,**11,12,38,**41, 42,43,**44	11
7	Co-curricular activities	**47,**48,49,50**51,**52,**53,** 54,55,56	10
	Total		56

Administration and scoring

Questionnaire to parents on Gendering Practices was administered
among the parents of sampled students. The questionnaire was given to
parents through their wards. For this, the investigator obtained permission of
the head teachers of the concerned schools. Investigator provided clear
instructions for filling up the questionnaire. Completed questionnaires were
collected back by the investigator.

The responses in the final draft of the questionnaire to parents on
Gendering Practices were stated as "Yes or "No". From these, the respondent
had to select any one of the option provided. The scoring "1" is indicated for
all "Yes" items and "2" for all "No" items. Negative items were scored

reversely. The investigator tallied all responses and found the frequency of the responses and converted it into percentage.

Validity and reliability

The validity of the test was ensured on the basis of expert criticism and authentic resources in the field of gender and education. Hence the tool established face validity. Reliability of the questionnaire to parents on Gendering Practices was ascertained by cross checking the collected data so as to increase the integrity and authenticity of the obtained data from different samples.

The Malayalam and English copy of the final form of the questionnaire to parents on Gendering Practices in secondary schools is attached in the Appendix D3 and D4 respectively.

Along with the four questionnaires mentioned above the investigator made use of observation as a supplementary technique for data collection in order to cross check the data through various angles. All these were done to maintain the objectivity of the data by cross checking and to reduce subjectivity and personal bias to the maximum extent possible.

Observation Schedule on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

The investigator used observation as a technique for gathering data throughout the research work. Both participant and non-participant observations were used in order to gather data on Gendering Practices. For this an observation schedule was used. This makes the observation more systematic and objective. The dimensions included in the schedule consists of Classroom interactions, Instructional materials, Co-curricular activities, Gender based violence, Socialization process in school, Methods of teaching,

Classroom disciplinary practices, Evaluation system and School environment. Observation was primarily used to cross-check the perception of heads, teachers, students and parents regarding Gendering Practices in secondary schools. To minimize subjectivity in observation the researcher took utmost care. The final copy of the observation schedule is attached in Appendix E.

Data Collection Procedure

The investigator made necessary arrangements for data collection after finalizing the samples for the present study. In order to collect data from different samples like heads, teachers, students and parents; at first, the investigator approached the heads of the concerned sampled schools. After seeking the formal consent, the investigator tried to convince the purpose of the study under investigation. Some of the heads were very reluctant to give permission and were alleged that there is no such Gendering Practices in this institution and so no need of the studies of this kind and also expressed their anxiety about the   topic by stating that this may mislead student's thoughts and create bad impression about gender. But the investigator clearly mentioned the nature of the study and convinced that the collected data will only be used for the research purpose only and the responses will be kept as strictly confidential.

After convincing the true nature of the study the investigator briefly described the instructions for filling the questionnaire to the heads. Even though the head teachers were very busy, they received the questionnaire and filled it by taking their own time. Hence the investigator visited again to collect the filled questionnaire.

The investigator had given the questionnaire to the teachers and were mentioned the nature of study and provided specific instructions to complete it. In order to collect the filled questionnaires from the day itself, some

teachers filled it from the time itself, but other teachers were too busy and the investigator given more time for them. After intimating them the investigator visited again to gather the filled up questionnaires.

In order to collect data from students, the investigator asked permission from the head of the school to enter into the classroom. Permission was granted by the head teachers only after discussion with the senior teacher in charge of the class allocation. With the help of the senior teacher the investigator entered into the classroom and explained in detail about the nature and purpose of the study, and also made an accurate explanation for filling up the data sheet. Separate sheet were provided for use wherever it was necessary. All questions were read out loudly and told to record on appropriate numbers.

Parents' questionnaires were administered by clearly giving instructions to their children studying in the same class of the school itself. The students were instructed to keep the questionnaire safely and return it after completion. Students were informed that their parents must fill up the questionnaire about the educative experiences of the children on a gendered lens. The investigator collected the filled up questionnaires after visiting the school again.

Observation in qualitative research includes the detailed notation of behavior, events, and the contexts surrounding the events and behaviors (Best & Khan, 2006). The investigator used participant and non participant observation as technique for data collection.

After getting permission from the sampled school the investigator made a non participant observation of the specific events of the curricular and co-curricular activities and also made participant observation in the form of classroom observations and peer interactions in the school compounds,

teacher pupil interaction in the staffrooms etc. The data collected through observation recorded in the field notes. These field notes were analyzed systematically

Data were gathered from different samples of the same school selected for the present study. The investigator started the data collection from 07.05.2015 to 17.12.2015.The total months spent for data collection is nearly seven months, starting from May 2015 to December 2015.The data collection was divided in to two phases. At the first phase the investigator administered the questionnaires and at the second stage the investigator visited the sampled school to collect the filled up questionnaires. In order to make the study more objective and scientific the investigator made a systematic observation of the field and also cross checked the data through multiple angles.

Statistical Techniques Used for the Study

The present study used the following statistical measures to analyze the data collected.

Percentage Analysis

To find out to what extent the Gendering Practices are occurred in the co-curricular and curricular activities of secondary schools, percentage analysis was employed. To calculate the percentage analysis of the obtained data, the percentage of responses for each option against each item was computed. Then the total score was found out by using the formula suggested by Guilford, 1973). For dimension wise analysis, the investigator divided the responses into two categories i.e. agree and disagree. Then calculated the total score of the agreed responses obtained for each dimension was found out and it was divided by the maximum possible score obtained for the dimension and it was multiplied by hundred. The mathematical formula is given below.

$$P = \frac{\text{Total score / response obtained for group}}{\substack{\text{The maximum score / response that can be} \\ \text{obtained for a group}}} \times 100$$

The detailed description of the analysis of data using the above mentioned statistical measures are given in Chapter IV.

ANALYSIS AND INTERPRETATION

- Perception of Different Stakeholders on Gendering Practices in Secondary Schools
- Observation of School Practices
- Critical Examination and Interpretation of the Results

ANALYSIS AND INTERPRETATION

The primary objective of the present study was to examine the occurrence of Gendering Practices in curricular and co-curricular activities of secondary schools of Kerala and to suggest remedies if it exists. The collected data was subjected to statistical analysis and further qualitative interpretations according to the objectives stated in chapter I. The detailed description of analysis and its results obtained are presented in three parts; these are given under the following heads.

Perception of Different Stakeholders on Gendering Practices in Secondary Schools

Observation of School Practices

Critical Examination and Interpretation of the Results

Perception of Different Stakeholders on Gendering Practices in Secondary Schools

The purpose of the study was to examine the perception of different stakeholders on Gendering Practices in secondary schools of Kerala and to suggest measures to overcome these if exist. The data collected from the different stake holders; heads of the schools, teachers, students and parents were made item wise analysis by using percentage analysis. This analysis was followed by an interpretation of the same in terms of the different dimensions. Finally to derive valid and generalisable conclusion, critical examination of the different perceptions were made. The result obtained is presented under following headings.

Gendering Practices in the Secondary Schools of Kerala as Perceived by Heads

The item wise percentage score obtained for each item, which was categorically arranged in dimension wise, the questions in each dimensions are attached in the Appendix A4 of the questionnaire to heads on Gendering Practices in secondary schools. The item wise percentage scores are presented in the Table 6. Since the item wise discussion make this report voluminous and bulky, the investigator confined the discussion dimension wise. The score obtained for each dimension is considered for an elaborate discussion.

Table 6

The Item Wise Percentage Score obtained for Gendering Practices as Perceived by the Heads

Dimensions	Item No.	% of Yes	% of No
Gender sensitivity in curriculum	1	83%	17%
	2	96%	4%
	3	87%	13%
	4	91%	9%
	5	100%	0%
	Total (summative % score for the dimension)	91%	9%
Instructional materials	6	100%	0%
	7	91%	9%
	8	96%	4%
	9	87%	13%
	10	87%	13%
	11	91%	9%
	12	96%	4%
	13	83%%	17%

Dimensions	Item No.	% of Yes	% of No
	14	96%	4%
	15	91%	9%
	16	83%	17%
	summative % score for the dimension	91%	9%
Co-curricular activities	17	70%	30%
	18	74%	26%
	19	74%	26%
	20	70%	30%
	21	52%	48%
	22	74%	26%
	23	39%	61%
	24	52%	48%
	summative % score for the dimension	57%	43%
Gender based violence	25	78%	22%
	26	83%	17%
	27	78%	22%
	28	65%	35%
	29	78%	22%
	30	91%	9%
	54	96%	4%
	summative % score for the dimension	81%	19%
School environment	31	65%	35%
	32	70%	30%
	33	65%	35%
	34	96%	4%

Dimensions	Item No.	% of Yes	% of No
	35	96%	4%
	36	57%	43%
	37	30%	70%
	48	13%	87%
	49	96%	4%
	50	61%	39%
	51	13%	87%
	52	17%	83%
	53	87%	13%
	summative % score for the dimension	59%	41%
	38	91%	9%
	39	96%	4%
	40	74%	26%
	41	61%	39%
	42	96%	4%
	43	65%	35%
Evaluation system	44	35%	65%
	45	83%	17%
	46	78%	22%
	47	91%	9%
	55	100%	0%
	56	100%	0%
	57	91%	9%
	58	48%	52%
	summative % score for the dimension	79%	21%

Dimension wise Percentage Analysis of the Perception of Heads on Gendering Practices

For the Total Sample

To examine the occurrence of Gendering Practices in secondary schools, the perception of heads on the various dimensions of Gendering Practices for the total sample were investigated. The percentage score obtained for each dimension is presented in Table 7.

Table 7

Dimension wise Percentage Score for Gendering Practices as Perceived by the Sampled Heads (N=23)

Sl. No.	Dimensions	Agree (%)	Disagree (%)
1.	Gender sensitivity in school curriculum	91	9
2.	Instructional materials	9	91
3.	Co-curricular activities	43	57
4.	Gender based violence	19	81
5.	School environment	41	59
6.	Evaluation system	21	79

From Table 7 it is note that 91% of the head teachers perceived that the curriculum is gender sensitive whereas only 9% expressed that curriculum is not gender sensitive. Ninety one percent of the heads perceived that the instructional materials are free from gender stereotyped messages and ideas. While 9% of them agreed that textbooks perpetuates some kind of gendering among the students. Forty three percent of the head teachers expressed that co-curricular activities reinforce Gendering Practices in secondary schools. But at the same time 57% of them disagree with this opinion. The perception

of head teachers on gender based violence shows that 81% of them disagree about the occurrences of gender based violence in the schools. Fifty nine percent of the head teachers disagree with the existence of Gendering Practices in the school environment, whereas 41% of them strongly perceive that the occurrences of Gendering can be seen in the school environment. The major outcome of the dimension wise analysis of the evaluation system reveals the head teachers disagreement with the existence of Gendering in the evaluation system.

Discussion

From Table 7 it is clear that majority of the heads perceive curriculum is gender sensitive. They believe that curriculum is responsive towards the hierarchical power relations created by the patriarchal power structure and it is able to develop respect for the individual irrespective of their gender differences, with provision of equal learning experiences to both genders. Therefore heads believe that curriculum is strong enough to question the gender role stereotypes ingrained in the social structure.

Item wise score in instructional materials have shown that 100 % of the heads perceive that textbooks did not perpetuate gendering by reinforcing the traditional division of labor in society. Examinations of the instructional materials reveal that the textbooks, handbooks and other materials that teachers use for transaction of the curriculum in the classroom are completely devoid of Gendering Practices. It records the educational excellence of the Kerala state in implementing gender sensitive inputs in the instructional materials as recommended by NCF 2005.

Analysis of the gender based violence shows the rare occurrences of gender based violence in the school premises. Heads of the view that their schools maintain a strong support system to curbs gender based violence and also pointed out that girls were reluctant to report such type of occurrences.

Analysis of the school environment shows 87% of the heads expressed that their school provides separate seating arrangement for girls and boys. Eighty three percent of the heads of secondary school reacted that their schools are not sensitive to the special needs of girls. Seventy percent of them also believe that boys are naughty and disobedient in classrooms than girls. Hence analyses of the school environment have shown the occurrence of gendering in some aspects.

Examination of the perception of heads on co-curricular activities indicates that a considerable number of activities are gendered. The itemwise percentage in Table 6 shows that, 78% of the heads perceive that girls show more interest in participating arts related activities than boys. Sixty one percent of the heads perceive that school impose some restriction for girls in participating tours and excursions than boys; girls are generally discouraged to participate in long distance programmes. Forty eight percent of heads perceive that their schools do not provide equal opportunity to participate in activities like NCC, SPC and other Scouts and Guides. Mostly the items in the sports and arts, seating arrangement for different programmes, gender stereotyped allocation of the duties and responsibilities and discouragement of mixed play are all indicators of the perpetuation of Gendering Practices through co-curricular activities in schools.

Table 6 also reveals that the item related with gendered subject choice in the dimension evaluation system revealed that 65% of the heads have a belief that boys are dominating in subjects like Mathematics and Science than girls. Fifty two percent of the heads expressed that teachers takes differential forms of punishment to girls and boys if any kinds of malpractices noticed in the examination halls. Therefore it is revealed that heads have some stereotyped belief regarding the gender identity of both gender, they unknowingly perpetuate differential interest to boys and girls, this in turn

affect the self-confidence of girls and boys and may adversely influence their learning outcomes.

Gendering Practices in Secondary Schools as Perceived by the Heads with respect to Subsamples

 Gender

To examine the perceived Gendering Practices in secondary schools on the basis of gender of the sampled heads, gender wise analysis of the perception of heads were examined. The dimension wise percentage score of male (N=14) and female (N=9) head teachers are presented in Table 8.

Table 8

Gender Wise Categorization of Percentage Score Obtained for Heads Perception on Gendering Practices

Sl No	Dimensions	Gender			
		Male (N=14)		Female (N=9)	
		A	D	A	D
1	Gender sensitivity in curriculum	90%	10%	93%	7%
2	Stereotyped instructional materials	13%	87%	3%	97%
3	Co-curricular activities	45%	55%	42%	58%
4	Gender based violence	26%	74%	8%	92%
5	School environment	44%	56%	37%	63%
6	Evaluation system	22%	78%	18%	82%
	Total	28%	72%	21%	79%

A= Agree, D= Disagree

The Table 8 details that 90% of the male heads and 93% of the female heads perceive that existing curriculum is gender sensitive. Eighty seven percent of the heads disagree with the existence of Gendering Practices in instructional materials. Forty five percent of male heads agree that co-

curricular activities of the schools are gendered. The dimension gender based violence shows only 26% of the male teacher's perception of gender based harassment in schools. While 92% of female heads believe that gender based violence did not occur among the students of secondary schools. Forty four percent of the male heads perceive that the Gendering Practices can be seen in the school environment, 37% female head teachers also agree to it. Seventy eight percent of the male heads and 82% of female heads agree with the Gendering Practices in evaluation system.

Discussion

Dimension wise percentage score shows majority of the male and female heads agreement towards the gender sensitivity in curriculum. Male and female heads perceive that curriculum provides equal and better opportunities to nourish both genders equally. Therefore the curriculum does not favor the perpetuation of stereotyped traditional gender identity. Gender wise analysis of the dimension co-curricular activities of the school details the perception of male and female heads on Gendering Practices in co-curricular activities. Both genders unanimously agreed that the co-curricular activities are gendered. Regarding the gender based violence in school both male and female head teachers are of the view that cases of violence are arising, but they are rarely reported as a gendering issue. Hence the male and female head teachers agreed that gendering can be seen in the school environment. Therefore the school environment is not sensitive to meet the needs of both genders.

Locale

To know the perception of head teachers in the various dimensions on Gendering Practices   with respect to locale percentage scores of rural and urban heads were analyzed. The subsample locale includes rural (N=16) and

urban (N= 7) head teachers from the different schools of Kerala. The details are presented in the Table 9.

Table 9

Locale Wise Categorization of Percentage Score Obtained for Heads Perception on Gendering Practices

Sl. No.	Dimensions	Locality			
		Rural		Urban	
		Agree	Disagree	Agree	Disagree
1	Gender sensitivity in curriculum	92	8	90	10
2	Instructional materials	5	95	16	84
3	Co-curricular activities	40	60	50	50
4	Gender based violence	14	86	27	73
5	School environment	39	61	45	55
6	Evaluation system	20	80	21	79
	Total	23	77	29	77

From Table 9 it is clear that 92% of the rural and 90% of urban heads agree that the curriculum is gander sensitive. Sixteen percent of the heads from urban area agrees that instructional materials are gender stereotyped while only 5% of the rural heads agree to it. Ninety five percent of rural and 85% of urban heads disagree with the stereotypical representation of instructional materials.

Forty percent of the rural and 50% of the urban heads agree that co-curricular activities reinforce Gendering Practices. Eighty six percent of the rural and 73% urban heads perceive that gender based violence is rarely seen in the school premises. Sixty one percent of the rural head teachers disagree regarding the occurrence of Gendering Practices in the school environment.

But at the same time 45% of the urban head teachers agree the occurrence of Gendering Practices in secondary schools. Eighty percent of the rural and 79% urban head perceived that evaluation system is free from Gendering Practices.

Discussion

The results of the Table 9 have shown that both rural and urban head teachers perceived that Gendering Practices can be seen in the dimension co-curricular activities and school environment. Hence it is concluded that Gendering Practices occurred both in rural and urban schools. The urban secondary schools show a slight increase in gender based violence and the issues related to the Gendering Practices in the school environment as compared to the rural secondary schools. This may be due to the negative influence of cities on the life of students. Because cities are knowingly the centre of theatres, gambling areas, slums, drugs and other kind of vices, this may be easily get affected the students in their school environment. The increase in gender based violence in urban schools may be due to the misuse of the digitalized facilities such as internet, smart phones and tabs by the students.

Management

To find out the perception of head teachers on various dimensions of Gendering Practices   with respect to type of management, percentage scores of heads belonging to aided (N=7), government (N=9) and unaided (N=7) schools were analyzed. The dimension wise percentage score of different categories are listed in the Table 10.

Table 10

Categorization of Percentage Score Obtained for Head Teachers' Perception on Gendering Practices with respect to type of Management

Sl. No.	Dimensions	Type of Management					
		Aided (N=7) %		Govt (N=9) %		Unaided (N=7)%	
		Agree	Disagree	Agree	Disagree	Agree	Disagree
1	Gender sensitivity in curriculum	91	9	100	0	80	20
2	Instructional materials	9	91	0	100	21	79
3	Co-curricular activities	32	68	42	58	43	57
4	Gender based violence	22	78	5	95	33	67
5	School environment	49	51	33	67	43	57
6	Evaluation system	26	74	17	83	20	80
	Total	27	73	18	82	32	68

From Table 10 it can be infer that 100% of the government heads agree that the curriculum being gender sensitive, whereas 91% aided and 80% unaided head teachers also agree the same. Twenty percent of the head teachers from unaided schools disagree with gender sensitivity in curriculum. The dimension instructional materials make it explicit that 100% of government heads disagree with   the occurrence of gender stereotypes in instructional materials. While 21% of the unaided heads believe that instructional materials are gendered.

The dimension co-curricular activities clearly point out the occurrence of Gendering Practices in secondary schools. Head teachers from different management like aided (32%), government (42%) and unaided (43%) unanimously agrees that co-curricular activities perpetuates Gendering Practices.

When the dimension Gender based violence in schools are analysed, it is clear from the perception of head teachers in three types of schools that unaided schools show highest percentage (33%) of gender based violence, aided schools (22%) stand next to it but the government schools (5%) are less exposed to gender based violence.

The dimension of school environment from the Table 10 exhibits the heads perception of the occurrence of Gendering Practices in school environment. Among the three types of schools aided schools marks the highest percentage of (49%) gendering in the school environment, while the unaided schools also shows almost equal result (43%). But at the same time only 33% of the head teachers from government schools agree that gendering takes place in the school environment. Regarding the dimension evaluation system most of the head teachers from aided (74%), government (83%) and unaided (80%) sector disagree with the occurrence of gendering in the evaluation system.

Discussion

Examination of the perception of head teachers on the various dimensions on Gendering Practices in terms of types of management shows slight differences in the percentage scores. Among the three types of schools, the unaided school shows lowest percentage of agreement with gender sensitivity in curriculum. This may be due to the lack of training programmes on gender sensitive measures in the unaided schools.

The data on gender stereotypes in instructional materials shows the perception of head teachers from three types of school's disagreement with gender stereotypes in instructional materials. However the head teachers from unaided school show little increase in the percentage scores of agreement. Therefore among the three types of schools, head teachers from unaided school did not completely disagreed with the occurrence of gender stereotypes in instructional materials. The heads from government schools totally disagreed with the occurrence of stereotyped materials in the secondary schools. Therefore the government head teachers' sufficient training in gender sensitive measures capable enough to combat the stereotypes in instructional materials.

Heads from all categories of schools agreed the occurrence of Gendering Practices in co-curricular activities. Among these unaided schools records the highest percentage score for agreement. Hence it can be concluded that co-curricular activities of the unaided schools are mostly gendered.

Occurrence of gender based violence was mostly seen in the unaided sector; aided schools also stand next to it. Perception of the heads from government schools has shown that the least occurrences of gender based violence in government schools. Therefore the heads from government school perceived that gender based violence are very rare in such schools.

The data on the occurrence of Gendering Practices in school environment among the three types of schools shows the highest percentage of the occurrence in aided schools. Among these government schools marks the lowest percentage. Hence it can be concluded that heads of aided schools perceived that Gendering Practices were mostly occurred in their school environment. The evaluation system in the aided sectors also shows the highest percentage of agreement in the occurrence of Gendering Practices. The government schools record the lowest percentage on the occurrence of

Gendering Practices in the evaluation system. Therefore the evaluation methods practiced in the government schools are gender sensitive. This may be due to the effective training on gender fair pedagogical practices and evaluative strategies in government schools.

Religion

In order to investigate the different dimensions of Gendering Practices as perceived by head teachers in secondary schools, the data regarding religion of the head teachers were examined. The dimension wise percentage score of different religion for the total sample consist of Christian (N=6), Hindu (N= 10) and Muslim (N=7). Table 11 gives the percentage score obtained for heads perception on Gendering Practices categorized on the basis of religion.

Table 11

Religion Wise Categorization of Percentage Score Obtained for Heads Perception on Gendering Practices

Sl. No.	Dimensions	Religion					
		Christian (%)		Hindu (%)		Muslim (%)	
		Agree	Disagree	Agree	Disagree	Agree	Disagree
1	Gender sensitivity in curriculum	87	13	96	4	89	11
2	Instructional materials	17	83	3	97	12	88
3	Co-curricular activities	42	58	49	51	37	63
4	Gender based violence	10	90	20	80	24	76
5	School environment	37	63	44	56	41	59
6	Evaluation system	18	82	20	80	24	76

Table 11 reveals that 96% of Hindu heads agree the curriculum is gender sensitive, while 89% of the Muslims and 87% of the Christian heads also agree with this. Regarding the instructional materials, 17% of the Christian heads perceive that some kind of gender stereotypes can be seen in the instructional materials, while 12% Muslim heads are also agree with this. While at the same time 97% of the heads of Hindu religion perceived that instructional materials are not gender stereotyped.

From the Table 11 the data regarding Gendering Practices in the co-curricular activities points out that all religions such as Hindu (49%), Muslim (37%) and Christian (42%) are unanimously agree that co-curricular activities perpetuates Gendering Practices. Some differences can also be seen in percentage scores of the different samples of religion. The head teachers from Muslim mark the lowest percentage score regarding the gendering of co-curricular activities.

The dimension gender based violence contends that 90% of the Christian heads disagree that gender based violence is not seen in the secondary schools, 80% of the Hindu head teachers and 76% of the Muslim head teachers are also in disagreement to this. Regarding the Gendering Practices in the school environment 44% of the Hindu head teachers and 41% of the Muslim head teachers agrees to the occurrence of gendering in school environment. But only 37% of the Christian head teachers express similar opinion regarding this.

Regarding the gender discriminatory practices in the evaluation system, of the Christian head teachers, 82% are of the opinion that evaluation system does not reinforce the Gendering Practices in secondary schools. Eighty percent of the Hindu head teachers and 76% of the Muslims head teachers are also disagree with the occurrence of gendering in the evaluation system.

Discussion

The analysis of the above data shows that all the sampled heads belonging to the three religious groups agree that the curriculum is gender sensitive. Among these Hindu religion records the highest percentage. Regarding the gender stereotypes in instructional materials head teachers from Hindu religion shows the highest percentage of disagreement with the occurrence of gender stereotypes in teaching materials. Therefore among the three religious samples, head teachers of Hindu religion agree that instructional materials are gender sensitive.

Data on co-curricular activities reveals that majority of the head teachers of Hindu religion agree that Gendering Practices are reinforcing through the co-curricular activities of the schools. The other samples also supported that. Among these head teachers from Muslims marks the lowest percentage score. Therefore it can be concluded that head teachers from Hindus agree that gendering is reinforced through co-curricular activities of the schools.

Gender based violence in secondary schools among the three religious samples shows that head teachers of the Muslim marks the highest percentage of agreement regarding gender based violence in schools. Hindu samples stands next to it. But the Christian head teachers perceived the lowest percentage of occurrence of gender based violence. Hence the Muslim head teachers perceived that highest percent of the occurrence of gender based violence in secondary schools.

The data regarding school environment is related to facilities provided by the schools with respect to gendering. The items in it consist of bathrooms, school library, and availability of counseling facility, school transportation and communication. The results from the different samples indicate that 44%

of the head teachers from Hindu samples are of the opinion that school environment is not conducive to both genders equally. Muslims head teachers are also supported it. Hence it can be concluded that Hindu head teachers are of the view that secondary school does not provide equal facilities to boys and girls.

Evaluation system in the schools according to the three samples does not show high differences in the results. However 24% of the Muslim head teachers are of the perception that gendering is reinforced through evaluation system. Hence it is concluded that the occurrence of gendering is less with respect to evaluation system.

Gendering Practices in the Secondary Schools of Kerala as Perceived by Teachers

For the Total Sample

In order to examine the perception of Gendering Practices in curricular and co-curricular activities of secondary schools as perceived by the teachers, item wise percentage scores for the total sample were calculated. The item number under each dimensions were sequentially arranged and discussion were made under the discussion part of the dimension wise table. Since the item wise discussion make this report voluminous and bulky, the investigator confined the discussion dimension wise. The items are arranged as in Appendix B4. The percentage scores obtained are presented in Table 12

Table 12

The Item Wise Percentage Score obtained for Gendering Practices as Perceived by the Teachers

Dimensions	Item No.	% of Yes	% of No
Gender sensitivity in curriculum	1	93	7
	2	91	9
	3	83	17
	4	93	7
	5	95	5
	6	88	12
	summative % score for the dimension	90	10
Pedagogical practices	7	69	31
	8	96	4
	9	92	8
	10	49	51
	11	89	11
	12	94	6
	13	81	19
	14	91	9
	15	40	60
	16	78	22
	17	70	30
	18	68	32
	summative % score for the dimension	76	24
Instructional materials	19	81	19
	20	85	15
	21	83	17
	22	76	24
	23	75	25
	24	81	19
	25	41	59
	26	82	18
	27	83	17
	summative % score for the dimension	76	24

Dimensions	Item No.	% of Yes	% of No
Co-curricular activities	28	61	39
	29	51	49
	30	81	19
	31	46	54
	32	51	49
	33	73	27
	summative % score for the dimension	60	40
Socialization process and classroom disciplinary Practices	34	80	20
	35	81	19
	36	85	15
	37	88	12
	38	87	13
	39	86	14
	40	45	55
	41	83	17
	42	78	22
	Summative % score for the dimension	79	21
Evaluation system	43	79	21
	44	73	27
	45	81	19
	46	82	18
	47	62	38
	48	66	34
	49	41	59
	50	30	70
	51	80	20
	Summative % score for the dimension	60	40
School environment	52	19	81
	53	69	31
	54	77	23
	55	70	30
	56	50	50
	57	69	31
	58	82	18
	59	44	56

Dimensions	Item No.	% of Yes	% of No
	Summative % score for the dimension	60	40
Gender based violence	60	64	36
	61	71	29
	62	90	10
	63	95	5
	Summative % score for the dimension	80	20

Dimension Wise Percentage Analysis of the Perception of Teachers on Gendering Practices

For the Total Sample

To examine the Gendering Practices in curricular and co-curricular activities of secondary schools, the perception of teachers on the various dimensions of Gendered Practices were explored. Teachers' perceptions on Gendering Practices in secondary schools for the total samples are expressed in percentage scores, which are presented in Table 13.

Table 13

Dimension wise Percentage score for Gendering Practices as perceived by the sampled Teachers

Sl. No.	Dimensions	Agree (%)	Disagree (%)
1.	Gender sensitivity in school curriculum	90	10
2.	Pedagogical practices	24	76
3.	Instructional materials	24	77
4.	Co-curricular activities	40	60
5.	Socialization and classroom discipline	21	79
6.	Evaluation system	40	60
7.	School environment	24	76
8.	Gender based violence	20	80

Table 13 reveals the percentage scores of teachers' perception on Gendering Practices in secondary schools. From Table 13 it is clear that around 90% of the secondary school teachers agree that secondary curriculum is gender sensitive. Whereas 10% disagree and state that the curriculum reinforces the Gendering Practices which are already prevailing in the society. An analysis of the pedagogical practices indicates that 76% of the secondary school teachers' practicing gender sensitive methods and practices in their teaching. But 24% of teachers are totally ignorant about gendered discriminatory practices in the classroom.

Examination of the instructional materials shows that 77% of the secondary school teachers are of the opinion that the materials used for curriculum transaction is free from Gendering Practices. Whereas 24% are of the opinion that textbooks and other allied sources depicts stereotyped gender image, messages and ideas. The dimension co-curricular activities bring to

light that 60% of the teachers did not practice gender segregated co-curricular activities in their schools. While 40% of them perceived that teachers unknowingly encourage gender biased practices in co-curricular activities.

Analysis of the dimension socialization and classroom discipline presents that 79% teachers' are disagreeing with the discriminatory socialization process and gendered discipline in classroom. While 21% of them perceive that classroom socialization is discriminatory and gendered in nature. Sixty percent of the perception that evaluation system is not so affected with Gendering Practices, whereas 40% of teachers clearly state that evaluation in secondary school seems to be discriminatory. Seventy six percent teachers perceived that school environment is gender friendly while 24% opposed it. Eighty percent of the teachers reported that sexual harassment is not reported from their schools.

Discussion

Dimension wise analysis is made to know which dimension shows highest percentage in the perception of teachers on Gendering Practices in secondary schools. From the analysis it is clear that 90% of the secondary school teachers perceive that the existing curriculum is geared towards the needs of both genders. So it is inferred that the curriculum is sensitive towards questioning the hidden power structure ingrained in the gendered socialization practices in classroom.

The item wise percentage scores in the dimension pedagogical practices indicate that 51% of the teachers expressed that they did not get any gender sensitive training to plan their lesson in a gender neutral ways. It highlights the need for implementing gender sensitive training for teachers to deal with the gender issues in the school premises. Sixty percent of the teachers perceived that girls are more active than boys while conducting

debates in their classrooms; this indicates that girls are more interested to challenge and criticize the public issues, which have been restricted for them centuries ago through the gender socialization process. However the open ended revelation shows that girls are mostly passive because of their stereotyped gender identity while conducting group discussions in classrooms. Some teachers pointed that they cannot divide the duties and responsibilities equally due to the gendered specificity of girls in schools. And very few teachers added that girls did not have specific interest in subjects like Mathematics and Science.

Teachers discourage girls' participation in those activities which is considered as boys' dominated. Fifty four percent of the teachers expressed that they did not allowed for mixed play of both genders. Teachers allocate different spaces to girls and boys for sports and arts related activities. Hence it is clear that there exist some kids of Gendering Practices in the co-curricular activities of secondary schools.

The evaluation system in school shows a slight increase in the Gendering Practices. Fifty Nine percent of the teachers expressed that girls have shown higher achievement in internal assessment than boys, this indicate the under achievement of boys. Seventy percent of the teachers believe that girls are more interested in reading and recitation, while boys are deprived of it. These kinds of   differential interests did not address in our evaluation system; teachers are of the opinion that the assessment techniques, syllabus and questions are fostering Gendering Practices. Forms of questions are specifically tuned to cater the needs of girls than boys, hence this will lead to the under achievement of boys and higher academic achievement for girls in secondary schools.

Twenty four percent of the teachers perceived that Gendering Practices can be seen in the school environment. Eighty percent of the teachers

expressed that their school provides separate seating arrangement for boys and girls. This is the true sign of the way school reinforcing Gendering Practices just as what is already persists in the society. Analysis of the open ended questions and observation made by the researcher supports the same response. Fifty percent of the teachers opined that toilet facilities of the school is not so girl friendly, girls toilets are not having adequate hygiene and sanitation. Fifty six percent of the teachers expressed that their schools provides special consideration for girls while selecting uniform than boys. This is because the teachers and parents are much conscious about the dressing of girls than boys due to the occurrence of gender based violence in schools. The transportation facilities of the schools are not in favor of girls, because there is no monitoring system by staff or peers to inform any kind of gender based violence.

Analysis of Gendering Practices in instructional material clearly exhibits an enlighten vision by representing men and women equally in the instructional materials. Though item wise percentage score revealed that 59% of teachers have the opinion that textbook did not provide women centered learning experiences as equal to men for both genders. It may be due to long deprivation and subjugation experienced by the women withheld them to be a part of the great victories as men. However Kerala's educational accomplishment has been so impressive that it could receive the distinctive acclamation as the 'Kerala model'; and some advocated Keralisation of the whole education system in India (Lewis, 1997). The recommendation of NCF 2005 concerning rewriting of textbooks to eliminate gender bias was completely accepted by the state. Only few teachers are remarked that textbooks portray men as engineers, doctors, pilots, and lawyers, whereas women are symbolized as teachers, housewives, nurse etc. seventy seven percent of them perceived that the language, images, illustrations of textbooks are all free from gender stereotypes.

Examination of the socialization process in schools indicated that teachers were gender sensitive in their classroom interaction. However the item wise percentage of teachers reveals that 54% of them perpetuate stereotyped idea that girls must be obedient and disciplined in classroom than boys. Analysis of open questions prove that some teachers prefer boys as class leader than girls, expect good moral behavior and discipline form girls than boys and restrict the freedom of girls than boys. Therefore it contends that teachers have differential form of expectation on girls and boys and they take discriminatory disciplinary methods to organize their classrooms.

Gendering Practices in Secondary Schools as Perceived by Teachers based on Subsamples

Gender

To examine the perceived Gendering Practices in secondary schools on the basis of gender of the sampled teachers, gender wise examination of the perception of teachers were analyzed. The dimension wise percentage score of male (N=52) and female (N=148) teachers are presented in Table 14.

Table 14

Gender Wise Categorization of Percentage Score Obtained for Teachers'
Perception on Gendering Practices

Sl. No	Dimensions	Gender			
		Male		Female	
		Total	Percentage	Total	Percentage
1	Gender sensitivity in curriculum	47	15	70	8
2	Pedagogical practices	164	26	400	23
3	Instructional materials	150	32	274	21
4	Co-curricular activities	137	44	333	38
5	Socialization process	113	24	259	19
6	Evaluation system	162	35	446	33
7.	School environment	214	51	422	36
8.	Gender based violence	69	34	88	15

Table 14 shows that 15% of the male teachers are of the opinion that the curriculum is not gender sensitive. While only 8% of the female teachers are having this perception. Twenty six percent of the male teachers perceived that pedagogical practices are gendered. But at the same time 23% of the female teachers are also supported it. Instructional materials when analysed revealed that out of the total 52 male teachers 32% of them perceived that instructional materials are gender stereotyped. But at the same time for total 148 female teachers only 21% of them agree that instructional materials are gender stereotyped. Regarding the co-curricular activities of the schools, 44% of the male teachers are of the view that Gendering Practices can be seen in co-curricular activities. While 38% of the female teachers are also agree to it. Occurrence of Gendering Practices in socialization process of the school states that 24% of the male and 19% of the female teachers' also agrees to it.

The evaluation process as perceived by 35% of the male teachers reiterates the occurrence of gendering. Thirty three percent of the female teachers also agree to it. Gendering Practices in the school environment shows a highest percentage of the occurrence of gender issues in the school environment as perceived by the 51% of the male teachers. Only 36% of the female teachers are of the view that Gendering Practices is occurred in the school environment. Thirty four percent of the male teachers expressed that gender based violence is occurred in schools, whereas only 15% of female teachers agree to it.

Discussion

From the analysis of the dimension wise percentage scores of the Table 14 on the occurrence of Gendering Practices, it can be inferred that the highest percentage scores stands in two dimensions such as co-curricular activities and school environment. The dimension co-curricular activities shows highest percentage score among the male teachers than in female teachers, it clearly indicates that most of the male teachers perceive co-curricular activities of the schools are gendered. Examination of responses in this dimension reveals that most of the male teachers have a stereotyped gender role identity that may unconsciously affect during their interaction while dealing with the co-curricular practices of the schools. Mostly their prejudiced beliefs and practices may elicit in the form of restriction into the entry of girls in some sport items, lack of providing encouragement to students, separate line up for girls and boys, reserved arts and sports items for both genders, severe restriction for girls in participating in school tours etc. Female teachers are also not free from these types of gendered misbelieves. Therefore it can be concluded that highest percentage of the male teachers perceive the occurrence of gendering in co-curricular activities than female teachers.

Analysis of the dimension school environment also points out that highest percentage of the male teachers perceived Gendering Practices in the school environment, while only a few female teachers supported it. From this it can be interpreted that male teachers have a strong perception that Gendering Practices is occurring in the school environment. However, the female teachers do not have a strong perception over it.

Locale

To examine the perception of teachers in the different dimensions on Gendering Practices   with respect to locale percentage scores of rural and urban teachers were analyzed. The sub sample locale includes rural (*N*=126) and urban (*N*= 74) teachers from the different schools of Kerala. The details are shows in the Table 15.

Table 15

Locale Wise Categorization of Percentage Score Obtained for Teachers' Perception on Gendering Practices

Sl. No	Dimensions	Locale			
		Rural		Urban	
		Total	Percentage	Total	Percentage
1	Gender sensitivity in curriculum	87	12	30	7
2	Pedagogical practices	364	24	200	23
3	Instructional materials	272	24	152	23
4	Co-curricular activities	303	40	167	38
5	Socialization process	255	22	117	18
6	Evaluation system	394	35	214	32
7.	School environment	438	43	198	33
8.	Gender based violence	114	23	43	15

The results given in Table 15 reveals that 12% of the rural teachers disagree with gender sensitivity in curriculum, while only 7% of the urban teachers disagree with this. Regarding the pedagogical practices, teachers from rural (24%) and urban (23%) agree the occurrence of Gendering Practices in secondary schools. Only a few of the rural (24%) and urban (23%) teachers agree that instructional materials are gender stereotyped.

The perception of teachers regarding the dimension co-curricular activities clearly shows the occurrence of gendering in the rural (40%) and urban (38%) secondary schools. Twenty two percent of the rural teachers perceived that the gendered socialization practices can be seen in schools, while only 18 percent of the urban teachers agree to it. Both the rural (35%) and urban (32%) agrees with the occurrence of gendering in the evaluation system. Forty three percent of the rural teachers perceive that Gendering Practices occur in the school environment while only 33 percent of the urban teachers agree to it. Twenty three percent of the teachers of rural school perceived that gender based violence can be seen in the school premises while only 15% of urban teachers agree to it.

Discussion

From the Table 15 it can be interpreted that the dimension co-curricular activities obtained high percentage of Gendering Practices. The dimension consists of items related to differential opportunities in sports and arts to both gender, discrimination in giving encouragement, mixed participation in group activities, restriction related to the participation in tours and excursions and some extra- curricular activities. Compared to other dimensions in the Table 15 co-curricular activities depicts highest percentage scores both in the rural and urban schools. This indicates that both the teachers from rural and urban area perceive that co-curricular activities of the schools are gendered. Hence it can be interpreted that teachers from the rural

and urban schools are unaware about their unconscious discriminatory practices while dealing with the co-curricular activities in schools.

Examination of the perception of Gendering Practices in school environment exhibits that rural schools are more exposed to Gendering Practices than the urban schools. This may be due to poor infra-structure and other facilities to meet the needs of both genders. The items in this dimension reports that some schools from the rural areas does not have adequate number of hygienic toilets to both genders, and some schools does not provide the assistance of a counselor in dealing with the gender issues. But the urban schools are comparatively well with respect to the infra-structure and other facilities. Therefore the rural school environment must be tuned in accordance with the needs of girls and boys.

Teaching Experience

To know the perception of teachers on various dimensions of Gendering Practices based on teaching experience, the dimension wise percentage scores of the teachers of different teaching experience consist of Above 15 years (N=58), and Below 15 years (N=142) of the teachers were examined. The dimension wise percentage score of different categories are listed in the Table 16.

Table 16

Categorization of Percentage Score Obtained for Teachers' Perception on Gendering Practices with respect to Teaching Experience

Sl. No.	Dimensions	Teaching Experience			
		Above 15 years		Below 15 years	
		Total	Percentage	Total	Percentage
1	Gender sensitivity in curriculum	26	7	91	11
2	Pedagogical practices	155	22	409	24
3	Instructional materials	121	26	303	24
4	Co-curricular activities	136	39	334	39
5	Socialization process	107	20	265	21
6	Evaluation system	168	32	440	34
7.	School environment	217	47	419	37
8.	Gender based violence	59	25	98	17

Table 16 highlights that 11% of the teacher with below 15 years of teaching experience shows highest percentage of disagreement with the gender sensitivity in curriculum. While only 7% of the teachers with above 15 years of teaching experience agree to it. Twenty four percent of teachers with below 15 years of experience perceive that gendering occur in pedagogical practices, whereas 22% of the teachers with above 15 years of experience also support it. The dimension instructional materials point outs that, 26% of teachers with highest teaching experience perceive that instructional materials are gender stereotyped. The data from Table 16 gives an equal percentage in the perception of teachers with above (39%) and below (39%) teaching experience regarding the Gendering Practices in co-curricular activities. The dimension socialization process and evaluation system also shows slight fluctuation with respect to teaching experience. But the gender issues in school environment reports a highest percent (47%) as perceived by the

teachers with above 15 years of teaching experience, while the teachers with below 15 years of teaching experience marked only 37% of it. Twenty five percent of the teachers with above 15 years of teaching experience perceive that gender based violence can be seen in secondary schools, whereas only 17% of the teachers with below 15 years of experience supported it.

Discussion

The dimension wise analysis of the perception of teachers with regard to teaching experience throws light on a slight increase in the percentage scores of the different dimensions except instructional materials and school environment. For instructional materials a slight increase can be seen among the teachers with high teaching experience. But regarding school environment teachers with above 15 years of teaching experience perceived the occurrence of gendering in school environment. Hence it can be interpreted that the experienced teachers are able to identify the issues related with gendering in the school milieu in a better way.

Type of Management

To examine the perception of teachers on different dimensions of Gendering Practices   with respect to type of management, percentage scores of aided (N=40), Government (N=89) and unaided (N=71) teachers were investigated. The dimension wise percentage score obtained for different categories are presented in the Table 17.

Table 17

Categorization of Percentage Score Obtained for Teachers' Perception on Gendering Practices with respect to Type of Management

Sl. No.	Dimensions	Type of Management					
		Aided		Govt		Unaided	
		Total	Percentage	Total	Percentage	Total	Percentage
1	Gender sensitivity in curriculum	27	11	47	9	43	10
2	Pedagogical practices	113	24	275	26	176	21
3	Instructional materials	73	20	230	29	121	19
4	Co-curricular activities	94	39	188	35	188	44
5	Socialization process	67	19	187	23	118	18
6	Evaluation system	115	42	296	37	197	31
7.	School environment	130	41	346	49	160	28
8.	Gender based violence	43	27	104	29	10	4

From Table 17 it is clear that 11% of the teachers of aided school perceive that gendering is occurring in curriculum while the teachers from unaided (10%) and government (9%) schools remain lowest in the percentage scores. In pedagogical practices 26% of the teachers from government school perceive that Gendering Practices occur in pedagogical practices, 24% of the aided and 21% of the unaided teachers also agree with it. The occurrence of gender stereotypes in the instructional materials shows the highest percentage (29%) as perceived by the teachers from government schools, while the aided and unaided remain 20% and 19% respectively. The dimension co-curricular

activities shows the highest percentage score (44%) among the teachers from unaided schools, while the least scores (35%) forms the perception of government teachers. Regarding the occurrence of gendering in the socialization process of the school, 23% of the teachers from government schools agree to it, while only 18% of the unaided teachers supports to it. Forty two percent of the teachers from aided school perceive that Gendering Practices can be seen in the evaluation system, whereas 37% of the government teachers also agree to it. But the occurrence of gendering in the evaluation system is a very few (31%) as perceived by the unaided teachers. Occurrence of gender issues in the school environment is highest (49%) as perceived by government teachers, when compared it to that of the aided (41%) and unaided (28%) for which the percentage score is too low. Twenty nine percent of the teachers of government school perceive that sex based violence occur in government schools, than the perception of teachers from aided (27%) and unaided (4%) schools.

Discussion

The details from the Table 17 reveals that among the different dimensions of Gendering Practices, the percentage scores of the three dimensions namely co-curricular activities, evaluation system and school environment remains the highest in all types of schools. The Table 17 reveals the occurrence of Gendering Practices in co-curricular activities is more in unaided schools as perceived by the unaided teachers than government and aided sector. The reason for this may be inferred that the unaided management strongly enforces their rigid and stereotyped gender identity among the students of secondary schools. The co-curricular activities are gender stereotyped. They try to cultivate differential interest among both genders. Teachers from the unaided school view that boys are stronger and they have a keen interest in outdoor activities. They perceived girls as weak

and tender minded and encouraged to perform music and dance over other activities. Moreover they view these differential interest are due to biological endowment and not as a social construct.

Out of the three types of managements, aided teachers have a strong perception that the evaluation system is geared towards gendering. They believe that boys and girls have differential academic achievements in some subjects like mathematics, science and information technology. The assessment techniques, forms of questions are all gender stereotyped. Since the question papers include more questions related to male experiences, and types of questions are mostly objective in nature. Such questions can be easily attended by boys than girls while essay and short answer type questions can be easily answered by girls when compared to boys. These kinds of differential interests in boys and girls slowly crept into Gendering Practices.

Issues related with gender are mostly seen in government school environment than in aided and unaided schools. In unaided school the occurrence of gender issues in the school environment is comparatively less. One of the reasons for the increased rate of Gendering Practices in government schools may be due to the freedom received by the students of both genders in government schools, lack of care and attention from the part of teachers, and the enrolment of students from different socio-economic groups. The unaided schools reports low percent of gendering in the school premises may be due to their strict discipline and the care and attention taken by the management in dealing with the issues related with gender. Therefore the government school needs to take measures to tackle the issues of gender in the school environment.

Religion

In order to examine different dimensions of Gendering Practices as perceived by the teachers of secondary schools, data regarding religion of the teachers were investigated. The dimension wise percentage scores of the occurrence of Gendering Practices in three religion consist of Christian (N=22), Hindu (N= 124) and Muslim (N=54) are presented in Table 18.

Table 18

Religion Wise Categorization of Percentage Score Obtained for Teachers' Perception on Gendering Practices

Sl. No.	Dimensions	Religion					
		Christian		Hindu		Muslim	
		Total	Percentage	Total	Percentage	Total	Percentage
1	Gender sensitivity in curriculum	9	7	55	7	53	16
2	Pedagogical practices	78	30	302	20	184	28
3	Instructional materials	57	29	228	20	139	29
4	Co-curricular activities	56	42	263	35	151	47
5	Socialization process	50	25	230	21	92	19
6	Evaluation system	87	44	362	32	159	33
7.	School environment	79	45	383	39	174	40
8.	Gender based violence	16	18	115	23	26	12

From the percentage score obtained as it is revealed from the Table 18 that 16% of the teachers from Muslim religion perceive that the secondary

school curriculum is not gender sensitive, while only 7% of the Hindu and Christian teachers are supporting it. The data regarding pedagogical practices indicates that 30% of the Christian teachers perceive that Gendering Practices occur in the pedagogical practices of the teachers. But only 20% of the Hindu teachers agree to it. Both Christian and Muslim teachers (29%) perceive that instructional materials perpetuate Gendering Practices, while only 20% of the teachers from the Hindu religion perceive it. The dimension Gendering Practices in co-curricular activities reports the highest percentage of (47%) the occurrence of gendering as perceived by the teachers of Muslim religion as compared with the teachers of Christian (42%) and Hindu (35%) religion. Twenty five percent of the teachers from Christian religion perceive that occurrence of Gendering Practices can be seen in classroom socialization. The dimension evaluation system shows 44% of Christian teachers' perception on the occurrence of Gendering Practices in evaluation process, whereas 33% of the Muslim teachers and 32% of the Hindu teachers also agrees to it. Regarding the school environment 45% teachers from Christian religion agree that Gendering Practices is occurring in the school environment, while 39% teachers from Hindu religion and 40 percent of the teachers of Muslim religion also agree with it. Twenty three percent of the teachers from Hindu religion perceive that gender based violence occur in schools, while only 12 percent of the teachers from Muslim religion agrees to it.

Discussion

The dimension wise percentage scores in three religions exhibit the highest percentage of occurrences of Gendering Practices as perceived by the teachers from Christian religion than the teachers of other religions. But a reverse trend can be seen among the perception of the teachers of Muslim religion regarding the occurrence of gendering in co-curricular activities of the school. This indicates that Muslim teachers have a stereotyped gender role

identity in perpetuating the Gendering Practices with regard to co-curricular activities.

Gendering Practices in Secondary Schools of Kerala as Perceived by Students

For the Total Sample

To examine the perception of students with regard to the occurrence of Gendering Practices in secondary schools, item wise percentage scores were found. The items are presented in the form of serial numbers as given in the tool. Since the item wise discussion make this report voluminous and bulky, the investigator confined the discussion dimension wise. The details of each item were presented in the questionnaire to students' perception on Gendering Practices in secondary schools, which is attached in Appendix C. The percentage score obtained for each items under different dimensions were presented in Table 19.

Table 19

The Item Wise Percentage Score Obtained for Gendering Practices as Perceived by the Students

Dimensions	Item No.	% of Yes	% of No
Classroom interaction	1	74	26
	2	96	4
	3	52	48
	4	81	19
	5	89	11
	6	83	17
	7	41	59
	8	83	17
	9	83	17
	10	83	17
	11	20	80

Dimensions	Item No.	% of Yes	% of No
Method of teaching	Summative % score for the dimension	71	29
	12	17	83
	13	75	25
	14	94	6
Instructional materials	Summative % score for the dimension	62	38
	15	45	55
	16	71	29
	17	44	56
	18	68	32
	19	65	35
Co-curricular activities	Summative % score for the dimension	58	42
	21	26	74
	22	41	59
	23	76	24
	24	49	51
	25	41	59
Gender based violence	Summative % score for the dimension	47	54
	26	77	23
	27	73	27
	28	91	9
	29	82	18
	30	84	16
	31	63	37
	Summative % score for the dimension	78	22

Dimensions	Item No.	% of Yes	% of No
Socialization process in schools	32	66	34
	33	89	11
	34	47	53
	35	46	54
	36	42	58
	Total	58	42
Classroom discipline	37	47	53
	38	38	62
	39	74	26
	Summative % score for the dimension	53	47
Evaluation system	40	91	9
	41	54	46
	42	86	14
	43	51	49
	44	81	19
	45	71	29
	46	60	40
	47	87	13
	Summative % score for the dimension	73	27
School environment	48	58	42
	49	44	56
	50	28	72
	51	73	27
	52	78	22
	Summative % score for the dimension	44	56

Dimension Wise Percentage Analysis of the Perception of Students on Gendering Practices

For the Total Sample

To examine the Gendering Practices in different dimensions of secondary schools, the perception of students were analyzed. The percentage score obtained for each dimension is presented in Table 20.

Table 20

Dimension Wise Percentage Score for Gendering Practices as Perceived by the Sampled Students

Sl. No.	Dimensions	Agree (%)	Disagree (%)
1.	Classroom interaction	29	71
2.	Method of teaching	38	62
3.	Instructional materials	42	58
4.	Co-curricular activities	54	47
5.	Gender based violence	22	78
6.	Socialization process in schools	42	58
7.	Classroom disciplinary practices	47	53
8	Evaluation system	27	73
9	School environment	44	56

From the Table 20 it is clear that majority of students (71%) disagree with the occurrence of Gendering Practices in classroom interaction. While 29% of students perceive that Gendering Practices can be seen in the classroom interaction process. An examination of the responses of students indicates that classroom interaction is boosted towards gender stereotyped lines. Teachers select boys as first leader and girls as second leader. Allocations of classroom duties and responsibilities also reinforce gendering.

The item wise percentage score in Table 19 shows that that 59% of the students expressed that teachers never use gender sensitive language in classrooms. Eighty percent of the students also opined that teachers were not ready to challenge the gendered ideas inherent in the topics of the textbooks. Hence the score contents that teachers are not conscious about their language, and due to their prejudiced conception on gender roles, they are not able to deconstruct the deep rooted patriarchal structuring of the gendered practices.

Sixty two percent of students' view on method of teaching shows that teachers are more gender sensitive in their pedagogical practices they employ in the classroom. Whereas 38% of them agree that Gendering Practices can be seen in the methods used by the teachers in classrooms. Eighty three percent of the students expressed that teachers often seek the help of boys than girls.

The perception of students on the dimension instructional materials revealed that 58% of the students have the perception that the textbooks are gender fair, however, a considerable number of students disagree (42%) with this opinion. Fifty five percent of the students perceived that the topics listed in the textbooks did not cater to the needs of both genders. Fifty six percent of the students also expressed that the images and examples of the textbooks give more importance to men than women. Therefore students perceive that some of the ideas, illustrations, pictures, nouns and pronouns used in the textbooks are not gender sensitive.

Co-curricular activities in schools clearly depict the existence of Gendering Practices. The scores clearly imply that 53% of students perceive Gendering Practices remain in the co-curricular activities of the school. But 47% of students did not agree with this opinion. The item wise response reveals that 74% of the students perceive that in their school boys are more interested in participating sports than girls.

The percentage scores of the dimension gender based violence in schools indicate that 78% of students disagree with the occurrence of gender based violence or sexual harassment at schools. While 22% are of the opinion that gender based violence can be seen in school premises.

An examination of the socialization process in schools shows that 58% of students' disagreement with the occurrence of Gendering Practices in socialization practices. But 53% of the students expressed that teachers often assign works on gender lines. Activities like cleaning classrooms and preparation of tea to girls and going outside and to lift heavy objects are given to boys. Therefore these comments clearly exhibit that the classroom socialization practices widen the gender gap. A significant number of students (54%) also perceive that socialization process in the school reinforces gendering. Because students have a perception that teachers think that girls must be morally upright than boys.

Fifty eight percent of the students expressed that the school impose more restriction on girls than boys. School put unnecessary restrictions over girls than boys especially in the selection of dress code for girls. Boys often tease girls for their appearance and beauty.

The dimension regarding classroom disciplinary practices indicates that 53% of the students perceive that Gendering Practices is not seen in disciplinary practices of the schools. But 47% of them agree that classroom disciplinary practices perpetuate Gendering Practices. Fifty three percent of the students expressed that teachers have the belief that girls should be obedient and disciplined than boys. The item wise percentage score reveals that 62% of the boys perceive that teachers will not encourage them if they scored higher marks than girls in examination. Hence the data have shown that some form of gendering reinforce through classroom disciplinary practices.

The results of the dimension evaluation system in Table 20 reveal that 73% of the students disagree with the occurrence of Gendering Practices in evaluation process. While a few of them agreed (27 %) that evaluation system shows slight form of gendering. The item wise percentage score reveal that 46% of student expressed that the items in the question paper is mostly filled with those of men than women because the content of the subjects prefer more experiences of the man rather than women. Item wise score also shows 49% of the students regarding the achievement in examination, teachers treat boys as naturally intelligent and girls' wins due to their constant hard work. So the item wise response in the dimension evaluation system shows some kind of occurrence of gendering in evaluation system.

The dimension school environment revealed that 56% of the students' disagree with Gendering Practices in the school environment. But a substantial number of students (44%) show their agreement with occurrence of Gendering Practices in school environment.

Gendering Practices in Secondary Schools as Perceived by Students based on Subsamples

Gender

In order to study the Gendering Practices in secondary schools, gender wise analysis of the perception of students was examined. The dimension wise percentage score of the occurrence of Gendering Practices to Boys (N=340) and girls (N=460) are displayed in Table 21.

Table 21

Gender Wise Categorization of Percentage Score Obtained for Students Perception on Gendering Practices

Sl. No.	Dimensions	Gender			
		Boys		Girls	
		Total	Percentage	Total	Percentage
1	Classroom interaction	1180	32	1360	27
2	Method of teaching	474	46	435	32
3	Instructional materials	669	39	987	43
4	Co-curricular activities	873	51	1267	55
5	Gender based violence	575	28	474	17
6	Socialization process in school	680	40	1009	44
7.	Classroom discipline	407	40	718	52
8.	Evaluation system	782	29	969	26
9.	School environment	747	44	1000	43

The results of the Table 21 indicate that 32% of the boys perceive that Gendering Practices occur in classroom interaction, while only 27% of girls agree to it. Analyses of each item in the dimensions reveal that teachers never use gender fair language while interacting with the students. Teachers rarely criticize the lessons which reinforce gender stereotypes. Mostly teachers share the experiences of males than the females in classrooms.

Regarding the method of teaching 46% of the boys perceive that gendering is occurring in the method used by the teachers in their classrooms. Thirty two percent of the girls also agree to it.

Regarding the instructional materials, 43% of the girls believe that gendering is occurring in the instructional materials, 39% of boys also agree that gender stereotypes can be seen in the instructional materials. The open

items from girls also revealed that some kind of gender stereotypes can be seen in the form of differential portrayal of the experiences of males and females.

Fifty five percent of the girls perceive that Gendering Practices is occurring in the co-curricular activities of the schools, while 51% of the boys also experience it.

The dimension gender based violence in schools denotes little occurrences of it. The data in the Table 21 shows that 28% of gender based violence is occurring among boys than in girls (17%).

Socialization process in schools shows that 44% of the girls perceived that gendering is occurring in the socialization process of the school. Forty percent of the boys are also agreeing to it.

Fifty two percent of girls in secondary schools perceived that gendering is occurring while practicing the discipline in classroom, but only 40% of the boys of secondary schools have similar perception.

Regarding evaluation system 29% of boys agree that gendering can be seen in evaluation system. Twenty six percent girls also agree to it. Therefore majority of the boys believe that evaluation system is free from gendering.

Forty four percent of the boys perceive that Gendering Practices can be seen in the school environment, and 43% of the girls also agree to it. Hence boys and girls together perceive that occurrence of gendering is found in the school environment.

Discussion

Examination of the result indicates that the perception of girls and boys regarding the Gendering Practices in secondary schools show slight

differences in three dimensions such as method of teaching, gender based violence in school and classroom discipline. Regarding the method of teaching, the data reveals that highest percent of boys perceive the occurrence of gendering in the method of teaching than girls. But analysis of the open items reveals differences in the opinion of girls and boys regarding methods of teaching. Girls from four schools believe that teachers often seek the help of boys for explaining the teaching aids in the classroom than girls. Open revelations of girls also emphasise that mostly teachers prefer boys as class leaders than girls. Teachers encourage boys than girls while conducting the debates and discussions in the classrooms.

The dimension gender based violence shows occurrence of it is more among boys than girls. This may be due to the fear of girls to reveal these kinds of instances in front of others. Because the open statements of the girls clearly states that some girls are sexually assaulted by their peers and teachers.

Occurrence of gendering in classroom is more among girls than boys. The reason for this may be due to the differential expectations of the gender roles of girls and boys in classrooms. Most often teachers expect that girls should remain neat, remain calm and quiet, never raise their voice in the classrooms, always be hard working and obedient, dependent and submissive, whereas boys are socialized towards aggressive, outgoing, noisy, clever, intelligent, independent, naughty, active etc. These differential expectations may lead to separate punishment mode to both genders, especially for girls where their slight misbehavior is treated severely.

The dimension co-curricular activities indicate that both genders are unanimously agreed that gendering practices is occurring in co-curricular activities. The open comments from girls reiterate that teachers encourage the participation of boys in sports than girls; they have some prejudiced beliefs

that girls are physically weaker. Around 250 girls from different school unanimously agree that girls face extreme discrimination while conducting the tour programmes. Mostly the male and female teachers do not take much interest in conducting long day trips for girls; they preferred only one day trips. But for boys, teachers are ready for long trips.

Locale

To examine the perception of students' towards Gendering Practices in secondary schools with respect to locale, percentage analysis was used. For this the investigator divided the sub sample as rural and urban and explored the occurrence of Gendering Practices in the different dimensions of Gendering Practices. The data and results of the occurrence of Gendering Practices as perceived by the rural (N= 551) and urban (N= 249) students are denoted in percentage scores in Table 22.

Table 22

Locale Wise Categorization of Percentage Score Obtained for Students Perception on Gendering Practices

Sl. No.	Dimensions	Locale			
		Rural		Urban	
		Total	Percentage	Total	Percentage
1	Classroom interaction	1700	28	840	31
2	Method of teaching	634	38	275	37
3	Instructional materials	1155	42	501	40
4	Co-curricular activities	1579	57	561	45
5	Gender based violence	672	20	377	25
6	Socialization process in school	1175	43	514	41
7.	Classroom discipline	729	44	396	53
8.	Evaluation system	1216	28	535	36
9.	School environment	1270	46	477	38

Table 22 depicts that 31% of the occurrence of Gendering Practices in the classroom interaction of urban schools, whereas only 28% of the students in rural schools perceive the occurrence of gendering in secondary schools. Examination of the open ended questions in this dimension reveals that majority of the students of rural schools perceived that teachers often seek the assistance of   boys   than   girls,   and   also   they   provide   differential encouragement and criticism to both genders.

Method of Teaching

The result of the Table 22 shows that 38% of the students from the rural school perceive that Gendering Practices occurring in the methods adopted by the teachers for curriculum transaction. Thirty seven percent of the students of urban schools also perceive that Gendering Practices is occurring in the method of teaching.

Instructional Materials

Forty two percent of the students from rural school perceived that some kind of gendered messages are reproduced through the instructional materials of the schools, 40% of the students of urban schools also support it.

Co-curricular Activities

Fifty seven percent of students in rural school perceive that Gendering Practices is occurring in co-curricular activities of the secondary schools, while only 45% of the students of urban schools perceive so.

Gender based violence

Regarding this dimension the data from Table 22 indicates that 25% of the students of urban schools perceive that gender based violence is occurring in secondary schools. When compared with the urban schools, only 20% of

the students of rural school perceive the occurrence of Gendering Practices in the form of sexual harassment.

Socialization process in schools

The analysis of the responses of the students to the items of this dimension shows that 43% of the students of rural school reveal that Gendering Practices is occurred in socialization process of the school. Almost similar percentages (41%) can also be seen in the perception of the students of urban schools.

Classroom Discipline

As far as the discipline in classroom is concerned, 53% of the students of urban schools perceive that gendering is occurring when disciplining the child. When compared with the urban school, the percentage score (43%) of the students of rural school is very less.

Evaluation System

The results of the Table 22 regarding the dimension evaluation system shows that 36% of the students of urban schools perceive the occurrence of gendering in evaluation system, whereas only 28% of rural students agrees to it.

School Environment

Analysis of gendering in school environment shows that 46% of the students of rural school perceive that Gendering Practices is occurred in the school environment. But only 38% of the urban school students perceive it so.

Discussion

Table 22 reveals the perception of students about the highest occurrence in some of the dimensions of Gendering Practices especially in co-curricular activities, classroom discipline, and evaluation system and school

environment. The dimension co-curricular activities clearly states that the rural schools have highest percent of gendering in the co-curricular activities than in the urban school. This may be due to the reason that teachers of rural schools have conventional gender identity which may unconsciously perpetuate through the co-curricular practices of the school.

From the data it is clear that classroom discipline is highly gendered in urban areas than in the rural school as perceived by the students. This may be due to the smart and naughty nature of girls in urban area like boys, but the teachers are not ready to accept the aggressive behavior of girls who are equally naughty like boys, so this often leads to giving severe punishment to girls while at the same time such aggressive behavior of boys are tolerated by teachers. This kind of discrimination is more in the urban areas than in the rural areas.

Gendering in the evaluation system reveals the highest percentage of discrimination is found among the students of urban schools than in the rural schools. Students of the urban school are more aware about the gendering in the evaluation process such as the under achievement of boys and girls in subjects like mathematics, science and other subjects which demands higher reasoning abilities. Generally teachers perpetuate a prejudiced notion that girls are weak in science subjects. They fare better in social science. Urban students are also unaware about the equal representation in questions related to the interest of girls and boys. Therefore these are all leads to an increase in the percentage scores of the occurrence of gendering in evaluation among the urban students.

The gender issues related to the school environment is more in the rural schools than in the urban schools as perceived by the students of secondary schools. The poor infrastructure facilities and absence of adequate

number of teachers, toilet facilities, provision of school counselor may contribute to the increasing percentage of the gendering in rural schools.

Type of Management

To uncover perception of students on a number of dimensions of Gendering Practices with respect to type of management, percentage analysis of Aided (N=211), Government (N=389) and Unaided (N=200) students of secondary schools were examined. The dimension wise percentage scores of the different categories are listed in Table 23.

Table 23

Categorization of Percentage Score Obtained for Students Perception on Gendering Practices with respect to Type of Management

Sl. No.	Dimensions	Type of Management					
		Aided		Govt		Unaided	
		Total	Percentage	Total	Percentage	Total	Percentage
1	Classroom interaction	744	32	1198	28	598	27
2	Method of teaching	260	41	438	38	211	35
3	Instructional materials	560	53	780	40	316	32
4	Co-curricular activities	578	55	929	48	633	63
5	Gender based violence	339	27	481	21	229	19
6	Socialization process in school	496	47	681	35	512	41
7.	Classroom discipline	340	54	469	40	316	53
8.	Evaluation system	619	37	662	21	470	29
9.	School environment	503	48	807	41	437	44

The data from Table 23 denotes that among the three categories 32% of the students of aided school perceived that Gendering Practices is occurring in the classrooms interaction, 28% of the students of government schools and 27% of the unaided students also agree that Gendering Practices occurring in classroom interaction.

Analysis of the dimension method of teaching shows that highest percentage of (41%) gendering can be seen in method of teaching as perceived by the students of aided schools, while the perception of students (38%) from government schools stand next to it. The unaided schools show the lowest percentage score (35%) regarding the occurrence of gendering in the method of teaching.

Regarding the instructional materials 53% of the aided school students perceive that gender stereotypes are occurring in the instructional materials, while only 40% of the students of government school and 32% of the unaided school students also agree to it.

The dimension co-curricular activities denotes the highest percentage of (63%) students of unaided schools' perception about the occurrence of gendering in the co-curricular activities of secondary schools. fifty five percent of the students of aided schools also perceived that gendering is occurring in their co-curricular activities of the schools. But the students of government schools have reported only 48% of the occurrence of gendering.

Regarding the gender based violence, 27% of the students of aided school perceive that gender based violence is occurring in their school, but the occurrences are comparatively least in government (21%) and unaided (19%) schools.

The dimension socialization process in the schools shows that 47% of the students of aided schools perceived that gendering is occurring in the

socialization of their schools. Unaided schools (41%) also stand next to it. Only 35% of the students of government schools perceived that gendering is occurring in classroom socialization.

The data regarding the classroom discipline shows that 54% of the students of aided schools perceived highest percentage of the occurrence of gendering in classroom discipline, whereas the unaided schools (53%) stands next to it. The students of government schools (40%) perceive the lowest occurrence of Gendering Practices in classroom discipline.

The result of the gendering in evaluation system shows 37% of students of aided schools perceive that gendering is occurring in the aided school. But only 21% of the students of government schools agree with it.

The dimension school environment shows that 48% of the students of aided school perceive that gendering is occurring in their school environment, while 44% of perceptions of the students of unaided school also agree to it. The students of government school reported only a few occurrences (41%) of the gendering in their school environment.

Discussion

From Table 23 it is estimated that some dimensions like instructional materials, co-curricular activities and classroom discipline have highest percentage of the occurrence of gendering. The highest percentage of gendering in the instructional materials found in the aided schools. This is because the students of the aided schools perceive that some of the illustrations, pictures, ideas, nouns and pronouns used in the textbooks are not gender sensitive. Government schools reported lowest percentage of the occurrence of gendering in the textbooks. The teachers of government schools received gender sensitive training in handling the instructional materials which may be one of the reasons for the decrease in gendering.

The dimension school enviornoment shows a little difference among the three types of management. Students from aided schools made some similar responses regarding the discriminatory practices in transportation facilities, bathroom facilities and the Library. According to them the bathrooms are not gender fair i.e. not suitable for the specific needs of girls, in library mixed seating is not allowed, gendering can be seen in the transportation facilities of the schools, cleaner in the bus often makes abusive comments about girls and the boys form different classes would insult by making comments about the dress code of the girls

The percentage scores on co-curricular activities indicate the highest occurrence of Gendering Practices in unaided schools than in the aided and government schools. But at the same time government schools reports very few instances of gendering in the co-curricular activities. The secular and democratic approach of the teachers of government school might have contributed to this result.

Regarding the classroom discipline aided school stands highest in the occurrence of gendering and government schools reported the least percentage of gendering. The teachers of the aided schools have traditional gender role identity which unknowingly erupts when they try to maintain discipline of the students in schools. Therefore the results indicate that gendering is occurred in aided and unaided school in highest percentage in three major dimensions like instructional materials, co-curricular activities and classroom discipline.

Religion

In order to examine different dimensions of Gendering Practices as perceived by the students in secondary schools, data regarding religion of the students were investigated. The dimension wise percentage scores of the occurrence of Gendering Practices in three religion consist of Christian (N=29), Hindu (N= 291) and Muslim (N=480) are presented in Table 24.

Table 24

Religion Wise Categorization of Percentage Score Obtained for Students'
Perception on Gendering Practices

Sl. No.	Dimensions	Religion					
		Christian		Hindu		Muslim	
		Total	Percentage	Total	Percentage	Total	Percentage
1	Classroom interaction	102	40	880	27	1558	30
2	Method of teaching	29	33	347	40	533	37
3	Instructional materials	75	52	676	46	905	38
4	Co-curricular activities	74	51	679	47	1387	58
5	Gender based violence	61	35	378	22	610	21
6	Socialization process in school	82	57	604	42	1003	42
7.	Classroom discipline	56	64	405	46	664	46
8.	Evaluation system	73	31	591	25	1087	28
9.	School environment	44	30	554	38	1149	48

From Table 24 it is clear that 40% of the Christian students perceive that gendering is occurring in the classroom interaction of the schools, but only 30% of the Muslim students and 27% Hindu students agree to it. Regarding the method of teaching 40% of the Hindu students agree that gendering Practices is occurring in the method of teaching. Fifty two percent of the Christian students perceive that gender stereotypes occurr in the instructional materials of the secondary schools, but the least percent is perceived by Hindus (46%) and the Muslim students (38%). The dimension

co-curricular activities shows that the majority of the Muslim students (58%) perceive that gendering is occurring in the co-curricular activities of the secondary schools, 51 % of the students of Christian religion also agree to it. But only 47% of the Hindu students agree that co-curricular activities are gendered. Thirty five percent of the students of Christian religion perceive that occurrence of gender based violence can be seen in the secondary schools, but Hindu students (22%) and Muslim students (21%) reported the least percent of the occurrences of gender based violence. Fifty seven percent of the students of Christian religion perceive that Gendering Practices is occurring in the socialization process of the schools, but a considerable number of (42%) the Hindu students and Muslims students are also agree that gendering is found in the socialization practices of the schools. Sixty four percent of the Christian students perceive that classroom discipline perpetuates Gendering Practices, but only 46% of the Hindu and Muslim students accept to it. The data from table 24 regarding the gendering in the evaluation system shows that among the three religions, students of Christian religion shows higher percent (31%) of the occurrence of gendering in the evaluation process. Out of the three religion 48% of the Muslim students perceive that gender issues remaining in the school environment than the students of Hindus (38%) and Christian religion (30%). The lowest percent of the occurrence of gender issues is perceived from the students of Christian religion.

Discussion

Analysis from the Table 24 have shown that among the three religious groups, the Christian religion shows highest percent of the occurrence of gendering in the dimensions of classroom interaction, instructional materials, gender based violence, socialization process in schools, classroom discipline and evaluation system. It indicates that Gendering Practices are mostly experienced by the students of Christian religion. But at the same time

Muslim students have shown highest percent of the occurrence of gendering in the dimension of co-curricular activities and school environment. While the students of Hindu religion perceive that the highest percent of gendering is found only in one dimension called method of teaching. Therefore it can be concluded that occurrence of Gendering Practices is more among the students of Christian religion. Prevalence of a well structured and disciplined educative system built around the religious ethics of Christianity may be the reason for the occurrence of gendering among these students.

Gendering Practices in the Secondary Schools of Kerala as Perceived by the Parents

For the Total Sample

In order to examine the perception of parents towards the occurrence of Gendering Practices in secondary schools, item wise percentage scores were estimated. Since the item wise discussion make this report voluminous and bulky, the investigator confined the discussion dimension wise. The items under each dimension were categorically arranged, the items were given in number wise order in Appendix D. The question number and the percentage of Yes and Percentage of No are presented in Table 25.

Table 25

The Item Wise Percentage Score Obtained for Gendering Practices as Perceived by the Parents

Dimensions	Item No.	% of Yes	% of No
School environment	23	63	37
	24	67	33
	25	51	49
	26	34	66
	27	52	48
	28	76	24
	29	86	14

Dimensions	Item No.	% of Yes	% of No
	Summative % score for the dimension	61	39
Socialization process in schools	1	93	7
	2	49	51
	4	77	23
	6	86	14
	7	64	36
	10	80	20
	37	84	16
	Summative % score for the dimension	65	35
	13	42	58
	14	84	16
	15	80	20
	16	40	60
Evaluation system	17	77	23
	18	90	10
	19	89	11
	20	55	45
	21	82	18
	22	74	26
	Summative % score for the dimension	67	33
	30	51	49
	31	58	42
Gender based violence	32	57	43
	33	78	22
	34	44	56
	35	88	12
	36	91	9

Dimensions	Item No.	% of Yes	% of No
Instructional materials	Summative % score for the dimension	68	32
	39	54	46
	40	78	22
	45	74	26
	46	83	17
Classroom interactions	Summative % score for the dimension	73	27
	3	50	50
	5	19	81
	8	90	10
	9	81	19
	11	90	10
	12	69	31
	38	35	65
	41	90	10
	42	22	78
	43	45	55
	44	56	44
Co-curricular activities	Summative % score for the dimension	59	41
	47	56	44
	48	69	31
	49	70	30
	50	24	76
	51	75	25
	52	63	37
	53	39	61
	54	74	26
	55	80	20

Dimensions	Item No.	% of Yes	% of No
	56	64	36
	Summative % score for the dimension	62	38

Dimension Wise Percentage Analysis of the Perception of Parents on Gendering Practices

For the Total Sample

In order to find out the perception of parents on Gendering Practices in secondary schools, the responses of parents were analyzed. The percentage scores are expressed in terms of agreement or disagreement as perceived by the parents. The score obtained for each item is categorically arranged in dimension wise are listed in Table 26.

Table 26

Dimension Wise Percentage Score for Gendering Practices as Perceived by the Sampled Parents

Sl. No.	Dimensions	% of Agree	% of Disagree
1	School environment	39	61
2	Socialization process in schools	35	65
3	Evaluation system	33	67
4	Gender based violence	32	68
5	Instructional materials	27	73
6	Classroom interactions	41	59
7	Co-curricular activities	38	62

Table 26 shows that 61% of parents disagree with the occurrence of Gendering Practices in their   children's secondary schools. While 39% of

parents perceive that some kind of Gendering Practices can be seen in the secondary schools of Kerala.

From the Table 26 it can be revealed that 65% of the parents disagree that the socialization process in schools does not reinforce Gendering Practices. But at the same time 35% of the parents agree that Gendering Practices can be seen in the socialization process of schools.

The evaluation system presents that 67% of parents disagree with the occurrence of Gendering Practices in evaluation system. While 33% of them agrees that gendering is occurring in the evaluation system of schools. Table 25 shows that fifty eight percent of the parents expressed that the question paper did not involve items which foster gender equality. Sixty percent of the parents believe that girls' hard work and dedication lead to higher achievement, but boys are securing marks due to their natural intelligence, 45% of the parents opined that girls face more stress during examination than boys. Hence it can be concluded that evaluation system of the school is not completely free from Gendering Practices.

From the Table 26 it is clear that 68% of the parents remarked that gender based violence is not occurring in the schools. Thirty two percent of the parents agreed that some kind of gender based violence has occurred in the school. The item wise score of the parents from Table 25 clearly shows the worries expressed by the parents regarding the occurrence of gender based violence in schools. Forty nine percent of the parents expressed their opinion, which uncover their child's bad experiences from boys and other male teachers. Mostly verbal form of violence like name calling, eve teasing etc. can be seen in the schools. Girls are also exposed to severe insult from other staff of the schools. Therefore the data unfold the real picture of the gender based violence in the secondary schools.

Fifty six percent of the parents are not ready to accept their children friendship with opposite sex. Forty three percent of the parents said that their children experience some form of   verbal and sexual abuse from teachers. Forty two percent of the parents also openly state that their children learn unwanted sexual talks and jokes in schools. Hence the percentage scores of the parents clearly exhibit some kind of gender based violence is occurred in secondary schools.

Table 26 shows 73% of the parents perceive that instructional materials are free from Gendering Practices. While only 27% of the parents agree Gendering Practices occurring in instructional materials. The results shows that the achievement reached by the Kerala state in rewriting the textbooks and handbook in tune with the recommendations made by NCF 2005.

Forty one percent of the parents perceive that Gendering Practices is occurred in classroom interaction. The examination of item wise percentage score of Table 25 is consistent with this argument. Sixty five percent of the parents expressed that school never equip students to think critically and challenge the discriminatory experiences with related to their gender identity.

Analysis of the items in classroom interaction from Table 25 reveals that 78% of the parents perceive that their school arranges seating for girls and boys separately. The bad experiences faced by their children in school primarily includes differential allocation of duties and responsibilities, differential feedbacks and punishments and also teachers gives more care and attention to boys than girls. While at the same time the item wise score in classroom interaction reveals that 59% of parents perceive that classroom interaction is gender sensitive. Eighty one percent of the parents expressed that their school does not give the freedom to sit together for both genders. Hence the result shows that classroom interaction in the secondary school is not completely free from Gendering Practices.

Sixty two percent of the parents perceived that Gendering Practices do not exist in the co-curricular activities of their children's school, while 38% of them agree that co-curricular activities of the secondary schools are gender segregated. The Table 25 shows seventy six percent of the parents expressed that teachers do not allow playing together when girls have shown increased interest in the boys dominated games.

Gendering Practices in Secondary Schools as Perceived by Parents based on Subsamples

Gender

To understand the Gendering Practices in secondary schools, gender wise analysis of the perception of parents were investigated. The dimension wise percentage scores of the occurrence of Gendering Practices for female (N=197) and male (N=103) are presented in Table 27.

Table 27

Gender Wise Categorization of Percentage Score Obtained for Parents Perception on Gendering Practices

Sl. No.	Dimensions	Gender			
		Female		Male	
		Total	Percentage	Total	Percentage
1	School environment	528	38	287	40
2	Socialization process in school	327	24	172	24
3	Evaluation system	561	28	296	29
4	Gender based violence	460	33	240	33
5	Instructional materials	219	28	113	27
6	Classroom interaction	898	41	458	40
7.	Co-curricular activities	781	40	370	36

From the Table 27 it can be seen that 40% of the male parents agree that gendering is occurring in the school environment, while 38% female parents also agree to it. In socialization both male and female parents (24%) agree equally with the occurrence of gendering in the socialization of the school. The dimension evaluation system shows almost equal percent of the perception by male (29%) and female parents (28%) regarding the occurrence of gendering in the evaluative process of the school. In gender based violence also both male and female parents perceive (33%) equally about the occurrence of gender based violence in school. The dimension instructional materials (27%, 28%) and classroom interaction (40%, 41%) shows almost equal percent of the occurrence of gendering as perceived by the male (27%) and female parents (28%). Forty percent of the female parents agree that Gendering Practices is occurred in co-curricular activities of the schools, while only 36% of the male parents agree to it.

Discussion

From the analysis of Table 27 it can be revealed that the perception of parents differs only in one dimension. Regarding the occurrence of gendering in co-curricular activities, most of the female parents agree that co-curricular activities are gendered than the male parents. Hence it can be concluded that female parents are much aware about their children Gendering Practices in co-curricular activities of the school than the male parents.

Educational Qualification

To understand the Gendering Practices in secondary schools, the educational qualification of the parent were analyzed. For this the percentage scores of the parents having educational qualification Above SSLC (N=56), and Below SSLC (N= 244) were examined. The dimension wise percentage

score of the above and below educational qualification of the parents are represented in Table 28.

Table 28

Categorization of Percentage Score Obtained for Parents Perception on Gendering Practices with respect to Educational Qualification

Sl. No.	Dimensions	Educational Qualification			
		Above SSLC		Below SSLC	
		Total	Percentage	Total	Percentage
1	School environment	119	30	696	41
2	Socialization process in school	80	20	419	25
3	Evaluation system	159	28	698	29
4	Gender based violence	111	28	589	34
5	Instructional materials	60	27	272	28
6	Classroom interaction	243	39	1113	41
7.	Co-curricular activities	185	33	966	40

It is evident from Table 28 that 41% of the parents of below SSLC perceives Gendering Practices occurring in the school environment, but only 30% of the parents with education above SSLC perceived that gendering is occurring in the school environment. Regarding the socialization process in schools 25% of the parents with below SSLC education agree that socialization is gender segregated than the parents of the above SSLC (20%) education. Regarding the evaluation system of school parents with education below SSLC (29%) and above SSLC (28%) expresses almost similar percent of the occurrence of gendering. Thirty four percent of the parents with below SSLC perceived that their children experience gender based violence in their schools, but only 28% of the parents with above SSLC agree to it. Regarding the instructional material, 27% of parents with above educational qualification and 28% with below educational qualification unanimously agreed that

gender stereotypes are occurred in the instructional materials of their children. Thirty nine percent of the Parents with education above SSLC and 41% of the parents with below SSLC perceive that Gendering Practices is occurring in the classroom interactions.

Regarding the co-curricular activities of school, 40% of the parents with education below SSLC perceive that co-curricular activities of the schools reinforce gender stereotypes, but only 33% of the parents with above SSLC agree to it.

Discussion

The percentage scores of the Table 28 reveal that the perceptions of parents with the education below SSLC have the highest percentage of the occurrence of Gendering Practices in all dimensions than with the parents with education above SSLC. But the highest differences in the percentage scores of the perception of parents regarding the occurrence of gendering can be seen in the dimension like school environment, gender based violence and co-curricular activities between the parents with above SSLC and below SSLC. Hence the results pointed out that generally the parents with below SSLC are more aware about the problem with related to Gendering Practices of their children in secondary schools. It also denotes that the parents with higher education are more open minded and not so sensitive like the parents of below SSLC.

School Locale

In order to find out the perception of parents concerning their children's Gendering Practices in schools, the locale of the schools were examined. For this percentage scores of the occurrence of gendering in the various dimensions of rural and urban schools were explored. To do this the total sample was divided in to rural and urban and the percentage scores of the

parents' perception were calculated separately. The dimension wise percentage score of the Rural (N=227) and Urban (N=73) are presented in the Table 29.

Table 29

Categorization of Percentage Score Obtained for Parents Perception on Gendering Practices with respect to Locale of the School

Sl. No.	Dimensions	Locale			
		Rural		Urban	
		Total	Percentage	Total	Percentage
1	School environment	645	41	170	33
2	Socialization process in school	400	25	99	19
3	Evaluation system	665	29	192	26
4	Gender based violence	515	32	185	36
5	Instructional materials	277	31	55	19
6	Classroom interaction	1041	42	315	39
7.	Co-curricular activities	938	41	213	29

From Table 29 it can be seen that 41% of the parents of rural school perceive that Gendering Practices occurring in the school environment, at the same time a considerable percent (33%) of urban parents also accepted this. Twenty five percent of the parents of rural school agree that socialization processes in the school are gender segregated. Regarding the evaluation system, parents of rural school (29%) and urban school (26%) perceive almost similar responses. Thirty two percent of the rural and 36% of the parents of urban school perceive that gender based violence is found in secondary schools. Thirty one percent of the parents of rural school perceive that instructional materials are gender stereotyped, but the parents of urban school perception (19%) regarding this decreased considerably. Regarding the

classroom interaction the perception of parents from rural (42%) and urban (39%) schools did not have much difference. Forty one percent of the parents of rural school perceived that gendering is found in the co-curricular activities of the secondary school, but only 29% of the urban parents agree that co-curricular activities are gendered.

Discussion

The data regarding the perception of parents from rural school and urban school reveal some valuable points. Majority of the Parents of students from rural school perceive that Gendering Practices is occurring in the dimension such as school environment, socialization process, evaluation system, instructional materials, classroom interactions and co-curricular activities. Therefore the perception of parents suggests that Gendering Practices is more in the rural school than in the urban school. But the data regarding gender based violence shows a reverse trend, with the parents of urban school perceive that gender based violence is more in the urban schools than in the rural school. Hence except in one dimension all other dimension shows higher percentage scores of gendering in the rural school than in urban schools.

Type of Management

To examine the perception of parents on different dimensions of Gendering Practices with respect to type of management, percentage analysis of Aided (N=86), Government (N=129) and Unaided (N=85) parents of secondary schools were examined. The dimension wise percentage scores of the three categories are listed in Table 30.

Table 30

Categorization of Percentage Score Obtained for Parents Perception on Gendering Practices with respect to Type of Management

Sl. No	Dimensions	Type of Management					
		Aided		Govt		Unaided	
		Total	Percentage	Total	Percentage	Total	Percentage
1	School environment	267	44	348	39	200	34
2	Socialization process	114	19	204	23	181	30
3	Evaluation system	291	34	356	28	210	24
4	Gender based violence	200	33	314	35	186	31
5	Instructional materials	102	30	146	16	84	14
6	Classroom interaction	385	41	559	39	412	44
7.	Co-curricular activities	299	35	437	34	415	49

It is clear from Table 30 that 44% of the parents of students from aided school perceive that gendering is occurring in the school environment of their children. While the parents of students from   government school (39%) and unaided schools (34%) stands next to it. Thirty percent of the parents of students from unaided school agree that socialization practices of the unaided classrooms are gender segregated, while only 19% of the parents from the aided schools reported it. The gendering in the evaluation system notes that highest percentage (34%) of occurrence is reported from the parents from aided schools. The least percent is (24%) is perceived by the parents of unaided schools. Regarding the gender based violence parents of three categories of students (33%, 35%, and 31%) expressed almost similar opinion

with respect to the occurrence of gender based violence in secondary schools. Among these the highest percent (35%) is reported by the parents from government schools. The highest percent in the occurrence of gendering in instructional materials is perceived by the parents from aided school, whereas the least percent (14%) is reported from the parents of unaided schools. Forty four percent of the parents of students from unaided school perceive that occurrence of gendering can be seen in the classroom interaction, only 39% of parents of students from government schools agree to it. Regarding the co-curricular activities of the school 49% of the parents from unaided school believe that co-curricular activities are gender segregated. Only thirty four percent of the parents from government schools perceive the occurrence of gendering in co-curricular activities.

Discussion

The details of Table 30 gives valid conclusion from the perception of parents of aided school shows that the highest percent of parents reporting the occurrence of gendering in the dimension school environment, evaluation system, instructional materials more higher than in the government and unaided schools. While the analysis of the perception of parents of unaided school shows that the highest percent of parents reporting gendering can be seen in socialization, classroom interaction and co-curricular activities of the schools. Whereas the gender based violence were reported mostly from the government schools than in aided and unaided school as perceived by the parents of government schools.

Religion

In order to examine different dimensions of Gendering Practices as perceived by the parents of secondary schools, data were analyzed on the basis of the religion of parents. The dimension wise percentage scores of the

occurrence of Gendering Practices in three religion consist of Christian (N=15), Hindu (N= 113) and Muslim (N=172) are presented in Table 31.

Table 31

Religion Wise Categorization of Percentage Score Obtained for Parents Perception on Gendering Practices

Sl. No.	Dimensions	Religion					
		Christian		Hindu		Muslim	
		Total	Percentage	Total	Percentage	Total	Percentage
1	School environment	36	34	294	37	485	40
2	Socialization process	25	24	149	19	325	17
3	Evaluation system	291	34	356	28	210	24
4	Gender based violence	48	46	255	32	397	33
5	Instructional materials	48	30	108	24	206	30
6	Classroom interaction	78	47	436	35	843	45
7.	Co-curricular activities	52	35	323	29	776	45

The data from the Table 31 points out that of the total sampled Muslim parents 40% of the parents perceive that gendering is occurring in the school environment. Thirty seven percent of the parents of Hindu religion stand next to it. But the least percent (34%) is reported by the Christian parents. With regard to the socialization process of the school reveals that parents of Christian religion reports highest (24%) occurrences of gendering; the least is reported by parents of Muslim (17%) religion. Thirty four percent of the Parents of Christian religion believes that evaluation system is gender stereotyped, while only 24% of the Muslims reported it. Forty six percent of the occurrence of gender based violence is perceived by the parents of

Christian religion, while only 32% of the parents of Hindu religion perceived it. Parents of Hindu religion (24%) perceived that few instances of gendering are occurring in the instructional materials, while the parents of Christian and Muslims expressed similar percentage (30%) regarding this. Parents of Christian religion believe that classroom interaction is highly gender segregated, and only 35% of the Hindu parents agree to it. Majority of the Muslim parents (45%) believed that co-curricular activities of the schools reinforce gendering.

Discussion

The highest percentage of the parents of Christian religion perceived that the occurrence of gendering can be seen in socialization process, evaluation system, gender based violence and classroom interactions. Parents of Muslim religion also show the highest percent of the occurrence of gendering in dimension like school environment and co-curricular activities. While at the same time the least percent of gendering is reported from the parents of Hindu religion regarding the dimensions like gender based violence, instructional materials, classroom interactions and co-curricular activities of the school. Therefore parents of the Christian religion show the highest percent of the occurrence of gendering in secondary schools.

Open-ended Responses of Students and Parents

The responses of the students and parents obtained for the open end questions in the questionnaire concerning the different dimensions of Gendering Practices as categorized under the following headings.

Co-curricular Activities of the Schools

Analyses of the open responses regarding the co-curricular activities of the schools have shown that Gendering Practices faced by both genders in the

participation of sports, Arts and other allied programmes of the secondary schools. The qualitative expressions of their experiences are described here under certain cases.

Case I

Sports

Seventy eight students of different schools expressed that "teachers provide a variety of games and other activities to boys while giving little opportunities to girls to participate in such activities. Activities like short put, high jump, long jump and other athletic programmes are seen reserved for boys and if any girls show interest to participate in these activities teachers discourage them. For girls, participation in individual items is restricted and group items are favored. In group items mixed gender participation is strictly prohibited". Hence these kinds of Gendered Practices discourage the sports spirit in girls and gradually they show reluctance to participate in sports even if teachers encourage them which may adversely affect the gender identity of the students of secondary schools.

Sixty eight girls from unaided rural schools remarks that "teachers discourage girls from the activities of sports which demand high physical energy, provides limited items for girls to participate in sports, while boys are encouraged to participate in more items, mixed playing is not allowed in their schools"

Analysis of the open questions of the girls in unaided schools states as follows:

"Our school did not give permission to watch the programmes of boys on sports days, teachers discouraged us in participating in the different items of sports, boys were encouraged to participate in all items, but girls were allowed to participate only in selected items. The school conducted sports day programmes for girls and boys in separate places.

Case II

Participation of Arts festivals

Fifty nine percent of the students' expressed that the arts festival of their school perpetuates some kind of Gendering Practices. Teachers encourage girls than boys to participate in the variety programmes. Boys from one school   remarks: "Our school did not allow mixed participation of girls and boys in arts festivals. For each programmes girls and boys are separated and some programmes are also reserved for boys.

The responses of girls regarding the performance of arts day in unaided school stated as "girls are not allowed to participate in the items like drama, group dance which require mixed gender participation."

Parents from one school shared a similar opinion with regard to it. It is stated below:

"In my child's school, sports for girls and boys are conducted on separate days".

Regarding arts fest, 25 parents commented as "the programmes for arts are aimed at fostering the interests of boys, participation in variety stage programmes are reserved for boys, girls have only a restricted entry in to it."

 Open revelation from 20 parents of students from an unaided school reveals that their children's school did not conduct dance items like Bharathanatyam, Kuchipudi and Mohiniyattam.

Sixty one percent of the parents' point out that the school severely restricts the freedom for girls than boys, usually the field trips and long distance tours were restricted to girls, but at the same time boys were encouraged.

The results indicate that students are not ready to share their discriminatory experiences with regard to co-curricular activities that they experience in their schools to their parents. Therefore the parents are unaware of the practices occurring at the school.

Case III

Tour programmes

Two fifty girls from different schools expressed similar responses with regard to their tour porgramme. They shared like this:

"In our school girls are not preferred to participate in tour programmes, especially for a long trip, if girls are permitted to go, a one day tour is conducted. While at the same time boys enjoy the long distance trip which is fully restricted to us".

Fifty five students of rural unaided school replied like this: "our school did not provide tour programmes to girls for years, while it is given to boys every year".

Girls from another school stated as: "our school provides a tour for girls, but there will be a separate bus for girls and boys".

Therefore the open responses of students and parents reveal that Gendering Practices can be seen in the co-curricular activities of the secondary schools.

Classroom Discipline

Students open responses reveal that Gendered Practices can be seen in the disciplinary actions made by the teachers and heads of secondary schools. Their open responses are listed under different case reports.

Case I

Differential Punishments

Two hundred boys from different schools stated as "teachers often give punishments differently to girls and boys. While girls and boys doing the similar bad behavior in classrooms, boys get severely scolded and punished.

The open response of the 27 boys in urban school reveals as "teachers have a differential expectation regarding the discipline of girls and boys. They demand more discipline from girls, they expect the behavior of girls should be neat, clean, calm and quiet, hardworking, while boys' behaviors are represented as aggressive, outgoing, irregular, naughty etc. These expectations often lead to further the Gendering Practices in urban schools.

The open responses of the students in different schools have shown gendered nature of the classroom discipline.

Socialization Process of the Schools

The open expression made by the students clearly indicates the gendered nature of socialization taking place within the school premises. Students open responses are presented in different cases.

Case I

Stereotyped gender identity

One of the girls shared her experience in this regard as "When I share my ambition as to become an IAS Officer in the classroom, a male teacher severely insulted me by saying that 'You can be an officer at your husband's home. The whole boys in my classroom also supported him and teased me severely."

The open responses of parent regarding the socialization practices of the schools have shown that 51% of the parents expressed their point that:

"Socialization of students should be in tune with the expectations of society, so the societal conception of gender roles must be reproduced through the socialization process in schools. Therefore inculcation of gender socialization must be practiced in the educative process itself."

Case II

Seating arrangement

Thirty students from a mixed school reported as "our school provides single gender classrooms within the mixed school, here no freedom is allowed, and girls are not permitted to talk with boys, teachers are always advising girls than boys in the schools".

Fifty eight percent of the students perceive that school provides more freedom to boys, whereas girls' freedom is severely restricted.

The opinion of parents and students regarding the socialization clearly supports the differential treatment or behavior for girls and boys in their whole school experiences. Parents consider girls' and boys' future world is quite different, so they should be trained in such a way as to equip with the patriarchal gender segregated future world.

School Environment

Students and parents in different schools have made some similar responses regarding the discriminatory practices in the school environment like the library, transportation facilities and bathroom facilities.

Case I

Library

Students of some school complaint about the library. In library students are discriminated along with the gender lines. The arrangements in the library

do not permit girls and boys to sit together for reading. Students are not given any freedom to choose and read books as they like.

Case II

Toilet facilities

Fifty six percent of the girls and boys made complaint about their bathroom facilities. 72% of the Girls reported that there are no girl friendly toilets to accomplish their special needs, vulgar images and words are drawn on the walls, do not have any sanitation and hygiene, and does not have proper locks for the bathrooms. While boys are also dissatisfied with their bathroom facilities since there are no proper doors and locks and do not have an adequate number of bathrooms.

Forty nine percent of the parents raised a complaint against schools regarding the Gendering Practices with regard to toilet facilities. Parents expressed that there were no proportionate bathroom facilities for both genders. Parents of girls mostly worry about the unwanted sexual image and words drawn in the walls of the toilets, lack of an adequate number of toilet facilities for boys and girls and absence of girl friendly toilets in secondary schools. Sixty six percent of the parents expressed that the school does not provide gender sensitive bathroom facilities to both genders, especially for girls.

Case III

Transportation Facilities

Fifty five girls from different schools expressed that "when we go by bus, the conductor and cleaners in the bus insulted us in front of others, they never allowed us to sit, scold severely, and sometimes the conductor use vulgar languages towards us".

Hence the responses of students and parents indicate that the school environment is not free from gendered practices.

Gender Based Violence

Twenty seven percent of the students shared that "boys and some male teachers send bad videos and images through social networks, spread gossips which threaten their gender identity.

Girls from many schools stated as "boys writes sexual graffiti on toilet walls, sending porn messages to girls by phone.

Boys from two schools stated as "girls cheat them by pretending to fall in love with them. These emotionally affect them and in turn affect their academic achievement".

Five girls from an urban school have openly written as some boys and male teachers touch their private parts, some of the boys in their classroom use vulgar and abusive language towards them, comment their dresses badly, eve teasing, display sexual pictures, writing sexual images and words on the walls of girls toilets etc. some of students in rural schools also reported the same issue. Hence the result indicates that gender based violence is more in urban schools than in rural schools.

Hence the analyses of the open comments uncover the hidden things experienced by the girls and boys in secondary schools.

Evaluation System

The free response of the students and parents reveals the occurrence of gendering in the evaluation system. The open responses stating gendered realities are shown as follows.

Three students from an aided school remarked as "teachers 'provides differential feedback to boys and girls, especially subjects like science and

mathematics, they took differential encouragement and criticism to both genders".

Twenty students from an aided schools revealed as "the items in the question paper, it is mostly being filled with those of men than women because the content of the subjects prefers more experiences of the man rather than women".

Regarding the evaluation system, students perceive that gendering is found in the various aspects of the evaluative process. But parents of secondary school did not make any open comments about the issue.

Instructional Materials

The open statements about the instructional materials from a few students state that gendering can be seen in the instructional materials.

Fifty six students from three school responded that "The pictures, stories, and illustrations are all related to the experiences of men than women". Fifty five percent of the students commented that textbooks do not cover the interests of boys and girls equally. Therefore the open results show that students of secondary schools perceived that textbooks are not free from gendered practices.

Method of Teaching

Students express that teachers unknowingly perpetuate Gendering Practices in their method of teaching. The Reponse supports this argument stated as.

The free response made by 10 students stated as "teachers encourage boys than girls while conducting debates and discussions in classrooms". Eighty three percent of the students expressed as "teachers often seek the help

of boys than girls while taking class". Three hundred students from secondary schools reveal as "teachers prefer boys as class leaders than girls"

The open response of the students clearly indicates the methods practiced by the teachers in the classroom are perpetuating Gendered Practices. Therefore the teachers are unknowingly reinforcing the Gendering Practices through their teaching methods.

Observation of School Practices

To examine the occurrence of Gendering Practices in curricular and co-curricular activities of secondary schools, investigator made a systematic observation of the school practices by using an observation schedule. The primary intend of this supplementary analysis was to crosscheck the perceptions of different stakeholders' on Gendering Practices in the sampled schools in a first-hand experience basis. For this the investigator made both participant and non-participant observation. The qualitative interpretation of these observations as follows.

Qualitative Reflections about School Practices

The investigator cautiously examined the qualitative expressions of the students and teachers during the observation and identified the emerging issues concerning the various dimensions of Gendering Practices. The identified issues were categorized under broader dimensions.

School Environment

The striking response of a head, when the investigator visited a government school as, "there were no such Gendering Practices, and it's a government institution". But a thorough examination of the school premises have shown that there were separate taps for boys and girls, separate seating arrangement for both genders and even in the staffrooms the teachers were

seated in separate rooms. All these observations clearly depict the gender segregated nature of the secondary schools.

Transportation Facilities

Investigator made open discussions with students to find out the gendered practices with regard to transportation facilities of the schools. From the discussion, it is realized that out of the 23 schools eight schools do not provide transportation facilities, the students who depend on public transportation face exploitation and discrimination in terms of their gender. Girls are often exposed to sexual harassment than boys from the people in the bus. Schools do not provide any security system to prevent gender based violence in the transportation. Some school provides counselors to discuss and solve the problems of students with related the school premises. Girls from different school made the occurrences of gendering can be seen in the school transportation facilities.

Toilet Facilities

The observation made by the investigator shows that "the rural schools have a poor infrastructure in providing the toilet facilities to both genders, with mostly boys not getting an equal number of bathroom facilities as girls. The bathrooms for girls and boys do not have proper doors and locks. Girls' bathrooms are unhygienic, without having proper facilities for the disposal of their sanitary napkins. Responses from the students also affirm it. Therefore Gendering Practices is occurring in the various aspects of the school environment.

Gender based violence

Investigator noticed one of the gendered violence in the classroom, a girl from 10th standard shared like this "last year a gang of boys rushed at my

classrooms, and arrogantly demanded money for making flux for an unnecessary programme. I boldly replied that 'I will not give money for this', at that time, one of the boys shouted at me and told that 'you are just a women, otherwise I would have slapped you".

This kind of experiences of girls in classrooms clearly indicates that girls are often experienced teasing from boys only because of their gender identity.

Classroom Organization

Investigator visited one aided mixed school, where the entire school practices were clearly gender segregated. The school has the highest academic record for the past few years and has strict discipline. But the entire classrooms of the school were segregated around gender lines. All classes were organized as girls only and boys' only divisions. Girls from the school stated as "teachers never allow us to talk freely with boys; their talks with boys are always watched in a suspicious way. The whole activities of the school like assembly, physical training, separate lines for girls and boys. These responses depicted the pressure of segregation on the basis of gender.

Hence it is revealed that the social control of the school nipping the expectation of girls from the buds. Therefore the results contend that even if the majority agreed that socialization process is free from Gendering Practices. The practice of single gender classroom within the mixed school clearly shows some kinds of gendering exist in the Socialization Process of the Schools.

Co-Curricular Activities of the Schools

Students also made some severe complaints regarding the restrictions imposed on girls in the participation of tour programmes. Some schools conduct tour programmes only to boys, where girls are discriminated.

But the participation of arts festival has shown a reverse trend, where boys have some restriction to participate the item which is reserved for girls.

Hence it is revealed that girls experience severe Gendering Practices than boys in co-curricular activities of the secondary schools.

Discussion

The results of the observation of school practices by the investigator have shown that among all dimensions, the co-curricular activities of secondary schools were gender segregated. However the dimensions like socialization process, school environment, and gender based violence and classroom iorganisation showed a little occurrence of Gendering Practices.

Critical Examination and Interpretastion of the Results

Critical examination is the subjective way of writing things because it tries to express the writer's assessment or opinion about the subject under study. For this, the investigator needs to categorize and study the different aspects of a particular issue.

The investigator made a critical analysis of the results of the data obtained from the various sources and to derive valid and generalisable results. For this the investigator compared the results of the various samples and subsamples and made a critical examination. The details of the results for total sample are described as follows:

Gendering Practices in Secondary Schools - Perception of Different Stakeholders

For the Total Sample

In order to compare the results of the opinion of heads, teachers, students and parents on various dimensions of Gendering Practices in

secondary school, the percentage scores of the occurrence of gendering in each dimension is calculated. The results obtained from each samples have undergone critical analysis. The detailed analysis and critical interpretations are provided under the following headings. The scores are presented in Table 32.

Table 32

Percentage Scores Obtained for the Perception of the Different Samples on the Dimensions of Gendering in Secondary Schools

Sample Category	Heads	Teachers	Students	Parents
Dimensions	Prevalence of gendering in Percentages			
Gender sensitivity in Curriculum	9 %	10%	-	-
Instructional materials	9%	24%	42%	27%
Co-curricular activities	43%	40%	54%	38%
Gender based violence	19%	20%	22%	32%
Evaluation system	21%	40%	27%	33%
School environment	41%	24%	44%	39%
Socialization process	-	21%	42%	35%

Gender Sensitivity in Curriculum

The results obtained from the Table 32 reveals that only 9 and 10 percent of the heads and teachers expressed that curriculum is not gender sensitive. Hence the results obtained suggest that majority of the heads and teachers of the secondary school believe that curriculum is gender sensitive. However few instances of disagreement can also be seen. This disagreement may be due to their lack of experience or training in transacting the curriculum in a gender sensitive manner. Therefore this disagreement needs to be addressed in a serious manner.

Instructional materials

Out of the stakeholders 42% of the students perceive that instructional materials are gender stereotyped. Among these only 9% of the head teachers expressed the lowest percentage scores regarding the occurrence of gendering in instructional materials. The teachers and parents expressed their perception which does not show many fluctuations. The results obtained from students suggest that some kinds of gender stereotypes are found in the instructional materials. The item wise response has shown that 80% of students were perceived that teachers were not equipped to challenge the stereotyped gender bias inbuilt in the topics of the textbooks. The differences in the perception of heads, teachers and parents are not taken in to consideration because the students are the real beneficiaries of the whole educative process. However heads, teachers and parents' perception regarding the instructional materials shows that textbooks and handbooks are gender sensitive, though teachers' unconscious stereotyped beliefs while transacting the content may perpetuates the Gendering Practices among the students. This may be the reason for student's perception of the occurrence of gender stereotypes in instructional materials. Therefore serious measures need to be undertaken among the teachers and heads to impart the ideas, illustrations, and experiences of the textbooks in a gender fair manner.

Co-curricular activities

The results obtained for this dimension reveal 54% of the students perceive that Gendering Practices is occurring in the co-curricular activities of secondary schools than the stakeholders of heads, teachers and parents. The open responses of the students were consistent with this opinion. Seventy four percent of the students agree that in their school boys are more interested than girls to participate in sports.

Hence it shows that girls experience severe Gendering Practices in co-curricular activities of secondary schools than boys. Heads, teachers and parents have also agreed to it. Among these, the lowest score is expressed by the parents of secondary schools. This may be due to students fear and shyness to express their feelings and experiences with their parents. Therefore it can be concluded that the co-curricular activities of the schools reinforce Gendering Practices.

Gender based violence

It is striking to note that from the Table 32 that among all samples, 32% of the parents perceive that gender based violence is occurring among the students in secondary school, while all others who have accepted it are least in percentage. Therefore the results indicate that parents are much aware of their children's gender based violence in schools than their teachers and heads. This is because of most of the students especially girls are very afraid to approach their teachers and heads to share and raise a complaint against it. Therefore the students have a friendly relation with their mothers, and the mother on the other side shows great curiosity and fear regarding their daughter's future. Therefore the slight mood differences of their children are easily noticed by the parent and understand it. The lowest score of the students' perception indicates that they are afraid to share their experiences. However, the open responses of the students regarding her teachers' misconduct show the occurrence of harassment in secondary schools.

Twenty seven girls from four schools expressed that "The boys in my class, other senior students, and outsiders exhibit pornographic pictures towards us, spreading sex rumors, inviting us to watch sexual videos, writing sexual graffiti on toilet walls, sending sexual messages to girls by phone. Girls also experienced verbal harassment like eve teasing, name calling, and

gestures or looks. Hence the analyses of the free responses enabled to dig out the hidden things experienced by the girls in secondary schools.

Therefore this doesn't mean that gender based violence does not prevail in the school premises. Instead, it should be noted that the socialization practices of girls in school must be altered and to make them challenge the traditional notion of femininity and should empower to question and raise their voice against the victimizers. For this, a grass root level training and developmental projects should be imparted in the education system.

Evaluation system

For the total samples, 40% of the teachers of secondary school perceived that Gendering Practices is occurring in the evaluative process of the schools. Thirty three percent of the parents are also agreeing to it, but only 27% of students agree that gendering is occurring in evaluation system; however, the item wise percentage scores and open responses of the students contradict this. Forty six percent of students perceive that the question papers give more importance to the questions related to catering the interests of boys' than girls. Forty nine percent of the students perceive that teachers have differential expectation towards both genders. Since the teachers perceive that the achievement of boys as naturally intelligent, girls' as through constant hard works and dedication. Therefore it is revealed that evaluation system is not completely free from gendering.

But the least percent is expressed by the Heads of secondary school. Therefore the results denote that teachers are real players of the evaluative process, the highest scores among them highlight the fact that the assessment techniques, questions, and syllabus are perpetuating Gendering Practices. The preparations of the syllabus, selection of topics are mostly done by males, the

form of questions are also gendered. These kind of subtle things are unnoticed by students. Hence this may badly influence the academic future of boys and girls.

School Environment

The results obtained from the Table 32 realized that out of the total samples 44% of the students perceive that gender issues are occurring in the school environment. Forty one percent of the heads and 39% of the parents also agree with this. But the lowest percent (24%) of responses regarding this are expressed by the teachers of secondary schools. The increased score of the students suggest that they have experienced Gendering Practices in the school environment. Because many of the facilities of the schools are not supportive to both genders, especially the proportion of toilets, boys have raised their complaints for not having bathroom facilities for them, some of the school does not provides the service of the counselor, and the building and other facilities do not cater to the needs of both genders. Hence it can be observed that these are all reasons for the highest percent of perception regarding the occurrence of gendering among the students out of the total samples.

Socialization process

Socialization is an important factor in bringing the child in to conformity. Being a potential agency of socialization, school reinforces the gender differences with those of the society. The results of the table also emphasize it by showing a highest percent (42%) of perception regarding the occurrence of gendering among the students out of the different samples. Thirty five percent of the parents also agree to it, but only 21 percent of the teachers perceive it alike. Hence the results suggests that some of the practices of the schools reinforce male female distinction, such as unnecessary restrictions over girls than boys in dressings, discipline, doing home works, participating in the school related activities etc. the seating

arrangement, line up for assembly and other outgoing activities that are separate for girls and boys. Therefore all these practices reminds the girls about the fact that to be feminine is of secondary, subjugated and marginalized than to be masculine.

Dimension wise Comparison of Subsamples

School Environment

In order to compare the percentage scores of different sub samples among heads, teachers, students and parents regarding the occurrence of gendering in the school environment, critical interpretation of the obtained data is done. The details are presented in Table 33.

Table 33

Percentage Scores obtained for the Perception of the Different stakeholders on Gendering Practices in School Environment with respect to Subsamples

Sample Category		Heads	Teachers	Students	Parents
		% of the occurrence of Gendering in school environment			
Gender	Male	44	51	44	40
	Female	37	36	43	38
Type of Management	Aided	49	41	48	44
	Govt	33	49	41	39
	Unaided	43	28	44	34
Locale	Rural	39	37	46	41
	Urban	45	27	38	33
Religion	Christian	37	36	30	34
	Hindu	44	33	38	37
	Muslim	41	31	48	40

The data in the Table 33 reveals the perception of different samples with respect to gender, which shows that all male samples unanimously agree that gendering is occurring in the school environment, however subtle

variation are also seen among them. Regarding the perception of females' samples, the percentage scores of heads and teachers and students shows considerable differences. Therefore the data indicates that among all the female samples 43% of the girls' perception showed highest percentage of occurrence of gendering in the school environment. While the female teachers' reports the lowest occurrence of gendering in this regard. Hence it can be concluded that female teachers are mostly ignorant about the Gendering Practices occurring in the school environment than the male teachers. It also suggests that girls are often experiencing gendering in the school environment than boys.

Type of management

Out of the total sample, the percentage of perception of the heads (49%) and teachers (36%) in aided school show considerable differences. Majority of the teachers in aided school perceive that gendering does not exist in the school environment, but the perception of heads, students (48%), and parents (44%) in aided school together agrees that some kind of gendering is occurred in the school environment. Therefore the result point out that highest percent of gendering is occurring in the aided school environment. When the results compared with those of government and unaided schools, unaided schools report the lowest percent of gendering in the school environment. This may be due to the disciplined environment the students received from the unaided schools.

Locale

The percentage scores of the Table 33 indicates that 46% of the students of rural school perceive that gendering is occurring in their school, while at the same time 41% parents and 39% heads of the rural schools also supports it. The results of urban school show lowest percentage regarding the occurrence of gendering. Hence it can be concluded that all the three samples

except teachers agree that gendering in school environment is more found in the rural schools than in urban schools.

Religion

The results obtained from the Table 33 regarding religion reveal that 48% of the students of Muslim religion believe that gendering is occurring in the school environment than the different samples of Hindu and Christian religion. Forty percent of the Muslim parents also agree to it. Therefore the students of Muslim religion experience some kind of gendering in the school environment than the students of other religion.

Instructional Materials

To compare the percentage scores of different subsamples among heads, teachers, students and parents regarding the occurrence of gendering in the instructional materials, the investigator made a critical examination of the results. The details are shown in Table 34.

Table 34

Percentage Scores obtained for the Perception of the Different Stakeholders on Gendering Practices in Instructional Materials with respect to subsamples

Sample Category		Heads	Teachers	Students	Parents
Percentage scores (%) of	the occurrence of Gendering in instructional materials				
Gender	Male	12	32	39	27
	Female	3	21	43	28
Type of Management	Aided	9	20	53	30
	Govt	0	29	40	16
	Unaided	21	19	32	14
Locale	Rural	5	24	42	31
	Urban	16	23	40	19
Religion	Christian	17	29	52	30
	Hindu	3	20	46	24
	Muslim	12	29	38	30

Gender

The results of the Table 34 show that 39% of the boys perceived that instructional materials are gender stereotyped, 32% of the male teachers and 27% of the male parents are also agree to it. But at the same time only 12% of the male heads agrees to it. Since the heads are always engaged in the administrative matters of the schools, they are mostly unaware about the gendered nature of the textbooks. The increased percentage of perception of the male teachers on gendering as compared to females suggest that males unconsciously project their life experiences in the classroom through instructional materials, that can easily understood by the girls in classrooms than the boys. The lowest percentage of perception of the male parents regarding gendering also highlights the point that this is mainly due to parent's illiteracy or lack of education to understand the stereotyped messages of the textbooks, and the male not engaging with the learning of their child. However obtained results indicate that majority of the male heads and teachers agree that gender stereotypes are occurring in the instructional materials than the female heads and teachers.

Type of Management

The comparative results of the different samples based on type of management revealed that majority of the students (53%) of aided school perceive that instructional materials are gender stereotyped, but only 20% of the teachers and 9% of the heads agree to it. This denotes that majority of the teachers and heads of the aided perceive that instructional materials are gender sensitive, but the scores of the students and parents remain against it. Therefore it suggests that teachers' unconscious bias regarding the gender identity unconsciously manifested in the classroom behaviors in aided schools

When comparing the results of government and unaided school with the different samples, 100% of Heads in government school report that

instructional materials are gender sensitive, while 40% of the students, 29% of teachers and 16% of parents of government have perceptions against it. Therefore the results highlight that instructional materials of the government school perpetuates gendering according to the perception among the students. The whole samples from unaided school agree that gendering is very little in unaided school when compared with the different samples of the aided and unaided schools. Therefore the results from the total samples of the three types of management conclude that gender biased messages and contents are transacted through the textbooks are higher in aided school than government and unaided schools.

Locale

Analysis of perceptions of the different samples in rural and urban school shows that gendering in the instructional materials are practiced more in the rural schools than in the urban schools. However, 5% of the heads perception of rural school shows disagreement with the occurrence of gendering in textbooks, while 16% of heads of urban school also perceive in this manner. Hence the results suggest that instructional materials are free from gender bias both in the rural and urban schools. This may be due to the adoption of the recommendation made by the NCF 2005, and KCF 2007.

Religion

Analysis of perceptions on gendering related to the instructional materials by different stakeholders based on three religions suggests that the percentage of response of the Christian religion shows an increased percentage of gendering in instructional materials than those of the Hindu and Muslim religion. This indicates that Christian religion provides a backup to understand the gendering ingrained in the instructional materials. However the lowest percent (3%) of response regarding the occurrence of gendering are

those of the heads perceived of Hindu religion, but the highest percentage (46%) of the perception of Gendering Practices in instructional materials is found among students of Hindu religion. Because the hidden messages propagated by Hinduism are male preference and performance of Shraddha ceremony in order to attain the Moksha or salvation. This may be the reason why the teachers and parents are not bothered about the hidden patriarchal power relationship inherent in the instructional materials.

Co-Curricular Activities

To find out the perception of different samples on Gendering Practices in co-curricular activities with respect to various subsamples, the percentage scores of different stakeholders were compared. Exploration of the results and critical examination of each sub samples are described under the Table 35.

Table 35

Percentage Scores Obtained for the Perception of the Different Stakeholders on Gendering Practices in Co-curricular Activities with respect to Subsamples

Sample Category		Heads	Teachers	Students	Parents
Percentage scores (%) of		the occurrence of Gendering in Co-curricular activities			
Gender	Male	45	44	51	36
	Female	42	38	55	40
Type of Management	Aided	32	39	55	35
	Govt	42	35	48	34
	Unaided	43	44	63	49
Locale	Rural	40	40	57	41
	Urban	50	38	45	29
Religion	Christian	42	42	51	35
	Hindu	49	35	47	29
	Muslim	37	47	58	45

Gender

The Table 35 depicts that 55% of the girls in secondary school perceive that gendering is boosted through the co-curricular activities of the schools, 40% of their parents also support it. Hence the result indicates that girls are exposed to gendering in co-curricular activities than boys. Since the girls are most underrepresented in sports and other tour programmes, their underrepresentation is mainly due to the cultural expectation of feminine identity. Even the parents of the girls also discourage their daughters' participation in sports and other allied co-curricular activities. As perceived by male teachers 44% of these biases also reinforce teachers of both genders, especially male. However the results also show that boys also experience gendering in co-curricular activities, but the data shows that their parents do not agree with it. Hence the results underline that gendering among girls is higher than those of boys.

Type of Management

The details of perception on gendering in co-curricular activities based on the subsamples shows that among all the samples the percentages of the unaided schools have perceived the highest percent of gendering in co-curricular activities. This may be due their enforcement of rigid and stereotyped gender identity among their students. The heads, teachers and parents are the different stakeholders supporting the child may together turns against the students to perpetuate the traditional stereotyped gender identity in unaided schools. Heads, Teachers and parents of the unaided schools perceive that boys are stronger and they have a keen interest in outdoor activities, but their perception regarding girls projected as physically weaker, submissive and inferior and thereby encourage them to participate in music and dance than other activities. Moreover they observe these differential interests are owing to biological endowment and not as a social construct.

Examination of the government schools have reported the least percentage scores in terms of the occurrence of gendering as perceived by heads, teachers' students and parents. This may be due to its inculcation and projection of the democratic and secularist ideals.

Locale

Gendering in co-curricular activities in rural and urban school shows that except the Heads, the teachers, students and parents of rural secondary schools perceived that gendering is more in rural schools than in the urban schools. This may be due to the fact that the traditional conventional gender role identity is projected more in rural society than in urban society. Being a subsystem of society, school tries to perpetuate the cultural expectation of society.

Religion

Gendering with respect to different religion shows that except heads, teachers and students, parents of Muslim religion perceive that gendering is found in the perception of subsamples of the Muslim religion. When comparing the results of teachers, students and parents of Christian and Hindu religion, it can be interpreted that occurrence of gendering is perceived more among Muslim religion than Hindu and Christians. However, the results pinpoint that Heads of Muslim religion do not agree with this. Therefore the members of the Muslim religion are more stereotyped than those of other religion. The perceptions of the Hindu religion reveal the least percentage of the occurrence of gendering in co-curricular activities.

Gender Based Violence

In order to explore the perception of heads, students and parents on gender based violence with respect to various subsamples, the percentage

score obtained for all stakeholders were compared. Examination of the results and critical examination of each subsample are presented in the Table 36.

Table 36

Percentage Scores obtained for the Perception of the Different Stakeholders on Gendering Practices in Gender Based Violence with respect to Sub samples

Sample Category		Heads	Students	Parents	Teachers
Percentage scores (%) of the occurrence of gender based violence					
Gender	Male	26	28	33	34
	Female	8	17	33	15
Type of Management	Aided	22	27	33	27
	Govt	5	21	35	29
	Unaided	33	29	31	4
Locale	Rural	14	20	32	23
	Urban	27	25	36	15
Religion	Christian	10	35	46	18
	Hindu	20	22	32	23
	Muslim	24	21	33	12

Gender

Table 36 reveals that the perceptions on the dimension gender based violence in school are too low. But a striking one is that 34% of the male teachers agree that gender based violence was occurring in schools than with those of the male (33%) and female parents' (33%) and the students and heads of the same schools. Only 15 % of the female teachers agreed the occurrence of gender based violence at schools. The perception of the students also shows that boys are experiencing more gender based violence

than girls. This may be due to girls' unwillingness to open their mind regarding this.

Types of Management

The figures of the Table 36 shows that heads and students of the unaided school perceived that gender based violence is occurring in secondary schools. But when comparing it with the results of perceptions of other samples of aided and government schools, heads and students obtained relatively low percent scores regarding the occurrences of the gender based violence. Therefore the occurrence of gender based violence is more in unaided schools as perceived by the heads and students. However the parents (31%) of unaided school do not agree with this. The results of the government school regarding this shows the lowest percent of occurrences of gender based violence as perceived by heads (5%) and students (21%). But on the contrary the highest percentage (35%) of violence is reported from the parents of government schools and 29% of the teachers of Government schools also agree with this. However the aided (33%) and unaided (31%) schools parents' perception stands next to it. The results of the parents and teachers of government school denotes that gender based violence is more in the government schools, the reluctance and fear of the students to express their experiences with regard to it may be one of the reason for decreasing the percentage score among students of government schools.

Locale

The data in the Table 36 regarding gender based violence in the rural and urban schools denotes that heads (14%), students (20%), parents (32%) and teachers (23%) unanimously perceived the occurrence of gender based harassment in urban schools. When compared with those of the rural schools, highest percentage of the occurrence of gendering perceptions can be seen

among the urban school than in rural schools. Advancement in the use of science and technology, predominance of nuclear family, and the speedy and anonymous life of the urban society create a polished and fabricated social reality among the students of urban schools. This may badly influence the students of urban schools than the rural students.

Religion

When the percentage of response of the different stakeholders of Hindu, Muslim and Christian religion regarding the occurrence of gender based violence is compared, it can be found that gendering is perceived to occur more among the Christian religion than those of Hindu and Muslim religions. However the percentage scores of heads of Muslim religion stand highest in this regard. Therefore the result suggests that occurrence of gendering has shown a slight increase among Christian religion.

Evaluation System

To investigate the perception of different stakeholders on the gendering related to the evaluation process with respect to various subsamples, comparative analyses were made. Exploration of the results and critical examination of each subsamples are presented under the Table 37.

Table 37

Percentage Scores obtained for the Perception of the Different Stakeholders on Gendering Practices in Evaluation System with respect to Subsamples

Sample Category		Heads	Teachers	Students	Parents
Percentage scores (%) of	the occurrence of Gendering in Evaluation system				
Gender	Male	22	35	29	29
	Female	18	33	26	28
Type of Management	Aided	26	42	37	34
	Govt	17	37	21	28
	Unaided	20	31	29	24
Locale	Rural	20	35	28	29
	Urban	21	32	36	26
Religion	Christian	18	44	31	34
	Hindu	20	32	25	28
	Muslim	24	33	28	24

Gender

The percentage scores obtained regarding the perceptions of gendering by all male samples like heads, teachers, students and parents show a slight increase in the occurrence of gendering in the evaluation system than females. Therefore the scores indicate that majority of the samples agree that evaluation process is free from gender bias. However slight differences in the percentage scores can be seen.

Type of Management

The obtained scores among the three types of management reveal an increase in the percentage score of heads, teachers, students and parents from aided school when it compared with those of government and unaided schools. But the scores of the government and unaided school do not show

considerable increase. Therefore the aided schools have the highest percent of gendering in the evaluation process than in government and unaided schools.

Locale

The figures of Table 37 regarding the evaluation process, pinpoint only slight differences in the perception of different samples in rural and urban schools. However the highest (36%) percent of Gendering Practices in the evaluative process are reported from the students of urban schools but the least score, 20% is also reported from the heads of rural schools. Hence it may be concluded that little increase can be seen in the gender stereotypes in evaluative process of the urban schools.

Religion

Gendering in evaluation with respect to different religion shows little increase in the percentage scores among the teachers, students and parents of Christian religion than those of Hindu and Muslim religion. But in contrast to the Christian religion, the perception of heads of Muslim schools views the highest percentage in the gendering of the evaluation process than those of the Christian and Hindu religion. Therefore among all the three religion Christian religion shows a little increase in the gendering of the evaluation of secondary schools.

Socialization Process

To examine the comparative scores of different subsamples among teachers, students and parents regarding the occurrence of gendering in the socialization process in schools, the researcher made a critical examination of the results. The details are shown in Table 38.

Table 38

Percentage Scores Obtained for the Perception of the Different Stakeholders on Gendering Practices in Socialization Process with respect to Subsamples

Sample Category		Teachers	Students	Parents
Percentage scores (%) of the occurrence of gendering in socialization process				
Gender	Male	24	40	24
	Female	19	44	24
Type of Management	Aided	19	47	19
	Govt	23	35	23
	Unaided	18	41	30
Locale	Rural	22	43	25
	Urban	18	41	19
Religion	Christian	25	57	24
	Hindu	21	42	19
	Muslim	19	42	17

Gender

Table 38 reveals that no considerable differences in the percentage scores of the teachers, students and parents of males and females regarding the occurrence of gendering in the socialization process at schools. Therefore the two genders agree some kind of gendering is occurring in the socialization process of the schools.

Type of Management

When compared with the perception of different stakeholders regarding the Gendering Practices in socialization process based on different types of management, the students of aided schools scored highest percent (47%), students of government schools stands next to it (41%). Thirty percent

of the parents of unaided school perceive that gendering is occurring classroom socialization practices. But only 18% of teachers of unaided school agree with it. Hence the result indicates that gendering is found in the socialization of schools, but the teachers are not conscious about their stereotyped Gendering Practices in classrooms. Parents' awareness towards it denotes that gendering is occurring in milder forms, because their children may have shared the experiences of the classrooms with them.

Locale

The results of Table 38 regarding the perception of teachers, students and parents of rural schools confirm an increase in the occurrence of gendering in socialization process than those of the urban schools. This is due to the practices of rural schools with regard to the imposing of unnecessary restriction on girls than boys, like behaviors, dressing styles, discipline, participation in different activities of the schools and separate line up for girls and boys for outdoor activities, separate washrooms, and seating arrangement of the rural schools also highly gender segregated.

Some school practices unnecessary restrictions over girls than boys especially the dressing style for girls. Boys often tease girls for their appearance and beauty. Girls from one school openly respond that they have only single gender classroom within the mixed school, the whole activities of that school is gender segregated. Hence the results contend that even if the majority agreed that socialization process is free from Gendering Practices, open responses show that some kind of gendering is found in the socialization process of the schools.

Religion

When compare the percentage scores of Table 38, the highest score can be seen among teachers, students and parents of Christian religion regarding

the gendering of socialization process in schools. The lowest percentage of the perception of gendering is found among the students, teachers and parents of the Muslim religion. Therefore the data concludes that gendering in relation to socialization is mostly found among the Christian religion than Hindu and Muslims.

From the findings of the percentage analysis, the conclusion can be derived that Gendering Practices occurs in a slighter ways in the curricular activities of secondary schools. Majority of the samples perceive that gendering occurs in the co-curricular activities of secondary schools of Kerala. Some of the dimensions of Gendering Practices show variation in the occurrence of gendering for the total samples and subsamples.

SUGGESTIONS TO ELIMINATE GENDERING PRACTICES IN SECONDARY SCHOOLS

In response to the open ended questions concerning the suggestions for eliminating Gendering Practices in secondary schools, different stakeholders have made the following suggestions.

(i)   Heads recommended the revision of curricula if it is essential to add the experiences of the female and to question their stereotyped representation.

(ii)   Parents are of the opinion that more encouragement should be given to girls in order to enhance their increased participation in sports related activities. For this teachers must provide a variety of games as equal to that of boys.

(iii) Since the toilet facilities are not adequate in secondary schools, parents have the opinion that girls' friendly toilets must be introduced to cater their sensitive needs. The number of toilets for girls and boys must be

increased and parents also made a suggestion that teachers and students must use the same bathrooms so that gender based violence among girls and boys can be minimized and the teachers can also take necessary measures to maintain proper sanitation and hygiene in toilets.

(iv)   Parents also have made some recommendations regarding the issue of gender based harassment, whenever the teachers notice any form of infatuation among girls and boys, never scold them in front of the classroom or staffroom. Teachers must deal the issue in a secret manner without insulting student's gender identity. So that we can save the life of the students without committing suicide or any other danger to the individual concerned.

(v)   Girls from one school suggested that the practice of single gender classroom within the mixed schools should be eliminated. So that better understanding of the gender identity is possible.

(vi)   Girls from two unaided schools suggested that boys and girls must be given equal freedom to participate and watch the programme during sports day. So that both genders can learn and develop the basic inputs of physical training.

(vii)   Girls of secondary school have made a suggestion that teachers must monitor the classroom cleaning of boys and girls and take necessary measures to ensure equal assignment of tasks in classrooms. Because the democratic values of gender must be nurtured within the classroom itself. So the parents and teachers must provide equal encouragement and opportunities to both genders.

(viii) In order to meet the challenges of gender based violence, parents strongly suggest that girls must be provided training in martial arts or

other similar activities. Therefore the concerned department should take necessary steps to implement such a special programme for girls to empower them against the victimizers.

(ix)   Teachers must be given adequate training in gender sensitive pedagogy so as to equip them in building positive gender identity among the learners. Because the learning experiences which the students received from the classroom have a deep impact in forming the self-identity of the individual.

(x)   Heads are of the opinion that teachers must use gender inclusive language in the school premises and do not divide the students into gender lines, instead they can prefer to line up the students by alphabetically. Teachers must take adequate care and attention to give all students equal attention.

(xi)   Parents recommend that adolescent education must be given at the secondary level so as to enable the students with their developmental issues.

(xii)   Students have the opinion that there is an urgent need to provide gender sensitive awareness programmes to different stakeholders because the support system for gender equality must be start from at the grassroots by involving teachers, students, parents, and communities. So that the traditional stereotyped gender role identity can be eliminated.

(xiii)   Heads suggested that the school should create a "safe space" where the students have the full freedom to learn and explore. Teachers must help them to challenge the conventional stereotyped notions of gender identity and act as role models.

(xiv)   Since the digitalization of world has brought about serious issues to girls than boys in schools, therefore the heads of the secondary school must take necessary actions to prevent gender based violence in schools. It may be in the form of forming mobile squads, activation of student's complaint box etc.   It can be at a national level by introducing specific policies and at a more local level, establishing school policies and forming some committees against it.

SUMMARY, FINDINGS AND SUGGESTIONS

- *Restatement of the Problem*
- *Variable*
- *Objectives of the Study*
- *Methodology*
- *Major findings of the Study*
- *Educational Implications*
- *Suggestions for Further Research*

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter provides a condensed form of the whole research process. It contains conclusions, educational implications and suggestions for further research.

Study in Retrospect

Restatement of the Problem

The study was primarily aimed to explore the occurrence of gendering practices in curricular and co-curricular activities of secondary schools. Hence the study was entitled as PERCEIVED GENDERING PRACTICES IN SECONDARY SCHOOLS OF KERALA

Variable

Major variable

Perception on Gendering Practices in secondary schools was taken as the variable of the present study.

Classificatory variables

Locale, gender, type of school, religion, educational qualification, and teaching experiences were the classificatory variables in the study.

Objectives

The study has taken the following objectives:

1. To examine the occurrence of Gendering Practices in the curricular and co-curricular activities of   secondary schools of Kerala

2.   To find out the occurrence of Gendering Practices as perceived by the heads of secondary schools of Kerala for the total sample and the relevant subsamples based on

    (a)   Gender

    (b)   Locale

    (c)   Type of school

    (d)   Religion

3.   To find out the occurrence of Gendering Practices as perceived by the secondary school teachers of Kerala for the total sample and the relevant subsamples based on

    (a)   Gender

    (b)   Locale

    (c)   Type of school

    (d)   Religion

    (e)   Teaching experience

4.   To find out the occurrence of Gendering Practices as perceived by the secondary schools students of Kerala for the total sample and the relevant subsamples based on

    (a)   Gender

    (b)   Locale

    (c)   Religion

    (d)   Type of school

5.   To find out the occurrence of Gendering Practices as perceived by the secondary schools parents' of Kerala for the total sample and the relevant subsamples based on

    (a)   Gender

      (b)   Locale

      (c)   Religion

      (d)   Type of School

      (e)   Educational Qualification

6.   To suggest measures to overcome Gendering Practices in the secondary schools of Kerala.

Methodology

The study utilized a qualitative research paradigm so as to gather the deep or thorough understanding of the single aspect through multiple line of approach. The various dimensions of the subsumed Gendering Practices were analyzed. The perceptions of heads, teachers, students and parents on these aspects were also examined. The responses of all these stakeholders cross checked and examined critically to elucidate the Gendering Practices prevailed.

Sample

The study was used a variety of samples consist of 23 heads, 200 teachers, 800 students, 300 parents of secondary school from six major districts namely Thiruvananthapuram, Thrissur, Malappuram, Calicut, Palakkad and Kasaragod of Kerala. The sample was selected by using stratified random sampling giving due representation to different stratas like gender, locale, type of management, religion, teaching experience and educational qualification.

Tools and Techniques

- Questionnaire to Heads on Gendering Practices in secondary schools (Musthafa & Fousiya, 2015)

- Questionnaire to Teachers on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

- Questionnaire to Students on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

- Questionnaire to Parents on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

- Observation Schedule on Gendering Practices in Secondary Schools (Musthafa & Fousiya, 2015)

Statistical Techniques

Percentage Analysis

In order to get the percentage score of the collected data, the investigator calculated the frequency of each response against each item, then computed the total score and applied the formula explained by Guilford, (1973).

$$P = \frac{\text{Total score / response obtained for group}}{\text{The maximum score / response that can be obtained for a group}} \times 100$$

Major Findings of the Study

The major findings derived from the study are of the following:

Gendering Practices in Secondary Schools of Kerala as Perceived by Heads

The present study examined the Gendering Practices in curricular and co-curricular activities of the secondary schools of Kerala. For this the perceptions of head teachers on Gendering Practices for the total sample and

subsamples were analysed. The majour findings of the study are presented in a sequential order.

For Total Sample

a)   Ninety one percent of the Heads of Secondary schools perceived that curriculum and instructional materials are gender sensitive.

b)   The Heads of Secondary schools of Kerala perceived that highest percentage of gendering is occurred in co-curricular activities (43%) and the school environment (41%). While gender based violence (19%) and evaluation system (21%) had shown a low percentage of Gendering Practices.

Gendering Practices as perceived by the Heads of Secondary Schools with respect to Subsamples

Gender

a)   Ninety percent of the male heads of secondary schools perceived that curriculum is gender sensitive and 87% of the male heads also expressed that instructional materials are gender sensitive, while the 93% of female heads agreed that curriculum is gender sensitive, only 3% of them expressed that instructional materials are stereotyped. Hence female heads are mostly disagreeing with regard to the stereotyped representation of instructional materials than male heads.

b)   Gendering Practices in co-curricular activities, school environment and evaluation system had shown no considerable difference in the percentage scores of male and female heads, while the dimension gender based violence had shown a slight increase in the perception of males (26%) than females (8%).

Locale

a) The perception of rural (92%) and urban (90%) heads equally agreed that curriculum is gender sensitive, 80% of the heads of rural school and 79% of the heads of urban schools disagree with the occurrence of gendering in the evaluation system of secondary schools.

b) The highest differences in the occurrence of gendering had seen in the dimension co-curricular activities (R=40%), (U= 50%), gender based violence (R=14%), (U=27%), school environment (R=39%), (U=45%) among the rural and urban schools as perceived by the heads of secondary schools.

Type of management

a) Hundred percent of the government head teachers agreed that curriculum and instructional materials are gender sensitive, while (91%) aided and (80%) (79%) unaided head teachers also agreed it. Hence the result showed that heads of government schools are more gender sensitive in the transaction of curriculum than the heads of aided and unaided schools.

b) Forty three percent of the heads of unaided school perceive that Gendering Practices are occurring in co-curricular activities of the schools, 42% of the heads of government schools also expressed that gendering is prevailed in their co-curricular activities. However, only 32% of Gendering Practices are occurring in aided schools. Therefore the lowest percentage of the occurrence of gendering is found in the co-curricular activities of aided school.

c) Out of the three types of schools, heads perceived that unaided schools showed highest percentage (33%) of gender based violence, aided

schools (22%) stand next to it, but the government schools (5%) are less exposed to gender based violence. Therefore, the data clearly found that in government school, students are less exposed to gender based violence than in the unaided and aided schools.

d)   Gendering in school environment (49%) and evaluation system (26%) showed the highest occurrence among the aided schools when compared it with government (33%, 17%) and unaided schools (43%, 20%), but head teachers from government reported the lowest occurrence.

Type of religion

a)   Ninety six percent of the heads of Hindu religion agreed that curriculum is gender sensitive and 97% of the heads of Hindu religion also agreed that instructional materials are gender responsive, among the three religion, heads of Christian religion have shown lowest percent in the occurrence of gendering in all dimensions.

b)   Gendering in co-curricular activities and school environment showed the highest occurrence among the Hindu religion (49%, 44%), while gender based violence (24%) and evaluation system (24%) showed highest percent among the heads of Muslim religion than Hindu (20%, 20%) and Christian (10%, 18%) heads.

Gendering Practices in Secondary Schools as Perceived by the Teachers

For Total Samples

a)   Ninety percent of the teachers of secondary school perceived that curriculum is gender sensitive. The percentage scores of other dimensions were instructional materials (77%) pedagogical practices (76%), socialization and classroom discipline (79%). However

considerable numbers of teachers agreed on the occurrence of gendering in these dimensions.

b)   Highest percentage of gendering is occurred in the dimension co-curricular activities (40%), evaluation system (40%) and school environment (24%) as perceived by the teachers of secondary schools. Therefore, teachers perceived that Gendering Practices is occurred in some aspects of secondary schools.

Gendering Practices as Perceived by Teachers based on Subsamples

Gender

a)   Male teachers showed a slight increase in the occurrence of gendering in all the dimensions than female teachers. Among this school environment and instructional materials showed highest percent of difference.

Locale

a)   The teachers of rural school perceived highest occurrence of Gendering Practices in all dimensions than the teachers of urban schools. However, the dimension school environment has shown highest percent of difference in rural and urban schools regarding Gendering Practices.

Teaching experience

a)   The Teachers with above 15 years of experience perceived lowest percentage of gendering in the dimensions of gender sensitivity in curriculum (7%), pedagogical practices (22%), socialization process (20%) and evaluation systems (32%) than with the teachers with below 15 years of experience. But the dimension co-curricular practices

showed no difference in the percentage score regarding Gendering Practices.

b)   The teachers with above 15 years of experience showed a slight increase in the percentage score of gendering in the instructional materials (26%) and school environment (40%) than those of the low experienced teachers. Hence the data suggests that teachers with higher experience can easily understand the gender stereotyped messages, images, illustrations and experiences in the textbooks; and also have specific ability to deal with the gender issues occurring within the school environment than those of the lower experienced teachers.

Type of management

a)   Occurrence of Gendering in the three types of managements showed almost similar responses in gendering of curriculum (11%, 9%, and 10%), pedagogical practices (24%, 26%, and 21%) and socialization process (19%, 23%, and 18%).

b)   The dimensions instructional materials showed slight fluctuations in the percentage of aided (20%) and unaided schools (19%), highest gendering in instructional materials are perceived by the teachers of government schools (29%), whereas the lowest percentage is perceived by the unaided teachers.

c)   Gendering in the co-curricular activities showed the highest percent of (44%) occurrences in the unaided school, aided (39%), whereas the least occurrences (35%) are reported in government schools. Therefore, teachers perceive that gendering is occurred among the three types of schools.

d)   The teachers of aided school agreed the highest percent of (42%) gendering in the evaluation process than government (37%) and unaided (31%) schools. However, the unaided schools reported lowest percentage (31%) of the occurrences of the gendering in the evaluation process. Therefore, the data suggests that unaided teachers have some consideration regarding the gendering of their students in the evaluative process than other types of managements.

e)   The teachers of government schools reported highest percent (42%) of the occurrence of Gendering Practices in the school environment than the aided (36%) and unaided schools, but the lowest percent (20%) of the gendering is perceived by the teachers of unaided schools.

Religion

a)   Occurrence of gendering showed a slight increase in the Christian religion among pedagogical practices (30%), socialization process (25%), evaluation system (44%) and school environment (36%) as perceived by the teachers of Christian religion.

b)   Teachers of Muslim religion perceive that 16% of disagreement with the gender sensitivity in curriculum and highest percent (47%) of the occurrence of gendering in the co-curricular activities of secondary schools than those of the Christian and Hindu religion.

Gendering Practices in Secondary Schools as Perceived by the Students

For the Total Samples

a)   Students of secondary schools have shown the highest percentage in the occurrence of Gendering Practices in instructional materials (42%), co-curricular activities (54%), socialization process (42%), classroom disciplinary practices (47%) and school environment (44%) of the

secondary schools. However, the dimensions like evaluation system (27%), classroom interaction (29%), gender based violence (22%) and method of teaching (38%) have shown relatively lowest percent regarding the Gendering Practices.

b) Seventy eight percent of the students of secondary schools agreed that gender based violence is not occurred in the schools, but the response among the students indicated that students fear of reporting such bad experiences towards the higher authorities. Open revelations also supported it.

c) Majority of (54%) of the students agreed that co-curricular activities within the schools are gender segregated.

d) Forty seven percent of the students agreed that classroom disciplinary practices are gendered. Hence the results suggest that teachers' traditional gender identity is elicited from their behavior when they start to discipline the child in classrooms.

Gendering Practices as Perceived by Students based on Subsamples

Gender

a) Boys of secondary schools showed a slight increase in the percentage scores of Gendering Practices in classroom interactions (32%), method of teaching (46%), gender based violence (26%), evaluation system (29%) and school environment (44%) than girls of secondary schools.

b) Girls of secondary schools also showed a little increase in the percentage scores of gendering in the dimensions like instructional materials (43%), co-curricular activities (55%), socialization process in schools (44%) and classroom discipline (52%) than the boys of secondary schools.

c)   The highest percentage (55%) of the occurrence of gendering is found among the girls in co-curricular activities of secondary schools.

d)   The lowest response (17%) reported from the girls of secondary schools regarding the gender based violence in schools. This response truly contradicts the real situations of the schools. The majority of the girls are reluctant to express their experiences with related to it. However, boys are ready if they experience subtle sorts of violence within schools.

Locale

a)   Students of rural schools perceive that Gendering Practices have shown a slight increase in the instructional materials (42%), co-curricular activities (57%), socialization process of the schools (43%) and school environments (46%) than the students of the urban schools.

b)   Students of urban schools also reported little increase in the percentage scores when compared with the rural students in the dimensions like classroom interactions (31%), gender based violence (25%), classroom discipline (53%) and evaluation system (36%) of the urban schools.

c)   The student of rural schools reported highest percentage (57%) of the occurrence of gendering in the co-curricular activities than in the urban schools. Hence the results indicate that teachers of the rural schools are more stereotyped regarding co-curricular activities than the teachers of the urban schools.

d)   The students from rural schools reported only 20% of the occurrence of gender based violence than urban schools.

Type of Management

a)   The students of aided schools showed a slight increase in the percentage scores of the occurrence of gendering in classroom interactions (32%), method of teaching (41%), instructional materials (53%), gender based violence (27%), socialization process at schools (47%), classroom discipline (54%), evaluation system (37%) and school environment (48%) than the students of government and unaided schools. Hence the results indicate that Gendering Practices is highest in aided schools than government and unaided schools.

b)   The students of unaided schools perceive highest percentage (63%) of gendering is found in co-curricular activities of unaided schools than those of the government (48%) and aided (55%) schools. The government schools have shown the least percentage (48%) in the occurrence of gendering in co-curricular activities.

c)   Only 19 percent of the students of unaided schools believed that gender based violence was rarely occurred at the school premises.

Religion

a)   Among the three religions, students of Christian religion perceived that gendering is highest in dimensions like classroom interactions (40%), instructional materials (52%), gender based violence (35%), socialization process in schools (57%) and classroom discipline (64%). However, dimensions like method of teaching (33%), co-curricular activities (51%) and school environment (30%) showed the lowest percent. Therefore, it can be concluded that gendering is more among the students of Christian religion than in Hindu and Muslims.

b)   Majority of the students of Muslim religion perceived that Gendering Practices is occurred in the co-curricular activities (58%) and the school environment (48%) of secondary schools.

c)   Students of Hindu religion reported highest percent (40%) of gendering in the method of teaching than the students of Christian (33%) and Muslim (37%) religion.

d)   Only 21% of the students of Muslim religion reported the occurrence of gender based violence in secondary school than those of the students of Hindu (22%) and Christian (35%) religion.

Gendering Practices in Secondary School as Perceived by the Parents

For the Total Sample

a)   The parents of secondary schools perceived that highest percent (41%) of the occurrence of gendering is found in classroom interaction and school environment (39%) of the secondary schools.

b)   Majority of the parents (73%) perceived that instructional materials were gender sensitive. This may be due to their lack of awareness regarding the gender bias in instructional materials.

c)   Thirty eight percent of the parents of secondary schools perceived that co-curricular activities of the schools were gender segregated.

Gendering Practices in Secondary Schools as Perceived by Parents Based on Subsamples

 Gender

a)   There are no considerable differences in the perception of male and female parents towards the different dimensions of Gendering Practices in secondary schools. However highest percentage of female parents (40%) perceive that Gendering Practices is found in the co-curricular activities of the schools than the male parents (36%).

Educational qualification

a)   Parents with below SSLC showed highest percent of Gendering Practices in secondary schools than the above SSLC parents. The slight increase in the differences between the above SSLC and below SSLC parents have shown in the dimensions like school environment (above = 30%, below= 41%), gender based violence (above = 28%, below= 34%) and co-curricular activities (Above = 33%, below = 40%) of secondary schools. Therefore, the results shown that the low educated parents are more sensitive about the education of their children than the educated parents.

Locale

a)   The perception of parents of rural schools showed highest percent of gendering in the rural schools than in the urban schools.

b)   The parents of urban schools perceived that gender based violence is more occurred in the urban schools than in the rural schools. This indicated that the students from urban schools are more prone to gender based violence than in the rural schools.

Type of management

a)   Parents of aided schools showed highest percent of gendering in the dimensions like school environment (44%), evaluation system (34%) and instructional materials (30%) than the parents of government (39%, 28%, 16%) and unaided (34%, 24%, 14%) schools.

b)   Parents from unaided schools showed highest percent of gendering in socialization (30%), classroom interaction (44%) and co-curricular activities (49%) of the schools.

c)   The parents of government schools showed highest percent (35%) of gender based violence in government schools than the parents of aided (33%) and unaided (31%) schools.

Religion

a)   The parents of Christian religion showed highest percent of the occurrence of gendering in the dimensions like socialization process (24%), evaluation system (34%), gender based violence (46%) and classroom interactions (47%).

b)   Muslim parents showed the highest percentage of the occurrence of gendering in school environment (40%) and co-curricular activities (45%).

c)   Parents of Hindu religion showed lowest percent of gendering when compared with the other religion. Hence it can be concluded that when the parents of Christian religion have shown the highest percentage of the occurrence, the parents of Hindu religion perceive the lowest percent of the occurrences of gendering in secondary schools.

Findings related to the Observation of School Practices

a)   The percentage score of the observation of school practices by the investigator showed that the occurrence of Gendering Practices is highest (65%) in the co-curricular activities of secondary schools.

b)   The dimensions like school environment (45%), gender based violence (43%) and classroom interactions (47%) also showed little occurrence of Gendering Practices as observed by the investigator.

c)   The instructional materials of secondary schools showed only 20% of the occurrence of gendering as observed by the investigator.

d)   The open responses from the students and parents also showed the occurrence of gendering in the dimensions like co-curricular activities, gender based violence, school environment and classroom organization.

Critical Examination of the Perception of Different Stakeholders on Gendering Practices

In order to draw conclusions regarding the Gendering Practices in secondary schools, the results of the perception of different stakeholders on gendering were cross-examined. The findings from these critical examinations are stated follows:

For the Total Sample

a)   Majority of the heads (91%) and teachers (90%) were perceived that curriculum was gender sensitive. Forty two percent of students perceived that gendering in the instructional materials. Heads (9%), teachers (24%) and parents (27%) are of the view that slight forms of stereotypes are seen in the instructional materials of the secondary schools.

b)   Among all samples, the students reported highest percent (54%) of the occurrence of Gendering Practices in the co-curricular activities of secondary schools. The perception of heads and teachers (43%, 40%) stand next to it. However the least percent (38%) is expressed by the parents of secondary schools.

c)   The highest percent (32%) of the occurrence of gender based violence is reported by parents of secondary schools than heads (19%), and students (22%). Therefore it can be concluded that some sorts of gender based violence are occurred in secondary schools, because the

children share their experiences to their parents than heads and teachers of the secondary schools.

d) Highest percentage (40%) of the teachers of secondary schools expressed that gendering is occurred in the evaluative process of the schools than those of the heads (21%), students (27%) and parents (33%). Hence the teachers believe that the assessment techniques, syllabus and questions are reinforcing Gendering Practices. However, the result from the parents (33%) stands next to the perception of teachers.

e) The highest percentage (44%) of the occurrence of gendering in school environment is reported from students, perception of heads (41%), parents (39%) and teachers (33%) showed a slight decrease in percentage scores. Therefore, the data revealed that students experienced some sort of gendering with related to the school environment. These were mostly linked with their bathrooms, library, transportation, availability of the school counselor. Most of the parents also realized it.

f) Highest percentage of the students (42%) perceived that Gendering Practices is occurred in the socialization practices of the schools, 35% of the parents also agree with it. However, the perception of teachers showed the lowest percentage (21%). This is because mostly the teachers are unknowingly perpetuates gendering practices through different activities such as unnecessary restrictions to girls, assigning differential tasks, discriminatory forms of punishments,   differential form of teacher student interaction, peer interaction, encouragement and giving feedback etc.

Dimension wise Comparison of Subsamples

Some of the findings are derived after comparing the results of various samples with respect to different subsamples in each dimension of Gendering Practices in secondary schools. The findings of each dimension are stated as follows:

School environment

a) All male samples such as male heads (44%), teachers (45%), students (44%) and parents (40%) showed a considerable increase in the percentage scores of the occurrence of gendering in the school environment than with the female (37%, 29%, 43%, 38%) samples. Therefore, males perceived highest occurrence of the Gendering Practices in school environment.

b) Highest occurrence (49%, 36%, 48%, 44%) of Gendering Practices in the school environment is found in the aided schools, government schools (33%, 42%, 41%, 39%) stand next to it, but the unaided schools (43%, 20%, 44%, 34%) reported the lowest percentage of gendering in school environment when compared to the results of different samples.

c) Occurrence of gendering in school environment is more found among the rural schools than those of the urban schools as perceived by heads, teachers, students and parents of secondary schools.

d) Different samples of Muslim religion have shown highest percent (41%, 31%, 48%, 40%) in the occurrence of gendering in the school environment than those of the Hindu (44%, 33%, 38%, 37%) and Christian (37%, 36%, 30%, 34%) religion.

Instructional materials

a) The gender wise scores of the different samples showed a slight increase in the percentage scores of male samples when compared it with those of the female samples in instructional materials. However, among the sampled students, the perceptions of female students (43%) to male students (39%) showed an opposite trend. Therefore, the occurrence of gendering is more expressed by the male samples than females.

b) When compared the results of the different samples, the aided school (9%, 20%, 53%, 30%) showed an increase in the occurrence of gender stereotypes in instructional materials than unaided (21%, 19%, 32%, 14%) and government (0%, 29%, 40%, 16%) school samples. However the least percent is noticed among the samples of government schools. Hence it can be concluded that aided schools have shown highest occurrence in the gender stereotyping in instructional materials, and the government schools are relatively sensitive with regard to the issues of gendering in instructional materials.

c) Gendering in the instructional material is more found in the rural schools than in urban schools as perceived by the teacher (24%), students (42%) and parents (31%) of rural schools. However, perception of the heads (16%) of urban schools showed an increase in the percentage scores.

d) When compare the scores of three religions in all samples, the percentage scores of the Christian religion (17%, 29%, 52%, and 30%) showed an increase in the percentage of gendering in instructional materials than those of the Hindu (3%, 20%, 46%, 24%) and Muslim (12%, 29%, 38%, 30%) religion.

Co-curricular activities

a)   There is no considerable difference in the average score of the males'
        samples and female samples regarding the Gendering Practices in co-
        curricular activities of the schools. Hence both male and female
        samples are agreed Gendering Practices is occurred in the co-curricular
        activities of secondary schools.

b)   When compared the results of all samples from the government (42%,
        35%, 48% 34%) and aided schools (32%, 39%, 55%, 35%), the highest
        percentage of the occurrence of gendering is found among the co-
        curricular activities of unaided schools (43%, 44%, 63%, 49%).

c)   The co-curricular activities in rural school showed highest percent
        (40%, 40%, 57%, and 41%) of the occurrence of gendering than in the
        urban schools as perceived by the heads (50%) teachers (38%),
        students (45%) and parents (29%) of secondary schools.

d)   All samples of Muslim religion showed the highest percentage (37%,
        47%, 58%, and 45%) of the occurrence of gendering in the co-
        curricular activities of the secondary schools than those of the
        Christian (42%, 42%, 51%, and 35%) and Hindu religion (49%, 35%,
        47%, and 29%). The samples of Hindu religion showed the least
        percentage of the occurrence of gendering in co-curricular activities.

Gender Based Violence

a)   When compared the percentage score of Male samples with female
        samples the highest occurrence of gendering is reported by the males
        (26%, 28%, and 33%) than those of the female (8%, 17%, 33%)
        samples. Though parents of male and female have equally agreed that
        gender based violence occurred in secondary schools. This indicates
        that girls not reported their experiences to teachers or heads of the

institutions. However, the increase in the percentage scores of parents showed that students share their experience with the parents than those of their teachers and heads.

b) The heads (33%), students (29%) and parents (31%) of unaided schools perceived that gender based violence is more found among the unaided schools than aided (22%, 27%, 33%) and government (5%, 21%, 35%) schools. However, the parents of unaided schools did not agree with it. However, the parents (35%) of government schools perceive that gender based violence is more found among the students of government schools.

c) When compared the scores of the rural schools with urban, the results of all samples agreed that gender based violence is more found in the urban (27%, 25%, 36%) schools than in rural (14%, 20%, 32%) schools. The anonymous and dynamic nature of the urban environment lead to the increase in the gender based violence in urban schools.

d)   All samples of Christian religion (10%, 35%, 46%) showed Gender based violence is mostly found among the Christian religion than Muslim (24%, 21%, and 33%) and Hindu (20%, 22%, and 32%) religion.

Evaluation system

a) When compared the results of male and female samples, slight increase in the occurrence of gendering in the evaluation system is found among the male heads (22%), teachers (35%), students (29%) and parents (29%) of secondary schools than female samples.

b) When compare the three types of management among all samples, aided schools (26%, 42%, 37%, 34%)   showed the highest percentage of the increase in the occurrence of gendering in the evaluation

process. Government schools showed a subtle decrease (17%, 37%, 21%, and 28%) in the gendering of the evaluation process.

c)   The data from different samples indicated that there are no considerable differences among the scores of rural (20%, 35%, 28%, and 29%) and urban (21%, 32%, 36%, 26%) schools regarding the gendering of the evaluation process in secondary schools. Therefore, subtle form of gendering is prevailed in the evaluation form of rural and urban schools.

d)   The samples of Christian religion (18%, 44%, 31%, 34%) have shown a slight increase in the percentage scores of the occurrence of gendering in the evaluation process than the samples of Hindu (20%, 32%, 25%, and 28%) and Muslim (24%, 33%, 28%, and 24%) religion. Therefore, among the three religions, teachers, students and parents of Christian religion showed a little increase in the gendering of the evaluation of secondary schools.

Socialization process of the schools

a)   The perception of teachers (24%), students (40%) and parents (24%) of males showed no considerable differences in the occurrence of gendering in the socialization process at schools. Therefore, the both genders agreed that some kind of gendering is occurred in the socialization process of the schools.

b)   When compare the perception of the personals in three types of managements, all samples of unaided schools (18%, 41%, 30%) showed a slight increase in the percentage scores of the occurrence of gendering in the socialization process of the schools. However, the government schools (23%, 35%, and 23%) showed the lowest percentage of the occurrence in socialization process.

c)   The discriminatory practices through the socialization process are mostly occurred in the rural schools than in the urban schools as perceived by the teachers (22%), students (43%) and parents (25%) of rural schools. This may be due to the conservative attitude of the social structure get reinforced through the educative process within the schools.

d)   The gendered socialization process is highest among the all samples of Christian religion (25%, 57%, and 24%) than Hindu (21%, 42%, and 19%) and Muslim (19%, 42%, and 17%) religion. However, the least percent of the occurrences of gendered socialization is reported by teachers, students and parents of Muslim religion. Therefore, the results conclude that Gendering Practices in socialization is mostly found among the Christian religion than Hindu and Muslims.

Conclusion

The present study made a qualitative exploration of the occurrence of Gendering Practices in the curricular and co-curricular activities of Secondary schools of Kerala through the perception of different stakeholders (heads, teachers, students and parents) of secondary schools. It may be concluded that the different stakeholders of secondary school perceived that occurrence of Gendering Practices is found in the co-curricular activities of secondary schools. The finding of the study clearly reports the occurrence of the subtle form of Gendering Practices in the various dimensions, especially aspects like gender based violence, co-curricular activities, socialization process. Occurrence of gendering practices in subtle forms are not completely ignored, because it latently crept in to the whole educative process of

the schools, even if it   is a micro social process, it have a deep macro social impact up on the growth of the students of both genders.

Educational Implications

The crux of any research works depends up on the substantial contributions it has to produce in the realm of education. From the findings of the research, the investigator has suggested the following implications of the study.

- The occurrence of gendering at the various levels of the schooling process is signs of regression in countries like India, because here the public policies refuse to acknowledge the social construction of gender in schools and how it impacts curriculum, pedagogical practices, and interaction of students and teachers. The present policies in India is addressing the quantitative areas of the issues of access, retention and the equality of educational opportunities to girls and boys, but here nothing is focused on the micro aspects of gendering, which is crept into the schooling of girls and boys. Therefore, a "girl-friendly curriculum, pedagogical practices and assessment techniques are needed to be implemented."

- To curbs Gendering Practices in the curricular practices it should be shaped in tune with the life world of the learner in collaboration with teachers and parents. Curricular practices should be rooted in the social context of the girls and boys so as to ensure meaningful learning especially for girls who socially and culturally experience discrimination and inequalities in terms of their gender identity. So there is an urgent need to reform the curriculum by adopting a decentralized approach, by involving different stakeholders such as teachers, parents, community members, educationalist, social workers

and researchers must provide ideas and materials which are more close to the life of the learner. To be responsive to the emerging challenges of the society girls must be learned some physical exercise in order to protect their life by themselves. So curriculum should include subjects like martial arts, swimming etc.

- The present study explored the Gendering Practices in curricular and co-curricular activities of secondary schools, the perception of different samples revealed that co-curricular practices of the secondary schools reinforce Gendering Practices. Therefore, educators can take adequate steps to eliminate discriminatory practices in their classrooms. This necessitates a drastic shift in the attitude of the heads, teachers and other stakeholders allied with the educational scenario.

- It is imperative to provide a self-directed module for teachers with the purpose of reducing the Gendering Practices in their classroom activities. This module must involve activities, which boost the gender faire thinking among the learners and self-evaluation modules for teachers to check their own biased behavior. The self-evaluation modules must include teacher's micro interactions with boys and girls, teacher's response and language.

- The study provides the need for the incorporation of gender sensitive pedagogy at secondary school sectors so as to make the teachers more sensitive with the issues of gender and to develop a better learning environment in the schools.

- The findings from the study are an eye opener to prospective teachers in order to sensitize them the emerging issues of gender in their classrooms. So they learn the procedures to provide quantitatively and qualitatively equal classroom experiences for girls and boys. So that

they can easily redress the issues and would be able to build great confidence among boys and girls.

- The result of the study provide desirable learning environment which ensure gender equality among the learners.

- The study reveals the need for a gender sensitive pedagogy, which should ensure a democratic learning environment among the children.

- Gendering Practices among the students in the school environment provides an insight to the teachers that serious attention to be taken to dealt with issues of gendering.

- The perception of parents toward gendering in the schools suggests that parents must alter their stereotyped attitude towards girls, and parents must treat their children/wards equally irrespective of their gender.

- The present study suggests that Seminars and workshops should be arranged for in-service teachers, parents and administrators to aware and sensitizes them on gender issues and its impact on the academic experiences of the students. Through this, they will get enlightenment about their unconscious gender bias.

- The present study provides awareness to the parents that their stereotyped beliefs and practices regarding gender roles must be changed. Because school is an extension of family, and the parents are the potential agents for gender socialization. Hence their discriminatory practices to girls and boys starts in the homes must be realized and altered accordingly.

- Gender based violence in the school suggests that the girls must be nurtured in such a way to question, respond and challenge the hidden

patriarchal power structure embedded in the social structure of school. Their traditional gender role identity must be covered with desirable and quality education in order to empower then against sexual abused in the schools.

- The findings with related to the instructional materials suggests that even if we have achievements in the rewriting of textbooks in a gender sensitive manner, the teachers must be trained enough to transact the instructional materials in a gender neutral manner. So that we can promote gender equality in classrooms and at the same time prevent stereotyped beliefs of the teachers that have a great impact on children's development of sex-role expectations.

- To make instructional materials more gender sensitive generates a reservoir of gender sensitive material. The NCERT and other allied institutions must contribute materials for this reservoir so that children can learn in a gender equitable ways; this will in turn led to the empowerment of girls. This will help the teachers and textbook writers to curtail their unconscious gender bias.

- Findings related to the augmentation of Gendering Practices in the unaided schools magnetize nationwide consultations on schools of religious sects. A national awareness must be generated related to the issues of gendering in schools, which are run by both the majority and minority community, as the education imparted in these schools are critically against the true spirit of national goals of democracy and gender equality. The uncontrolled status of such schools, clearly project their religious ideals and thereby inject unquestionable patriarchal power relations through the socialization process of the schools. The patriarchal hegemonic power imparting through the educative process reinforced the Gendering Practices and has a

cumulative impact of girls, as such schools have a definite agenda that both reproduced the subordination of girls and shape her identity solely in terms of a religious identity.

- The study highlights the need for establishing gender related topics at all levels of educations generate awareness among learners. It must be introduced not as a special subject, instead integrate the content of gender issues in all subjects. Because the introduction of this as a special subject will create the learning burden of children, and at the same time it trivializes the subject into a marginal section.

- The evaluation system with respect to gendering promotes the idea for the cultivation of differential aptitude. The standardized measurement does not accomplish the needs and aptitude of both genders. Therefore, gender sensitive evaluation methods must be introduced to cater to the needs of both genders. Variety of methods like oral and written, subjective and objective, multiple choice and other types must be introduced.

- Subtle forms of gendering in education generate micro inequalities, which have a cumulative influence up on the learning of both genders, but it is often   ignored. The differential form of socialization practices perpetuates differences in the punishment forms; gendered discipline. Differential teacher encouragement, differential attention of teachers to girls and boys, gendered nature of the feedback. Hence the study suggests some ways to reduce these gendering by taking effective strategies such as taking videotape of their own classrooms and reviews their interaction with students in the classrooms.

- The study provides a transformative appraisal in the curricular practices by including critical and dialogue based pedagogy, which

might provide the power to sensitize the learners of both genders, especially for girls to challenge and criticize traditional stereotyped beliefs and practices in schools and other societal issues, which portray the ontological self identity of women in abusive and derogatory ways. This transformative approach may bring about positive changes in the treatment of both genders, and it actively counteracts the social influences which reproduce the conservative stereotyped gender roles expectations.

Suggestions for Further Research

The present study made a qualitative exploration of Gendering Practices in the curricular and co-curricular activities of the secondary schools of Kerala, occurrence of the subtle form of gendering in the various aspects latently crept into the whole educative process of the schools, even if it is a micro social process, it has a deep macro social impact up on the growth of the students of both genders. The investigator expects that the findings of the study are reliable and generalize to wider social context. Since this research attempt is as adopted a qualitative design taking appropriate and adequate sample and collecting data on the same issue and validate and revalidate by critically examining the data obtained from different sources. Hence it yields a dependable and valid conclusion that can be generalisable. The findings of the study are a clear indication of the occurrence of Gendering Practices in the schooling system, especially aspects like gender based violence, co-curricular activities, socialization process. However, the results reveal that there are significant challenges, both individual and systemic levels, to heads, teachers, and parents, to counteract the solid, persistent effect of Gendering Practices in society. These challenges further highlight the fact that the critical and praxis oriented attention is required from the researchers of various fields in the current area of research.

Some of the suggestions for further research are stated here.

- Since the study has revealed that gendering in the schooling process, some of the roots for gendering are starts at home, hence a study on the impact of gender socialization over the girls must be explored.

- The study has explored the occurrence of Gendering Practices in secondary schools through the perception of the parents of secondary schools. Since an urgent need to enquire about the attitude of parents towards the role of school in society.

- The study has revealed some kind of gender based violence in school environment, so a serious study to be conducted among the students of secondary schools regarding the effect of sexual violence on the academic experiences of the girls in secondary schools.

- A study of the preparation of gender sensitive pedagogy and its effectiveness on the students of secondary schools can be done.

- The findings from the study have shown that girls have some hesitations to respond their abusive experiences towards their teachers and heads, so it is imperative to conduct a study on the effectiveness of sex or adolescent education in the secondary schools.

- It would be worthwhile to conduct a study on impact of unaided schools in forming the gender identity of the students.

- The outputs of the study suggest that a critical appraisal of the gendering in teacher education curriculum can be conducted.

- A serious enquiry is needed whether the girls of secondary schools with highest mark strive for higher studies, and also need to explore the gendered subject preferences of the girls in highest education.

- A study on the gender bias in primary school needs to be addressed.

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APPENDICES

APPENDIX – A1 (Draft- Malayalam)

QUESTIONNAIRE TO HEADS ON GENDERING PRACTICES IN SECONDARY SCHOOL

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നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ സെക്കന്ററി സ്കൂളിലെ പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളി ലുള്ള ലിംഗപരമായ പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട കാര്യങ്ങളിൽ നിങ്ങളുടെ അഭി പ്രായങ്ങൾ അറിയുക എന്നതാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഇതുമായി ബന്ധപ്പെട്ട ഏതാനും ചോദ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അതിൽ ചില ചോദ്യ ങ്ങൾക്ക് അതെ/അല്ല എന്നും ചില ചോദ്യങ്ങൾക്ക് വിശദമായ വിശദീകരണങ്ങളും ആവശ്യമുള്ളവയാണ്. ഓരോ ചോദ്യവും ശ്രദ്ധയോടെ വായിച്ച് നിങ്ങളുടെ പ്രതിക രണങ്ങൾ Response Sheet രേഖപ്പെടുത്തേണ്ടതാണ്. ഇതിലൂടെ ലഭിക്കുന്ന വിവര ങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷണാവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

1. ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും പഠനാനുഭവത്തിന് ഇന്നത്തെ പാഠ്യപദ്ധതി തുല്യപ്രാധാന്യം നൽകുന്നുണ്ടോ?

2. ഇന്നത്തെ സ്കൂൾ പാഠ്യപദ്ധതി പെൺകുട്ടികളെ പരമ്പരാഗത കുടുംബ ധർമ്മങ്ങളിൽ ഒതുക്കിനിർത്തുന്നുണ്ടോ?

3. ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും പഠനത്തെ പ്രോത്സാഹിപ്പി ക്കുന്നതിനാവശ്യമായ വിഭവങ്ങൾ പാഠ്യപദ്ധതി ഒരുക്കുന്നുണ്ടോ?

4. സമൂഹത്തിൽ നിലനിൽക്കുന്ന ലിംഗവ്യത്യാസത്തെ സ്കൂൾ പാഠ്യപദ്ധതി ഊട്ടി ഉറപ്പിക്കുന്നുണ്ടോ?

5. സ്ത്രീക്കും പുരുഷനും വ്യത്യസ്ത തരത്തിലുള്ള അറിവ് പകർന്ന് കൊടു ക്കുന്ന തരത്തിലാണോ പാഠ്യപദ്ധതി ഒരുക്കിയിരിക്കുന്നത്?

6. പാഠപുസ്തകം സ്ത്രീക്കും പുരുഷനും പരമ്പരാഗത ധർമ്മങ്ങൾ പ്രോത്സാഹിപ്പിച്ച് ലിംഗവ്യത്യാസം സൃഷ്ടിക്കുന്നുണ്ടോ?

7. പുരുഷന് സാമൂഹിക ഇടപെടലും സ്ത്രീക്ക് ഗാർഹിക ധർമ്മങ്ങളും എന്നത് പാഠപുസ്തകം ഉയർത്തിക്കാണിക്കുന്നുണ്ടോ?

8. പുരുഷനെ എഞ്ചിനീയർ, ലോയർ, പ്രൊഫസർ, പൈലറ്റ് എന്നിങ്ങനെ യുള്ള ജോലികളിലും സ്ത്രീയെ നേഴ്സ്, ടീച്ചർ എന്നിങ്ങനെയുമാണോ പാഠപുസ്തകം പ്രതിനിധീകരിക്കുന്നത്?

9. പുരുഷനെ ശാസ്ത്രതൽപരൻ, സാഹസികൻ, എന്നിങ്ങനെയാണോ പാഠ പുസ്തകത്തിൽ പ്രതിനിധീകരിക്കുന്നത്?

10. പാഠപുസ്തകത്തിൽ പുരുഷന്റെ ജീവിതാനുഭവങ്ങൾക്കാണോ സ്ത്രീയുടെ ജീവിതാനുഭവങ്ങളെക്കാൾ സ്ഥാനം നൽകുന്നത്?

11. പാഠപുസ്തകത്തിലെ ചില ഭാഗങ്ങൾ സ്ത്രീയെ അപലയായി ചിത്രീകരി ക്കുന്നുണ്ടോ?

12. ഗണിതം, ശാസ്ത്രം, ഐ.ടി. ചരിത്രം എന്നീ വിഷയങ്ങളിൽ സ്ത്രീകളെ ക്കാളും പുരുഷന്മാരെക്കുറിച്ചാണോ പറയുന്നത്?

13. സ്ത്രീക്കും പുരുഷനും വ്യത്യസ്ത തരത്തിലുള്ള തൊഴിൽ വിഭജനം പാഠ പുസ്തകം പ്രചരിപ്പിക്കുന്നുണ്ടോ?

14. വേതനവ്യവസ്ഥയിലുള്ള സ്ത്രീ പുരുഷ അസമത്വം പാഠപുസ്തകം പ്രബ ലനം ചെയ്യുന്നുണ്ടോ?

15. പാഠപുസ്തകം ലിംഗനീതി ഉറപ്പു വരുത്തുന്ന ജനാധിപത്യ ബോധങ്ങളില ധിഷ്ഠിതമാണോ?

16. പാഠപുസ്തകത്തിലെ പഠനാനുഭവങ്ങൾ പെൺകുട്ടികളുടെ സാമൂഹിക ഇട പെടലിനെ കടിഞ്ഞാണിടുന്നുണ്ടോ?

17. കായികപരമായ പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികളാണോ പെൺകുട്ടികളെക്കാൾ പങ്കെടുക്കുന്നത്?

18. കലാപരമായ പരിപാടികളിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ താൽപര്യം കാണിക്കുന്നു എന്നു കരുതുന്നുണ്ടോ?

19. താങ്കളുടെ സ്കൂളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും പ്രത്യേക കളിസ്ഥലം ഒരുക്കിയിട്ടുണ്ടോ?

20. കായിക പ്രവർത്തനങ്ങളിൽ പെൺകുട്ടികൾ സമ്മാനങ്ങൾ വാങ്ങുമ്പോൾ ആൺകുട്ടികളെക്കാൾ അഭിനന്ദിക്കാറുണ്ടോ?

21. ആൺകുട്ടികളും പെൺകുട്ടികളും ഒത്തൊരുമിച്ചുള്ള കായിക പ്രവർത്തന ങ്ങളെ സ്കൂളിൽ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

22. സ്കൂളിലെ കലാകായിക പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികൾക്കും പെൺകു ട്ടികൾക്കും ഒരുപോലെ പങ്കെടുക്കാനുള്ള സ്വാതന്ത്ര്യം നൽകാറുണ്ടോ?

23. പഠനയാത്ര, വിനോദയാത്ര എന്നിവയിൽ സ്കൂളിൽ പെൺകുട്ടികൾക്ക് കൂടുതൽ നിയന്ത്രണം ഏർപ്പെടുത്താറുണ്ടോ?

24. NCC, Scouts and Gudies തുടങ്ങിയ പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടി കൾക്കും പെൺകുട്ടികൾക്കും തുല്യപങ്കാളിത്തം നൽകാറുണ്ടോ?

25. താങ്കളുടെ സ്കൂളിൽ കുട്ടികൾക്കിടയിൽ ലൈംഗിക ഉപദ്രവങ്ങൾ റിപ്പോർട്ട് ചെയ്തിട്ടുണ്ടോ?

26. സ്കൂളിൽ ലൈംഗിക ഉപദ്രവങ്ങൾ നിയന്ത്രിക്കാനുള്ള മാർഗ്ഗങ്ങൾ ലഭ്യ മാണോ?

27. സ്കൂളിലെ ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ഇടയിൽ ലൈംഗി കച്ചുവയുള്ള സംസാരങ്ങൾ ശ്രദ്ധിക്കപ്പെട്ടിട്ടുണ്ടോ? ഉണ്ടെങ്കിൽ അത് തട യാനുള്ള മാർഗ്ഗങ്ങൾ നിർദ്ദേശിക്കാമോ?

28. സ്കൂളിൽ പെൺകുട്ടികൾക്ക് പ്രത്യേക സുരക്ഷ ആവശ്യമാണെന്ന് കരുതു ന്നുണ്ടോ?

29. അധ്യാപകർ ലൈംഗിക ചുവയുള്ള രീതിയിൽ ക്ലാസ് എടുക്കുന്നതായി പരാതി ഉണ്ടായിട്ടുണ്ടോ?

30. സ്കൂളിൽ ലൈംഗിക അതിക്രമങ്ങൾ നടക്കുന്നതിനിടയുള്ള സ്ഥലങ്ങൾ ഉണ്ടോ?

31. ലിംഗപരമായ ധർമ്മങ്ങളും ഉത്തരവാദിത്വങ്ങളും ക്ലാസ് റൂമിൽ ദൃഢീ കരിക്കുന്നുണ്ടോ?

32 സ്കൂൾ ലീഡറെ തെരഞ്ഞെടുക്കുമ്പോൾ പെൺകുട്ടികളെക്കാൾ ആൺകു ട്ടികൾക്കാണോ മുൻഗണന നല്കാറ്?

33. സ്കൂളിൽ അധ്യാപകർ ക്ലാസ് റൂം വൃത്തിയാക്കൽ, ചായ ഉണ്ടാക്കൽ തുട ങ്ങിയ പ്രവൃത്തികൾ പെൺകുട്ടികൾക്കാണോ നൽകുന്നത്.

34. സ്കൂളിലെ പഠനാനുഭവങ്ങൾ ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ബുദ്ധിപരവും വൈജ്ഞാനികവുമായ വികാസത്തെ ഒരുപോലെ പ്രോത്സാ ഹിപ്പിക്കുന്നതാണോ?

35. ഇന്നത്തെ സ്കൂൾ സംവിധാനം പെൺകുട്ടികളുടെ പൂർണ്ണ സ്വാതന്ത്ര്യ ത്തിന് ഭംഗം വരുത്താറുണ്ടോ?

36. ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികളാണ് സ്കൂളിൽ കൂടുതൽ അച്ചട ക്കവും, വിധേയത്വവും പാലിക്കേണ്ടത് എന്ന് കരുതുന്നുണ്ടോ?

37. പെൺകുട്ടിയുമായി താരതമ്യം ചെയ്യുമ്പോൾ ആൺകുട്ടികൾ വികൃതിയും, പെരുമാറ്റവൈകൃതവും കാണിക്കുന്നവരാണോ?

38. അധ്യാപകർ ക്ലാസ്റൂം പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികൾക്ക് കൂടുതൽ feed back നൽകാറുണ്ടോ?

39. അധ്യാപകർ ചോദ്യപേപ്പർ തയ്യാറാക്കുമ്പോൾ ലിംഗസമത്വം പാലിക്കുന്ന തിൽ ശ്രദ്ധിക്കാറുണ്ടോ?

40. ആൺകുട്ടികൾ സ്വതസിദ്ധമായി ബുദ്ധിയുള്ളവരാണെന്നും പെൺകുട്ടികൾ കഠിനപ്രയത്നത്തിലൂടെ വിജയിക്കുന്നവരാണെന്നും കരുതുന്നുണ്ടോ?

41. ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യത്തിനിണങ്ങുന്ന യൂണിഫോം സ്കൂൾ ലഭ്യമാക്കുന്നുണ്ടോ?

42. സ്കൂളിലെ യൂണിഫോം ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ശാരീരിക പ്രത്യേകതകൾ കണക്കിലെടുത്തുകൊണ്ടാണോ ഒരുക്കിയിരിക്കു ന്നത്?

43. ലിംഗപരമായ അസമത്വം എടുത്തു കാണിക്കുന്ന Uniform ആണോ സ്കൂൾ നൽകുന്നത്?

44. ഗണിതം, ശാസ്ത്രം തുടങ്ങിയ വിഷയങ്ങളിൽ ആൺകുട്ടികൾ ആധിപത്യം സ്ഥാപിക്കുന്നു എന്ന് കരുതുന്നുണ്ടോ?

45. മൂല്യനിർണ്ണയം പെൺകുട്ടികളുടെയും ആൺകുട്ടികളുടെയും ബുദ്ധിപര മായ കഴിവുകൾക്കനുസൃതമായാണോ ഒരുക്കിയിരിക്കുന്നത്?

46. പദ്യപാരായണം, വായന എന്നിവയിൽ പെൺകുട്ടികൾ കൂടുതൽ താൽപര്യം കാണിക്കാറുണ്ടോ?

47. അധ്യാപകർ പുകഴ്ത്തൽ, വിമർശനം feed back എന്നിവ പെൺകുട്ടികളെ ക്കാൾ ആൺകുട്ടികൾക്കാണോ നൽകുന്നത്?

48. ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും സ്കൂളിൽ പ്രത്യേക ഇരിപ്പിട മാണോ ഒരുക്കിയിരിക്കുന്നത്?

49. ലൈബ്രറി സംവിധാനം ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യത്തെ ഒരുപോലെ പൂർത്തീകരിക്കുന്നുണ്ടോ?

50. ഒരു പോലെ ആനന്ദം ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും നൽകുന്ന തരത്തിലാണോ സ്കൂളിലെ ഭൗതിക സൗകര്യങ്ങൾ ഒരുക്കിയിരിക്കുന്നത്?

51. സ്കൂളിലെ ടോയ്ലറ്റ് സൗകര്യങ്ങൾ ആൺ പെൺ അനുപാതത്തിലാണോ ഉള്ളത്?

52. പെൺകുട്ടികളുടെ വിശ്രമമുറി അവരുടെ പ്രത്യേക ആവശ്യങ്ങൾ നിറവേ റ്റാൻ പര്യാപ്തമാണോ?

53. നിങ്ങളുടെ സ്കൂളിൽ ഒരു Female Counsellor ഉടെ സഹായം ലഭ്യ മാണോ?

54. ലിംഗപരമായ പ്രശ്നങ്ങൾ കുറക്കുന്നതിനാവശ്യമായ മാർഗ്ഗങ്ങൾ സ്കൂൾ ബസ്സിൽ ലഭ്യമാണോ?

55. സ്കൂളിലെ ചോദ്യപേപ്പറിലുള്ള ലിംഗവിവേചനം ശ്രദ്ധയിൽപ്പെട്ടിട്ടുണ്ടോ?

56. നിരന്തരമൂല്യനിർണ്ണയത്തിൽ അധ്യാപകർ ആൺപെൺ പക്ഷപാതം കാണി ക്കാറുണ്ടോ?

57. പരീക്ഷാകാലങ്ങളിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാളും മാനസികസ മ്മർദ്ദം അനുഭവിക്കുന്നതായി കരുതുന്നുണ്ടോ?

58. പരീക്ഷാകാലങ്ങളിലെ കോപ്പിയടി പിടിക്കപ്പെട്ടാൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും വെവ്വേറെ ശിക്ഷാരീതികളാണോ സ്വീകരിക്കാറുള്ളത്?

59. വിദ്യാർത്ഥികൾക്ക് സ്കൂളിൽ വെച്ച് അസുഖങ്ങൾ ഉണ്ടാകുമ്പോൾ ആൺ പെൺ വ്യത്യാസമില്ലാതെ ചികിത്സ നൽകാറുണ്ടോ?

60. ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യത്തിണങ്ങുന്ന യൂണിഫോം സ്കൂളിൽ ലഭ്യമാണോ?

QUESTIONNAIRE TO HEADS ON GENDERING PRACTICES IN SECONDARY SCHOOL

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
Assistant Professor   Research Scholar
Department of Education   Department of Education
University of Calicut   University of Calicut

Instructions

The objective of this questionnaire is to know the perception of Heads of schools on gendering practices in secondary schools of Kerala. Therefore knowledge of your perception regarding gendering practices in schools is necessary. Following pages contain a number of statements carries YES/NO Questions. Please read each statement carefully and indicate your responses by ticking only one alternative that is most appropriate for you and explain if it is required. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

PERSONAL INFORMATION

Age   :

Sex   : Male/Female

Educational Qualification   : Degree BEd / PG Med and above

Experience in completed years : Above 15 years / Below 15 years

Type of Management   : Govt./Aided/Unaided

Locality   : Rural/Urban

Religion   : Hindu/Muslim/Christian

Class taught   : VIII/IX/X

Marital Status   : Married/Unmarried

Item. No.		Yes	No
1	Do the curriculum offer equal learning opportunities for either gender?		
2	Does the present school curriculum socialize both genders for performing their conventional familial roles?		
3	Does the curriculum in different subjects have components that support gender appreciation?		
4	Do you think that the school curriculum tries to perpetuate the existing gender inequality		
5	Does the distinction between women's knowledge and men's knowledge is deeply ingrained in the curriculum		
6	Does the textbook of school perpetuate inherent gender bias by assigning traditional roles to men and women?		
7	Does the textbooks assign public sphere to men and restrict women sphere to private?		
8	Does the present textbooks depict men as engineer, lawyer, pilots, scientist whereas women's role as Nurse and teacher?		
9	Does the textbook represent males as adventurous, outgoing, active whereas females as passive, kindness, polite and submissive?		
10	Do the present textbooks give more importance to male life experience than female?		
11	Does the textbook depict women as a weaker sex?		
12	Do the subjects like Mathematics, IT, History and Science cater the needs of both genders?		
13	Does the textbook encourage different forms of division of labour for men and women?		
14	Does the present textbook reinforce the income disparity between men and women?		
15	Do the textbooks are prepared in a way to achieve the democratic principles of gender equality?		
16	Does the learning experience in the textbooks restrict the social interaction of girls?		
17	Do you think that boys are participating in sports related activities than girls?		
18	Do you think that girls' show more interests in arts than boys?		

Item. No.		Yes	No
19	Does your school have arranged separate pay ground for boys and girls?		
20	Do you encourage girls than boys when they equally receiving a prize for their active participation in sports related activities?		
21	Does your school encourage the mixed participation of girls and boys in sports related activities?		
22	Are both genders have given equal opportunities to participate in the chosen programs related to the sports and games?		
23	Are there any restrictions to both gender in participating in field trips, excursions, and external visits?		
24	Are both genders given equal opportunities in programs like Scouts & Guides, NCC and SPC?		
25	Do the students in your school report issues based on sexual harassment?		
26	Does your school provide a mechanism to prevent sexual issues?		
27	Do you ever notice the sexual talks among girls and boys in school? Suggest measures to solve the problem?		
28	Do you think girls in your school need special care and attention?		
29	Do you ever get any complaint against teachers who are taking classes in a lustfull ways?		
30	Do you notice any hot sports in the school where there is a possibility of gender based violence to happen?		
31	Do the teachers think that gender roles and responsibilities are fixing in classrooms?		
32	Does the teacher prefer boys than girls when selecting the leader in their classrooms? Yes / No if yes why?		
33	Did the teachers assign works like classroom cleaning, preparation of tea etc. to girls than boys?		
34	Do you think that the learning experiences in classroom encourage girls and boys intellectual and cognitive development equally?		
35	Do you think that the present school system restricts the freedom of girls than boys?		
36	Do you believe that girls should be disciplined and submissive than boys in school?		
37	Does the teacher highlight the disobedience of girls than boys in the classrooms?		

Item. No.		Yes	No
38	Does the teacher give more feedback to boys than girls?		
39	Do you think the teachers take adequate care to prepare the question paper on a gender equal basis?		
40	Do you think that boys are naturally intelligent while girls must work hard to succeed?		
41	Does the school uniform cater the needs of both genders?		
42	Is the design of the school uniform sensitive to the need and comfort of both the genders?		
43	Does the design of the school uniform suggest any bias towards either gender?		
44	Do you think that boys are dominating in mathematics and science subjects?		
45	Does the present evaluation is prepared in tune with the intellectual peculiarities of girls and boys?		
46	Do you think that girls show more interest in recitation and reading?		
47	Do you believe that the teacher tends to give more praise, criticism and feedback to boys than girls?		
48	Does your school provide different seating arrangement for girls and boys?		
49	Does your school library fulfill the interests of boys and girls equally?		
50	Does the school design infrastructure offer equal comfort level to both the genders?		
51	Is the ratio of urinals/toilets the same for boys and girls?		
52	Is the restroom for girls are sensitive towards their needs? (disposal of menstrual waste, privacy, cloth hooks)		
53	Does the school have a female counselor to attend to the specific requirements of girls?		
54	Does the school transport system have in place measures to ensure the safety of children in terms of Gender Based Violence?		
55	Do you ever notice gender disparity in question paper?		
56	Do you get any complaints from students regarding the partiality in giving marks to both genders?		

Item. No.		Yes	No
57	Do you think girls are more tensed than boys during the examination?		
58	Do you ever notice the differential forms of punishment employed by teachers to both genders when they notice any malpractice during the examination?		
59	Does your school provide medical care equally to girls and boys?		
60	Is the design of the school uniform sensitive to the needs and comfort of both genders?		

APPENDIX – A3 (FINAL)

QUESTIONNAIRE TO HEADS ON GENDERING PRACTICES IN SECONDARY SCHOOL

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
Associate Professor   Research Scholar
Department of Education   Department of Education
Central University of Kerala   University of Calicut

നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ സെക്കന്ററി സ്കൂളിലെ പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളി ലുള്ള ലിംഗപരമായ പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട കാര്യങ്ങളിൽ നിങ്ങളുടെ അഭി പ്രായങ്ങൾ അറിയുക എന്നതാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഇതുമായി ബന്ധപ്പെട്ട ഏതാനും ചോദ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അതിൽ ചില ചോദ്യ ങ്ങൾക്ക് അതെ/അല്ല എന്നും ചില ചോദ്യങ്ങൾക്ക് വിശദമായ വിശദീകരണങ്ങളും ആവശ്യമുള്ളവയാണ്. ഓരോ ചോദ്യവും ശ്രദ്ധയോടെ വായിച്ച് നിങ്ങളുടെ പ്രതിക രണങ്ങൾ രേഖപ്പെടുത്തേണ്ടതാണ്. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹ സ്യമായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷണാവശ്യത്തിനു മാത്രമേ ഉപയോഗി ക്കുകയുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

ക്രമ നമ്പർ		അതെ	അല്ല
1	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും പഠനാനുഭ വത്തിന് ഇന്നത്തെ പാഠ്യപദ്ധതി തുല്യപ്രാധാന്യം നൽകു ന്നുണ്ടോ?		
2	ഇന്നത്തെ സ്കൂൾ പാഠ്യപദ്ധതി പെൺകുട്ടികളെ പരമ്പ രാഗത കുടുംബധർമ്മങ്ങളിൽ ഒതുക്കിനിർത്തുന്നുണ്ടോ?		
3	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും പഠനത്തെ പ്രോത്സാഹിപ്പിക്കുന്നതിനാവശ്യമായ വിഭവങ്ങൾ പാഠ്യപ ദ്ധതി ഒരുക്കുന്നുണ്ടോ?		
4	സമൂഹത്തിൽ നിലനിൽക്കുന്ന ലിംഗവ്യത്യാസത്തെ സ്കൂൾ പാഠ്യപദ്ധതി ഊട്ടി ഉറപ്പിക്കുന്നുണ്ടോ?		
5	സ്ത്രീക്കും പുരുഷനും വ്യത്യസ്ത തരത്തിലുള്ള അറിവ് പകർന്ന് കൊടുക്കുന്ന തരത്തിലാണോ പാഠ്യപദ്ധതി ഒരു ക്കിയിരിക്കുന്നത്?		
6	പാഠപുസ്തകം സ്ത്രീക്കും പുരുഷനും പരമ്പരാഗത ധർമ്മങ്ങൾ പ്രോത്സാഹിപ്പിച്ച് ലിംഗവ്യത്യാസം സൃഷ്ടി ക്കുന്നുണ്ടോ?		
7	പുരുഷന് സാമൂഹിക ഇടപെടലും സ്ത്രീക്ക് ഗാർഹിക ധർമ്മങ്ങളും എന്നത് പാഠപുസ്തകം ഉയർത്തിക്കാണിക്കു ന്നുണ്ടോ?		

ക്രമ നമ്പർ		അതെ	അല്ല
8	പുരുഷനെ എഞ്ചിനീയർ, ലോയർ, പ്രൊഫസർ, പൈലറ്റ് എന്നിങ്ങനെയുള്ള ജോലികളിലും സ്ത്രീയെ നേഴ്സ്, ടീച്ചർ എന്നിങ്ങനെയുമാണോ പാഠപുസ്തകം പ്രതിനിധീ കരിക്കുന്നത്?		
9	പുരുഷനെ ശാസ്ത്രതല്പരൻ, സാഹസികൻ, എന്നി ങ്ങനെയാണോ പാഠപുസ്തകത്തിൽ പ്രതിനിധീകരിക്കു ന്നത്?		
10	പാഠപുസ്തകത്തിൽ പുരുഷന്റെ ജീവിതാനുഭവങ്ങ ൾക്കാണോ സ്ത്രീയുടെ ജീവിതാനുഭവങ്ങളെക്കാൾ സ്ഥാനം നൽകുന്നത്?		
11	പാഠപുസ്തകത്തിലെ ചില ഭാഗങ്ങൾ സ്ത്രീയെ അപല യായി ചിത്രീകരിക്കുന്നുണ്ടോ?		
12	ഗണിതം, ശാസ്ത്രം, ഐ.ടി. ചരിത്രം എന്നീ വിഷയങ്ങ ളിൽ സ്ത്രീകളെക്കാളും പുരുഷന്മാരെക്കുറിച്ചാണോ പറ യുന്നത്?		
13	സ്ത്രീക്കും പുരുഷനും വ്യത്യസ്ത തരത്തിലുള്ള തൊഴിൽ വിഭജനം പാഠപുസ്തകം പ്രചരിപ്പിക്കു ന്നുണ്ടോ?		
14	വേതനവ്യവസ്ഥയിലുള്ള സ്ത്രീ പുരുഷ അസമത്വം പാഠ പുസ്തകം പ്രബലനം ചെയ്യുന്നുണ്ടോ?		
15	പാഠപുസ്തകം ലിംഗനീതി ഉറപ്പു വരുത്തുന്ന ജനാധി പത്യ ബോധങ്ങളിലധിഷ്ഠിതമാണോ?		
16	പാഠപുസ്തകത്തിലെ പഠനാനുഭവങ്ങൾ പെൺകുട്ടിക ളുടെ സാമൂഹിക ഇടപെടലിനെ കടിഞ്ഞാണിടുന്നുണ്ടോ?		
17	കായികപരമായ പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ആൺകു ട്ടികളാണോ പെൺകുട്ടികളെക്കാൾ പങ്കെടുക്കുന്നത്?		
18	കലാപരമായ പരിപാടികളിൽ പെൺകുട്ടികൾ ആൺകു ട്ടികളെക്കാൾ താൽപര്യം കാണിക്കുന്നു എന്നു കരുതു ന്നുണ്ടോ?		
19	താങ്കളുടെ സ്കൂളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടി കൾക്കും പ്രത്യേക കളിസ്ഥലം ഒരുക്കിയിട്ടുണ്ടോ?		
20	കായിക പ്രവർത്തനങ്ങളിൽ പെൺകുട്ടികൾ സമ്മാന ങ്ങൾ വാങ്ങുമ്പോൾ ആൺകുട്ടികളെക്കാൾ അഭിനന്ദിക്കാ റുണ്ടോ?		
21	ആൺകുട്ടികളും പെൺകുട്ടികളും ഒത്തൊരുമിച്ചുള്ള കായിക പ്രവർത്തനങ്ങളെ സ്കൂളിൽ പ്രോത്സാഹിപ്പിക്കാ റുണ്ടോ?		

ക്രമ നമ്പർ		അതെ	അല്ല
22	സ്കൂളിലെ കലാകായിക പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടി കൾക്കും പെൺകുട്ടികൾക്കും ഒരുപോലെ പങ്കെടുക്കാ നുള്ള സ്വാതന്ത്ര്യം നൽകാറുണ്ടോ?		
23	പഠനയാത്ര, വിനോദയാത്ര എന്നിവയിൽ സ്കൂളിൽ പെൺകുട്ടികൾക്ക് കൂടുതൽ നിയന്ത്രണം ഏർപ്പെടുത്താ റുണ്ടോ?		
24	NCC, Scouts and Gudies തുടങ്ങിയ പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും തുല്യപങ്കാ ളിത്തം നൽകാറുണ്ടോ?		
25	താങ്കളുടെ സ്കൂളിൽ കുട്ടികൾക്കിടയിൽ ലൈംഗിക ഉപ ദ്രവങ്ങൾ റിപ്പോർട്ട് ചെയ്തിട്ടുണ്ടോ?		
26	സ്കൂളിൽ ലൈംഗിക ഉപദ്രവങ്ങൾ നിയന്ത്രിക്കാനുള്ള മാർഗ്ഗങ്ങൾ ലഭ്യമാണോ?		
27	സ്കൂളിലെ ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ഇടയിൽ ലൈംഗികച്ചുവയുള്ള സംസാരങ്ങൾ ശ്രദ്ധിക്കപ്പെട്ടിട്ടുണ്ടോ? ഉണ്ടെങ്കിൽ അത് തടയാനുള്ള മാർഗ്ഗങ്ങൾ നിർദ്ദേശിക്കാമോ?		
28	സ്കൂളിൽ പെൺകുട്ടികൾക്ക് പ്രത്യേക സുരക്ഷ ആവശ്യ മാണെന്ന് കരുതുന്നുണ്ടോ?		
29	അധ്യാപകർ ലൈംഗിക ചുവയുള്ള രീതിയിൽ ക്ലാസ് എടുക്കുന്നതായി പരാതി ഉണ്ടായിട്ടുണ്ടോ?		
30	സ്കൂളിൽ ലൈംഗിക അതിക്രമങ്ങൾ നടക്കുന്നതിനിട യുള്ള സ്ഥലങ്ങൾ ഉണ്ടോ?		
31	ലിംഗപരമായ ധർമ്മങ്ങളും ഉത്തരവാദിത്വങ്ങളും ക്ലാസ് റൂമിൽ ദൃഢീകരിക്കുന്നുണ്ടോ?		
32	സ്കൂൾ ലീഡറെ തെരെഞ്ഞെടുക്കുമ്പോൾ പെൺകുട്ടിക ളെക്കാൾ ആൺകുട്ടികൾക്കാണോ മുൻഗണന നല്കാറ്?		
33	സ്കൂളിൽ അധ്യാപകർ ക്ലാസ് റൂം വൃത്തിയാക്കൽ, ചായ ഉണ്ടാക്കൽ തുടങ്ങിയ പ്രവൃത്തികൾ പെൺകുട്ടി കൾക്കാണോ നൽകുന്നത്.		
34	സ്കൂളിലെ പഠനാനുഭവങ്ങൾ ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ബുദ്ധിപരവും വൈജ്ഞാനികവു മായ വികാസത്തെ ഒരുപോലെ പ്രോത്സാഹിപ്പിക്കുന്ന താണോ?		
35	ഇന്നത്തെ സ്കൂൾ സംവിധാനം പെൺകുട്ടികളുടെ പൂർണ്ണ സ്വാതന്ത്ര്യത്തിന് ഭംഗം വരുത്താറുണ്ടോ?		

ക്രമ നമ്പർ		അതെ	അല്ല
36	ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികളാണ് സ്കൂളിൽ കൂടുതൽ അച്ചടക്കവും, വിധേയത്വവും പാലിക്കേണ്ടത് എന്ന് കരുതുന്നുണ്ടോ?		
37	പെൺകുട്ടിയുമായി താരതമ്യം ചെയ്യുമ്പോൾ ആൺകുട്ടി കൾ വികൃതിയും, പെരുമാറ്റവൈകൃതവും കാണിക്കുന്നവ രാണോ?		
38	അധ്യാപകർ ക്ലാസ്റൂം പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടി കൾക്ക് കൂടുതൽ feed back നൽകാറുണ്ടോ?		
39	അധ്യാപകർ ചോദ്യപേപ്പർ തയ്യാറാക്കുമ്പോൾ ലിംഗസ മത്വം പാലിക്കുന്നതിൽ ശ്രദ്ധിക്കാറുണ്ടോ?		
40	ആൺകുട്ടികൾ സ്വതസിദ്ധമായി ബുദ്ധിയുള്ളവരാ ണെന്നും പെൺകുട്ടികൾ കഠിനപ്രയത്നത്തിലൂടെ വിജയിക്കുന്നവരാണെന്നും കരുതുന്നുണ്ടോ?		
41	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യ ത്തിനിണങ്ങുന്ന യൂണിഫോം സ്കൂൾ ലഭ്യമാക്കു ന്നുണ്ടോ?		
42	സ്കൂളിലെ യൂണിഫോം ആൺകുട്ടികളുടെയും പെൺകു ട്ടികളുടെയും ശാരീരിക പ്രത്യേകതകൾ കണക്കിലെടു ത്തുകൊണ്ടാണോ ഒരുക്കിയിരിക്കുന്നത്?		
43	ലിംഗപരമായ അസമത്വം എടുത്തു കാണിക്കുന്ന Uniform ആണോ സ്കൂൾ നൽകുന്നത്?		
44	ഗണിതം, ശാസ്ത്രം തുടങ്ങിയ വിഷയങ്ങളിൽ ആൺകു ട്ടികൾ ആധിപത്യം സ്ഥാപിക്കുന്നു എന്ന് കരുതു ന്നുണ്ടോ?		
45	മൂല്യനിർണ്ണയം പെൺകുട്ടികളുടെയും ആൺകുട്ടികളു ടെയും ബുദ്ധിപരമായ കഴിവുകൾക്കനുസൃതമായാണോ ഒരുക്കിയിരിക്കുന്നത്?		
46	പദ്യപാരായണം, വായന എന്നിവയിൽ പെൺകുട്ടികൾ കൂടുതൽ താൽപര്യം കാണിക്കാറുണ്ടോ?		
47	അധ്യാപകർ പുകഴ്ത്തൽ, വിമർശനം feed back എന്നിവ പെൺകുട്ടികളെക്കാൾ ആൺകുട്ടികൾക്കാണോ നൽകു ന്നത്?		
48	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും സ്കൂളിൽ പ്രത്യേക ഇരിപ്പിടമാണോ ഒരുക്കിയിരിക്കുന്നത്?		
49	ലൈബ്രറി സംവിധാനം ആൺകുട്ടികളുടെയും പെൺകു ട്ടികളുടെയും താൽപര്യത്തെ ഒരുപോലെ പൂർത്തീകരി ക്കുന്നുണ്ടോ?		

ക്രമ നമ്പർ		അതെ	അല്ല
50	ഒരു പോലെ ആനന്ദം ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും നൽകുന്ന തരത്തിലാണോ സ്കൂളിലെ ഭൗതിക സൗകര്യങ്ങൾ ഒരുക്കിയിരിക്കുന്നത്?		
51	സ്കൂളിലെ ടോയ്‌ലറ്റ് സൗകര്യങ്ങൾ ആൺ പെൺ അനുപാതത്തിലാണോ ഉള്ളത്?		
52	പെൺകുട്ടികളുടെ വിശ്രമമുറി അവരുടെ പ്രത്യേക ആവശ്യങ്ങൾ നിറവേറ്റാൻ പര്യാപ്തമാണോ?		
53	നിങ്ങളുടെ സ്കൂളിൽ ഒരു Female Counsellor ഉടെ സഹായം ലഭ്യമാണോ?		
54	ലിംഗപരമായ പ്രശ്നങ്ങൾ കുറക്കുന്നതിനാവശ്യമായ മാർഗ്ഗങ്ങൾ സ്കൂൾ ബസ്സിൽ ലഭ്യമാണോ?		
55	സ്കൂളിലെ ചോദ്യപേപ്പറിലുള്ള ലിംഗവിവേചനം ശ്രദ്ധയിൽപ്പെട്ടിട്ടുണ്ടോ?		
56	നിരന്തരമൂല്യനിർണ്ണയത്തിൽ അധ്യാപകർ ആൺപെൺ പക്ഷപാതം കാണിക്കാറുണ്ടോ?		
57	പരീക്ഷാകാലങ്ങളിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാളും മാനസികസമ്മർദ്ദം അനുഭവിക്കുന്നതായി കരുതുന്നുണ്ടോ?		
58	പരീക്ഷാകാലങ്ങളിലെ കോപ്പിയടി പിടിക്കപ്പെട്ടാൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും വെവ്വേറെ ശിക്ഷാരീതികളാണോ സ്വീകരിക്കാറുള്ളത്?		

APPPENDIX – A4 (FINAL ENGLISH)

QUESTIONNAIRE TO HEADS ON GENDERING PRACTICES IN SECONDARY SCHOOL

MOHAMEDUNNI ALIAS MUSTHAFA. M.N	**FOUSIYA. P**
Associate Professor	Research Scholar
Department of Education	Department of Education
Central University of Kerala	University of Calicut

Instructions

The objective of this questionnaire is to know the perception of Heads of schools on gendering practices in secondary schools of Kerala. Therefore knowledge of your perception regarding gendering practices in schools is necessary. Following pages contain a number of statements carries YES/NO Questions. Please read each statement carefully and indicate your responses by ticking only one alternative that is most appropriate for you and explain if it is required. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

PERSONAL INFORMATION

Sex : Male/Female

Type of Management : Govt./Aided/Unaided

Locality : Rural/Urban

Religion : Hindu/Muslim/Christian

Item. No.		Yes	No
1	Does the curriculum offer equal learning opportunities for either gender?		
2	Does the present school curriculum socialize both genders for performing their conventional familial roles?		
3	Do the curriculums in different subjects have components that support gender appreciation?		
4	Do you think that the school curriculum tries to perpetuate the existing gender inequality		
5	Do the distinction between women's knowledge and men's knowledge is deeply ingrained in the curriculum		
6	Do the textbook of school perpetuate inherent gender bias by assigning traditional roles of men and women?		

Item. No.		Yes	No
7	Do the textbooks assign public sphere to men and restrict women sphere to private?		
8	Do the present textbooks depict men as an engineer, lawyer, pilots, scientist whereas women's role as Nurse and teacher?		
9	Does the textbook represent males as adventurous, outgoing, active whereas females as passive, kindness, polite and submissive?		
10	Does the present textbook give more importance to male life experience than female?		
11	Does the textbook depict women as a weaker sex?		
12	Do the subjects like Mathematics, IT, History and Science cater the needs of both genders?		
13	Does the textbook encourage different forms of division of labour for men and women?		
14	Does the present textbook reinforce the income disparity between men and women?		
15	Do the textbooks are prepared in a way to ensure democratic principles of gender equality?		
16	Does the learning experience in the textbooks restrict the social involvement of girls?		
17	Do you think that boys are participating sports activities than girls?		
18	Do you think that girls' show more interests in arts than boys?		
19	Does your school have arranged separate pay ground for boys and girls?		
20	Do you encourage girls more than boys when they equally receiving a prize for their active participation in sports -related activities?		
21	Does your school encourages the mixed participation of girls and boys in sports related activities?		
22	Are both genders have given equal opportunities to participate in the chosen programs related to the sports and games?		
23	Are there any restrictions to both gender in participating in field trips, excursions, and external visits?		
24	Are both genders given equal opportunities in programs like Scouts & Guides, NCC and SPC?		
25	Do the students in your school report issues based on sexual harassment?		

Item. No.		Yes	No
26	Does your school provide a mechanism to prevent sexual issues?		
27	Do you ever notice the sexual talks among girls and boys in school?		
28	Do you think girls in your school need special care and attention?		
29	Do you ever get any complaint against teachers who are taking classes in a lustfull ways?		
30	Do you notice any hot spots in the school where there is a possibility of gender based violence to happen?		
31	Do the teachers think that gender roles and responsibilities are fixing in classrooms?		
32	Does the teacher prefer boys than girls when selecting theleader in their classrooms? Yes / No if yes why?		
33	Did the teachers assign works like classroom cleaning, preparation of tea etc. to girls than boys?		
34	Do you think that the learning experiences in classroom encourage girls and boys intellectual and cognitive development equally?		
35	Do you think that the present school system restricts the freedom of girls than boys?		
36	Do you believe that girls should be disciplined and submissive than boys in school?		
37	Does the teacher highlight the disobedience of girls than boys in the classrooms?		
38	Does the teacher give more feedback to boys than girls?		
39	Do you think the teachers take adequate care to prepare the question paper on a gender equal basis?		
40	Do you think that boys are naturally intelligent while girls must work hard to succeed?		
41	Does the school uniform cater the needs of both genders?		
42	Is the design of the school uniform sensitive to the need and comfort of both the genders?		
43	Does the design of the school uniform suggest any bias towards either gender?		
44	Do you think that boys are dominating in mathematics and science subjects?		
45	Does the present evaluation is prepared in tune with the intellectual peculiarities of girls and boys?		

Item. No.		Yes	No
46	Do you think that girls show more interest in recitation and reading?		
47	Do you believe that the teacher tends to give more praise, criticism and feedback to boys than girls?		
48	Does your school provide different seating arrangement for girls and boys?		
49	Does your school library fulfill the interests of boys and girls equally?		
50	Does the school design infrastructure offer equal comfort level to both the genders?		
51	Is the ratio of urinals/toilets the same for boys and girls?		
52	Is the restroom for girls are sensitive towards their needs? (disposal of menstrual waste, privacy, cloth hooks)		
53	Does the school have a female counselor to attend to the specific requirements of girls?		
54	Does the school transport system have in place measures to ensure the safety of children in terms of Gender Based Violence?		
55	Do you ever notice gender disparity in question paper?		
56	Do you get any complaints from students regarding the partiality in giving marks to both genders?		
57	Do you think girls are more tensed than boys during the examination?		
58	Do you ever notice the differential forms of punishment employed by teachers to both genders when they notice any malpractice during the examination?		

APPENDIX – B1 (DRAFT Malayalam)

QUESTIONNAIRE ON TEACHERS PERCEPTION OF GENDERING PRACTICES IN SECONDARY SCHOOL

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
Assistant Professor   Research Scholar
Department of Education   Department of Education
University of Calicut   University of Calicut

നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ സെക്കന്ററി സ്കൂളിലെ പാഠ്യ-പാഠ്യേതര പ്രവർത്തനങ്ങളിലുള്ള ലിംഗപരമായ പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട കാര്യങ്ങളിൽ നിങ്ങളുടെ അഭിപ്രായങ്ങൾ അറിയുക എന്നതാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഇതുമായി ബന്ധപ്പെട്ട ഏതാനും ചോദ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അതിൽ ചില ചോദ്യങ്ങൾക്ക് അതെ/അല്ല എന്നും ചില ചോദ്യങ്ങൾക്ക് വിശദമായ വിശദീകരണങ്ങളും ആവശ്യമുള്ളവയാണ്. ഓരോ ചോദ്യവും ശ്രദ്ധയോടെ വായിച്ച് നിങ്ങളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തേണ്ടതാണ്. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷണാവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

PERSONAL INFORMATION

Name of School	:	
Age	:	
Sex	:	Male/Female
Educational Qualification	:	Degree BEd/PG Med and above
Experience in completed years	:	Above 15 years/Below 15 years
Type of Management	:	Govt./Aided/Unaided
Locality	:	Rural/Urban
Religion	:	Hindu/Muslim/Christian
Class taught	:	VIII/IX/X
Marital Status	:	Married/Unmarried

		അതെ	അല്ല
1.	പെൺകുട്ടികളെ പരമ്പരാഗതമായ കുടുംബ ധർമ്മങ്ങളിൽ ഒതുക്കി നിർത്തുന്ന തരത്തിലാണോ സ്കൂൾ പാഠ്യപദ്ധതി ഒരുക്കിയിരിക്കുന്നത്?		
2.	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും പഠനാനുഭവങ്ങൾക്ക് തുല്യപ്രാധാന്യം നൽകുന്ന തരത്തിലാണോ പാഠ്യപദ്ധതി ഒരുക്കിയിരിക്കുന്നത്?		
3.	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും പഠനത്തെ പ്രോത്സാഹിപ്പിക്കുന്നതിനാവശ്യമായ അവസരങ്ങൾ ഇന്നത്തെ പാഠ്യപദ്ധതി ഒരുക്കുന്നുണ്ടോ?		
4.	സമൂഹത്തിൽ നിലനിൽക്കുന്ന ലിംഗവ്യത്യാസത്തെ സ്കൂൾ പാഠ്യപദ്ധതി പ്രചരിപ്പിക്കുന്നു എന്നു കരുതുന്നുണ്ടോ?		
5.	ആൺകുട്ടികളുടെ താൽപര്യങ്ങളെ സ്കൂൾ പാഠ്യപദ്ധതി ഉയർത്തി കാണിക്കുന്നതായി കരുതുന്നുണ്ടോ?		
6.	സ്ത്രീക്കും പുരുഷനും വ്യത്യസ്ത തരത്തിലുള്ള അറിവ് പകർന്ന് കൊടുക്കുന്ന തരത്തിലാണോ പാഠ്യപദ്ധതി ഒരുക്കിയിരിക്കുന്നത്?		
7.	പഠന സാമഗ്രികളായ (ഗ്ലോബ്, ചാർട്ട് തുടങ്ങിയവ) ഉപയോഗിക്കുമ്പോൾ സഹായത്തിനായി പെൺകുട്ടികളേക്കാൾ ആൺകുട്ടികളെയാണോ വിളിക്കുന്നത്?		
8.	ക്ലാസെടുക്കുമ്പോൾ പെൺകുട്ടികൾ ക്ലാസിൽ ശ്രദ്ധിക്കുന്നത് കുറവാണെന്ന് കരുതാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
9.	ഗ്രൂപ്പ് ചർച്ചകളിൽ പെൺകുട്ടികളുടെ പങ്കാളിത്തം കുറവാണെന്ന അഭിപ്രായമുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
10.	ലിംഗപരമായ പ്രശ്നങ്ങൾ ഉൾക്കൊണ്ട് പഠനാസൂത്രണം നടത്തുന്നതിനാവശ്യമായ മാർഗ്ഗനിർദ്ദേശങ്ങൾ നിങ്ങൾക്ക് ലഭ്യമാണോ?		
11.	അധ്യാപകർ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും ക്ലാസ് റൂം പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ തുല്യമായ പിന്തുണ നൽകാറുണ്ടോ?		
12.	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും തുല്യപരിഗണന നൽകി ചോദ്യം ചോദിക്കാറുണ്ടോ?		അല്ല എങ്കിൽ വിശദമാക്കുക
13.	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യത്തിനനുസൃതമായ ഉദാഹരണങ്ങൾ, പ്രവർത്തനങ്ങൾ എന്നിവ		

	അധ്യാപകർ നൽകാറുണ്ടോ?		
14.	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും തുല്യമായ രീതിയിൽ ചുമതലകൾ വിഭജിച്ച് നൽകാറുണ്ടോ?		അല്ല എങ്കിൽ വിശദമാക്കുക
15.	സംവാദരീതി ക്ലാസ്സിൽ അവലംബിക്കുമ്പോൾ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ സജീവമായി പങ്കെടുക്കാറുണ്ടോ?		
16.	സംഘ പ്രവർത്തനങ്ങളിൽ (Group Activity) ലീഡറെ തിരഞ്ഞെടുക്കുമ്പോൾ പെൺകുട്ടികളേക്കാൾ പരിഗണന ആൺകുട്ടികൾക്ക് നൽകാറുണ്ടോ?		
17.	ആൺകുട്ടികളും പെൺകുട്ടികളും ചില പ്രത്യേക വിഷയങ്ങളിൽ താൽപര്യം കാണിക്കുന്നുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
18.	ശാസ്ത്ര പരീക്ഷണങ്ങൾ ക്ലാസ് റൂമിൽ അവലംബിക്കുമ്പോൾ ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികൾ താൽപര്യം കാണിക്കാറുണ്ടോ?		
19.	പുരുഷന് സാമൂഹികമായ ഇടപെടലും (Public Sphere) സ്ത്രീക്ക് ഗാർഹിക ധർമ്മങ്ങളും പാഠപുസ്തകം ഉയർത്തി കാണിക്കുന്നുണ്ടോ?		
20.	പാഠപുസ്തകത്തിലെ ചിത്രങ്ങൾ, ആശയങ്ങൾ, ഉദാഹരണങ്ങൾ എന്നിവ സ്ത്രീയെ അബലയായി ചിത്രീകരിക്കുന്നുണ്ടോ?		
21.	സ്ത്രീക്കും പുരുഷനും വ്യത്യസ്ത തരത്തിലുള്ള തൊഴിൽ വിഭജനം പാഠപുസ്തം പ്രചരിപ്പിക്കുന്നുണ്ടോ?		
22.	സമൂഹത്തിൽ നിലനിൽക്കുന്ന സ്ത്രീ പുരുഷ വേതന വ്യത്യാസം പാഠപുസ്തകം പ്രതിപാദിക്കുന്നുണ്ടോ?		
23.	പാഠപുസ്തകം ലിംഗനീതി ഉറപ്പ് വരുത്തുന്ന ജനാധിപത്യ ബോധങ്ങളിലധിഷ്ഠിതമാണോ?		
24.	പാഠപുസ്തകത്തിലെ പഠനാനുഭവങ്ങൾ പെൺകുട്ടികളുടെ സാമൂഹിക ഉടപെടലിനെ കടിഞ്ഞാണിടുന്നുണ്ടോ?		
25.	സ്ത്രീ കേന്ദ്രീകൃതമായ പഠനാനുഭവങ്ങൾ പാഠപുസ്തകം വിഭാവനം ചെയ്യുന്നുണ്ടോ?		
26.	പഠനാസൂത്രണത്തിലും പഠന സാമഗ്രികൾ ഒരുക്കുമ്പോഴും ലിംഗസമത്വം പാലിക്കാറുണ്ടോ?		
27.	പാഠപുസ്തകത്തിൽ ഉപയോഗിച്ചിരിക്കുന്ന ഭാഷ ലിംഗ നീതി ഉറപ്പ് വരുത്തുന്നുണ്ടോ?		
28.	സ്കൂൾ-കായിക പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികളാണോ	അതെ	

	പെൺകുട്ടികളെക്കാൾ പങ്കെടുക്കുന്നത്?	എങ്കിൽ വിശദമാ ക്കുക	
29.	കലാപരിപാടികളിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ താൽപര്യം കാണിക്കുന്നു എന്നു കരുതുന്നുണ്ടോ?		
30.	കായിക പ്രവർത്തനങ്ങളിൽ പെൺകുട്ടികൾ സമ്മാനങ്ങൾ വാങ്ങുമ്പോൾ അവരെ തുറന്ന് അഭിനന്ദിക്കാറുണ്ടോ?		
31.	ആൺകുട്ടികൾ ഗെയിംസ് കളിക്കുമ്പോൾ പെൺകുട്ടികൾ അതിന് താൽപര്യം കാണിച്ചാൽ അവരെ ഒന്നിച്ച് കളിക്കാൻ അനുവദിക്കാറുണ്ടോ?		
32.	പഠനയാത്ര, വിനോദയാത്ര തുടങ്ങിയ പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികളെക്കാൾ നിയന്ത്രണം പെൺകുട്ടികൾക്ക് ഏർപ്പെടുത്താറുണ്ടോ?		
33.	സ്കൗട്ട്. ഗൈഡ്സ്, NCC തുടങ്ങിയ പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും തുല്യ പ്രാധാന്യം നൽകാറുണ്ടോ?		
34.	ക്ലാസ്സ്റൂമിൽ ലിംഗനീതി ഉറപ്പു വരുത്തുന്ന ഭാഷ ഉപയോഗി ക്കാറുണ്ടോ?		
35.	ലിംഗപരമായ ധർമ്മങ്ങളും ഉത്തരവാദിത്വങ്ങളും ക്ലാസ് റൂമിൽ സ്ഥാപിക്കപ്പെടുന്നുണ്ടോ എന്നു വിശ്വസിക്കുന്നുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
36.	ക്ലാസ് ലീഡറെ തെരഞ്ഞെടുക്കുമ്പോൾ ആൺകുട്ടികൾക്ക് മുൻതൂക്കം നൽകാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
37.	പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ ധാർമ്മികമായി നല്ലവരാ വണം എന്ന് അദ്ധ്യാപകർ ശഠിക്കാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
38.	ക്ലാസ് മുറിയിലെ പഠനാനുഭവങ്ങൾ ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ബുദ്ധിപരവും, വൈജ്ഞാനികവുമായ വികാസത്തെ ഒരുപോലെ പ്രോത്സാഹിപ്പിക്കുന്നതാണോ?		
39.	ഇന്നത്തെ സ്കൂൾ സംവിധാനം ആൺകുട്ടികളേക്കാൾ പെൺകു ട്ടികളുടെ സ്വാതന്ത്ര്യത്തിന് ഭംഗം വരുത്താറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
40.	ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികളാണ് ക്ലാസിൽ അച്ചടക്കം പാലിക്കേണ്ടത് എന്ന് കരുതാറുണ്ടോ?		
41.	ആൺകുട്ടികളെക്കാളും പഠനപുരോഗതി പെൺകുട്ടികൾ കാണി ക്കുമ്പോൾ അവരെ പൂർണ്ണമനസ്സോടെ അഭിനന്ദിക്കാറുണ്ടോ?		
42.	ക്ലാസ് റൂമിൽ ആൺകുട്ടികളുടേയും പെൺകുട്ടികളുടേയും അനു		

	സരണക്കേടിനെ വ്യത്യസ്ത തരം ശിക്ഷാരീതികൾ നൽകാറുണ്ടോ?		
43.	ക്ലാസ് റൂം പ്രവൃത്തികളിൽ ആൺകുട്ടികളെക്കാൾ ഫീഡ്ബാക്ക് പെൺകുട്ടികൾക്കാണോ നൽകാറുള്ളത്.		
44.	ചോദ്യ പേപ്പർ തയ്യാറാക്കുമ്പോൾ ലിംഗസമത്വം പാലിക്കാറുണ്ടോ?		
45.	ആൺകുട്ടികൾ പ്രകൃത്യാ ബുദ്ധിമാനാണെന്നും പെൺകുട്ടികൾ കഠിന പ്രയത്നത്തിലൂടെ വിജയിക്കുന്നവരാണെന്നും ചിന്തിക്കാറുണ്ടോ?		
46.	ഗണിതം, ശാസ്ത്രം തുടങ്ങിയ വിഷയങ്ങളിൽ ആൺകുട്ടികൾ ആധിപത്യം സ്ഥാപിക്കാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
47.	പെൺകുട്ടികൾക്ക് വിശകലനശേഷി ആൺകുട്ടികളെക്കാൾ കൂടുതലാണെന്ന് മൂല്യനിർണ്ണയം നടത്തുമ്പോൾ കരുതാറുണ്ടോ?		
48.	മൂല്യനിർണ്ണയം പെൺകുട്ടികളുടെയും ആൺകുട്ടികളുടെയും ബുദ്ധിപരമായ കഴിവുകൾക്കനുസൃതമായാണോ ഒരുക്കിയിരിക്കുന്നത്?		
49.	നിരന്തരമൂല്യനിർണയത്തിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ മികച്ചു നിൽക്കാറുണ്ടോ?		
50.	പദ്യപാരായണം, വായന എന്നിവയിൽ പെൺകുട്ടികൾ കൂടുതൽ താൽപര്യം കാണിക്കാറുണ്ടോ?		
51.	അധ്യാപകർ പുകഴ്ത്തൽ, വിമർശനം, ഫീഡ്ബാക്ക് എന്നിവ പെൺകുട്ടികളെക്കാൾ ആൺകുട്ടികൾക്കാണോ നൽകാറ്?		
52.	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും സ്കൂളിൽ പ്രത്യേക ഇരിപ്പിടമാണോ ഒരുക്കിയിരിക്കുന്നത്.		
53.	പെൺകുട്ടികൾക്കും ആൺകുട്ടികൾക്കും വേവ്വേറെ കളിസ്ഥലങ്ങൾ നിങ്ങളുടെ സ്കൂളിൽ ഒരുക്കിയിട്ടുണ്ടോ?		
54.	സ്കൂൾ ലൈബ്രറി സംവിധാനം ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യത്തെ ഒരുപോലെ പൂർത്തീകരിക്കുന്നുണ്ടോ?		
55.	നിങ്ങളുടെ സ്കൂളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും അവരുടെ എണ്ണത്തിനു ആനുപാതികമായ ബാത്ത്റൂം സൗകര്യങ്ങൾ ലഭ്യമാണോ?		
56.	സ്കൂളിലെ വിശ്രമമുറി പെൺകുട്ടികളുടെ പ്രത്യേക ആവശ്യങ്ങൾ അനുസൃതമായാണോ ഒരുക്കിയിരിക്കുന്നത്?		
57.	പെൺകുട്ടികളുടെയും ആൺകുട്ടികളുടെയും പ്രത്യേകം പ്രത്യേകം ആവശ്യങ്ങൾ പരിഹരിക്കുന്നതിനായി കൗൺസിലറുടെ സഹായം ലഭ്യമാണോ?		
58.	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ശരീരപ്രകൃതിക്ക് അനുസൃതമായാണോ സ്കൂൾ യൂണിഫോം ലഭ്യമാക്കുന്നത്.		
59.	സ്കൂളിലെ യൂണിഫോം പെൺകുട്ടികളുടെ താൽപര്യത്തിന്		

	കൂടുതൽ മുൻഗണന നൽകുന്നുണ്ടോ?		
60.	സ്കൂൾ ഗതാഗത സൗകര്യം ലിംഗപരമായ അതിക്രമങ്ങൾ തടയാനുള്ള മാർഗ്ഗങ്ങൾ സ്വീകരിച്ചിട്ടുണ്ടോ?		
61.	കുട്ടികൾക്കിടയിൽ ലൈംഗിക ഉപദ്രവം റിപ്പോർട്ട് ചെയ്തിട്ടുണ്ടോ?		
62.	പെൺകുട്ടികൾ സഹപാഠികൾ, അദ്ധ്യാപകർ, മറ്റ് ഓഫീസ് സ്റ്റാഫ് എന്നിവരിൽ നിന്നും മോശമായ അനുഭവം (Sexual Harassment) ഉണ്ടായതായി റിപ്പോർട്ട് ചെയ്തിട്ടുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
63.	നിങ്ങളുടെ സ്കൂളിൽ പെൺകുട്ടികളുടെ സുരക്ഷ കുറവാണെന്ന് കരുതുന്നുണ്ടോ?		
64.	പഠനത്തിൽ ആൺകുട്ടികളുടെ പിന്നോക്കാവസ്ഥയ്ക്ക് കാരണം അധ്യാപന മേഖലയിലെ സ്ത്രീകേന്ദ്രീകരണമാണോ?		
65.	നിങ്ങളുടെ സ്കൂളിൽ വിദ്യാർത്ഥികൾക്ക് അവരുടെ ലിംഗപരമായ പ്രത്യേകതകൾ പരിഗണിച്ചുകൊണ്ടുള്ള വൈദ്യസഹായം ലഭ്യമാണോ?		
66.	വിദ്യാർത്ഥികളുടെ ലിംഗപരമായ ആശങ്കകൾ പരിഹരിക്കാൻ കൗൺസിലർ റഗുലർ ക്ലാസ്സുകൾ എടുക്കാറുണ്ടോ?		
67.	സ്ത്രീകൾ ചെയ്യുന്ന ജോലികളിലേക്ക് ആൺകുട്ടികളെയും പുരുഷജോലികളിലേക്ക് പെൺകുട്ടികളെയും പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?		
68.	നിങ്ങൾ ക്ലാസ്സെടുക്കുമ്പോൾ ആൺകുട്ടികളേക്കാൾ പെൺകുട്ടികളുടെ വശത്താണ് നിൽക്കാറ്?		

APPENDIX – B2 (DRAFT-ENGLISH)

QUESTIONNAIRE TO TEACHERS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
Assistant Professor   Research Scholar
Department of Education   Department of Education
University of Calicut   University of Calicut

Instructions

The objective of this questionnaire is to know the perception of teachers' on gendering practices in secondary schools of Kerala. Therefore knowledge of your perception regarding gendering practices in schools is necessary. Following pages contain a number of statements carries YES/NO Questions and some open ended questions are also included. It needs your open revelations. Please read each statement carefully and indicate your responses by ticking only one alternative that is most appropriate for you and explain if it is required. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

PERSONAL INFORMATION

Age	:	
Sex	:	Male/Female
Educational Qualification	:	Degree BEd / PG Med and above
Experience in completed years	:	Above 15 years / Below 15 years
Type of Management	:	Govt./Aided/Unaided
Locality	:	Rural/Urban
Religion	:	Hindu/Muslim/Christian
Subject taught	:	
Class taught	:	VIII/IX/X
Marital Status	:	Married/Unmarried

1.   Does the present school curriculum socialize the girl students for performing their familial roles?   Yes/no if yes explain…………..

2.   Does the curriculum offer equal learning opportunities to either gender? Yes/no

3.   Does the curriculum in various disciplines have components that support gender appreciation? Yes/no if No explain…………..

4.   Do you think that the school curriculum tries to perpetuate the existing gender inequality? Yes/no

5.   Do you think that the present curriculum is geared towards boys' interests? Yes/no if yes explain…………..

6.   Does the distinction between women's knowledge and men's knowledge is deeply ingrained in the curriculum? Yes/No

7.   Do the teaching aids include charts, visuals or e-materials indicate any bias to a specific gender?   YES/NO if Yes explain …………….

8.   Do you think that in your class girls are not attending seriously than boys?Yes/No

9.   Do you think boys are actively participating in group activities than girls? YES/NO

10.   Do you get any training to prepare the lesson plan in a gender sensitive manner? Yes /No

11.   Do you provide adequate support to both genders to participate in classroom interactions? YES/NO If NO explain

12.   Do you conscious about the number of questions being asked to both genders and of equality in responses received? YES/NO

13.   Do you provide examples and activities in class which reflects experiences and interests of both genders? YES/NO

14.   Does teacher ensure a fair division of responsibilities in between the students of either gender? Yes / No

15.   Do you feel pathetic when girls are not actively participating in a debate than boys? Yes / No

16.   Do you select boys as group leader than girls when conducting group activities? Yes / No

17.   Do you think some subjects are difficult to learn by girls than boys in classrooms? Yes / No

18.   Do you notice that girl's excel in scientific experiment than boys?

19. Do the textbooks assign public sphere to men and restrict women sphere to private? Yes / No

20. Do the images, pictures or visuals used in the textual content indicate any bias towards a gender? Yes / No

21. Does the textbook encourage different forms of division of labour for men and women?

22. Does the present textbook reinforce the income disparity between men and women?

23. Do the textbooks strengthen democratic principles of gender equality? Yes / No

24. Does the learning experience in the textbooks restrict the social interaction of girls? Yes / No

25. Does the textbooks are prepared in such a way to encourage the learning experiences of girls? Yes / No

26. Do you prepare the lesson plans and learning aids in a gender sensitive manner?

27. Is the language used in the textbooks gender neutral? Yes / No

28. Do you think that boys are participating sports activities than girls? Yes / No

29. Do you think that girls show more interests in arts than boys? Yes / No

30. Do you encourage girls than boys when they equally receiving a prize for their active participation in sports related activities?

31. Do you permit both genders to play together when girls show interests in boys dominated games? Yes / No

32. Are there any restrictions to either gender students in participating in field trips, excursions, and external visits? Yes / No if yes why

33. Are both genders given equal opportunities in representing programs like Scouts & Guides, NCC? Yes / No

34. Do you believe that teachers should make girls as a home maker, carers and nurturers? Yes / No if yes why?

35. Do you believe that gender roles and responsibilities are institutionalized? Yes / No

36. Does the teacher prefer boys than girls when selecting the leader in their classrooms? Yes / No if yes why?

37. Do you think that girls must be morally upright? Yes / No if yes why?

38. Do you think that the learning experiences in classroom encourage girls and boys intellectual and cognitive development equally? Yes / No

39. Do you perceive that the present school system restricts the freedom of girls than boys? Yes / No

40. Do you believe that girls are more disciplined than boys in classrooms? Yes / No

41. Do you encourage girls than boys when they show high academic achievement? Yes / No

42. Does the teacher take differential punishment to the misbehavior of both genders in the classrooms? Yes / No

43. Do you show more interest in giving feedback to girls than boys in classroom activities? Yes / No

44. Do you take adequate care to prepare the question paper on a gender equal basis? Yes / No

45. Does the teacher perceive boys as naturally intelligent while girls must work hard to succeed? Yes / No

46. Do you think that boys are dominating in mathematics and science subjects? Yes / No

47. Do you think that girls have more explanation skill than boys while evaluating answer sheets? Yes / No

48. Does the present evaluation is prepared in tune with the intellectual peculiarities of girls and boys? Yes / No

49. Do you think that girls score high mark than boys in continuous evaluation?

50. Do you think that girls show more interest in recitation and reading? Yes / No

51. Do you believe that the teacher tends to give more praise, criticism and feedback to boys than girls? Yes / No

52. Does your school provide different seating arrangement for girls and boys? Yes / No

53. Does your school arrange separate pay ground for boys and girls? Yes / No

54. Does your school library fulfill the interests of boys and girls equally? Yes / No if no explain

55. Is the ratio of urinals/toilets the same for boys and girls? Yes / No

56. Is the restroom for girls are sensitive towards their needs? (disposal of menstrual waste, privacy, cloth hooks) Yes / No if no explain

57. Does the school have a female counselor to attend to the specific requirements of girls? Yes / No

58. Is the design of the school uniform sensitive to the need and comfort of both the genders? Yes / No if no explain

59. Does the design of the school uniform in any way suggest a bias towards either gender? Yes / No

60. Is there any provision for peer audit and verification for avoiding any possible abuse of children in school transportation facilities? Yes / No

61. Do you ever notice any kind of gender based violence among the students? Yes/No

62. Do you ever notice any form of sexual mistreat to students from teachers and other staffs in schools? Yes/No

63. Do you think that girls are not safe in your school? Yes/No

64. Do you think that the underachievement of boys is routed feminization of teaching profession? Yes / No

65. Does the school provide adequate medical aids to meet the specific needs of both genders? Yes / No

66. Are regular session conducted by School counselor to handle and address gender specific growing up queries and concerns? Yes / No

67. Does teacher encourage male interest in normally female-pursued studies and vice versa? Yes / No

68. Did you stand more in girl's side than boys while taking classes? Yes / No

APPENDIX – B3 (FINAL Malayalam)

QUESTIONNAIRE TO TEACHERS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

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University of Calicut

നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ സെക്കന്ററി സ്കൂളിലെ പാഠ്യ-പാഠ്യേതര പ്രവർത്തനങ്ങളിലുള്ള ലിംഗപരമായ പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട കാര്യങ്ങളിൽ നിങ്ങളുടെ അഭിപ്രായങ്ങൾ അറിയുക എന്നതാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഇതുമായി ബന്ധപ്പെട്ട ഏതാനും ചോദ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അതിൽ ചില ചോദ്യങ്ങൾക്ക് അതെ/അല്ല എന്നും ചില ചോദ്യങ്ങൾക്ക് വിശദമായ വിശദീകരണങ്ങളും ആവശ്യമുള്ളവയാണ്. ഓരോ ചോദ്യവും ശ്രദ്ധയോടെ വായിച്ച് നിങ്ങളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തേണ്ടതാണ്. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷ ണാവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

PERSONAL INFORMATION

Name of School   :

Sex   : Male/Female

Experience in completed years   : Above 15 years/Below 15 years

Type of Management   : Govt./Aided/Unaided

Locality   : Rural/Urban

Religion   : Hindu/Muslim/Christian

		അതെ	അല്ല
1	പെൺകുട്ടികളെ പരമ്പരാഗതമായ കുടുംബ ധർമ്മങ്ങളിൽ ഒതുക്കി നിർത്തുന്ന തരത്തിലാണോ സ്കൂൾ പാഠ്യ പദ്ധതി ഒരുക്കിയിരിക്കുന്നത്?		
2	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും പഠനാനുഭ വങ്ങൾക്ക് തുല്യപ്രാധാന്യം നൽകുന്ന തരത്തിലാണോ പാഠ്യപദ്ധതി ഒരുക്കിയിരിക്കുന്നത്?		
3	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും പഠനത്തെ പ്രോത്സാഹിപ്പിക്കുന്നതിനാവശ്യമായ അവസരങ്ങൾ ഇന്നത്തെ പാഠ്യപദ്ധതി ഒരുക്കുന്നുണ്ടോ?		

		അതെ	അല്ല
4	സമൂഹത്തിൽ നിലനിൽക്കുന്ന ലിംഗവ്യത്യാസത്തെ സ്കൂൾ പാഠ്യപദ്ധതി പ്രചരിപ്പിക്കുന്നു എന്നു കരുതു ന്നുണ്ടോ?		
5	ആൺകുട്ടികളുടെ താൽപര്യങ്ങളെ സ്കൂൾ പാഠ്യപദ്ധതി ഉയർത്തി കാണിക്കുന്നതായി കരുതുന്നുണ്ടോ?		
6	സ്ത്രീക്കും പുരുഷനും വ്യത്യസ്ത തരത്തിലുള്ള അറിവ് പകർന്ന് കൊടുക്കുന്ന തരത്തിലാണോ പാഠ്യപദ്ധതി ഒരുക്കിയിരിക്കുന്നത്?		
7	പഠന സാമഗ്രികളായ (ഗ്ലോബ്, ചാർട്ട് തുടങ്ങിയവ) ഉപ യോഗിക്കുമ്പോൾ സഹായത്തിനായി പെൺകുട്ടികളേ ക്കാൾ ആൺകുട്ടികളെയാണോ വിളിക്കുന്നത്?		
8	ക്ലാസെടുക്കുമ്പോൾ പെൺകുട്ടികൾ ക്ലാസിൽ ശ്രദ്ധിക്കു ന്നത് കുറവാണെന്ന് കരുതാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
9	ഗ്രൂപ്പ് ചർച്ചകളിൽ പെൺകുട്ടികളുടെ പങ്കാളിത്തം കുറ വാണെന്ന അഭിപ്രായമുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
10	ലിംഗപരമായ പ്രശ്നങ്ങൾ ഉൾക്കൊണ്ട് പഠനാസൂത്രണം നടത്തുന്നതിനാവശ്യമായ മാർഗ്ഗനിർദ്ദേശങ്ങൾ നിങ്ങൾക്ക് ലഭ്യമാണോ?		
11	അധ്യാപകർ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും ക്ലാസ് റൂം പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ തുല്യമായ പിന്തുണ നൽകാറുണ്ടോ?		
12	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും തുല്യപരിഗ ണന നൽകി ചോദ്യം ചോദിക്കാറുണ്ടോ?		അല്ല എങ്കിൽ വിശദമാ ക്കുക
13	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യ ത്തിനനുസൃതമായ ഉദാഹരണങ്ങൾ, പ്രവർത്തനങ്ങൾ എന്നിവ അധ്യാപകർ നൽകാറുണ്ടോ?		
14	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും തുല്യമായ രീതിയിൽ ചുമതലകൾ വിഭജിച്ച് നൽകാറുണ്ടോ?		അല്ല എങ്കിൽ വിശദമാ ക്കുക
15	സംവാദരീതി ക്ലാസ്സിൽ അവലംബിക്കുമ്പോൾ പെൺകു ട്ടികൾ ആൺകുട്ടികളെക്കാൾ സജീവമായി പങ്കെടുക്കാ റുണ്ടോ?		
16	സംഘ പ്രവർത്തനങ്ങളിൽ (Group Activity) ലീഡറെ തിരഞ്ഞെടുക്കുമ്പോൾ പെൺകുട്ടികളേക്കാൾ പരിഗ ണന ആൺകുട്ടികൾക്ക് നൽകാറുണ്ടോ?		

		അതെ	അല്ല
17	ആൺകുട്ടികളും പെൺകുട്ടികളും ചില പ്രത്യേക വിഷയങ്ങളിൽ താൽപര്യം കാണിക്കുന്നുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
18	ശാസ്ത്ര പരീക്ഷണങ്ങൾ ക്ലാസ് റൂമിൽ അവലംബിക്കുമ്പോൾ ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികൾ താൽപര്യം കാണിക്കാറുണ്ടോ?		
19	പുരുഷന് സാമൂഹികമായ ഇടപെടലും (Public Sphere) സ്ത്രീക്ക് ഗാർഹിക ധർമ്മങ്ങളും പാഠപുസ്തകം ഉയർത്തി കാണിക്കുന്നുണ്ടോ?		
20	പാഠപുസ്തകത്തിലെ ചിത്രങ്ങൾ, ആശയങ്ങൾ, ഉദാഹരണങ്ങൾ എന്നിവ സ്ത്രീയെ അബലയായി ചിത്രീകരിക്കുന്നുണ്ടോ?		
21	സ്ത്രീക്കും പുരുഷനും വ്യത്യസ്ത തരത്തിലുള്ള തൊഴിൽ വിഭജനം പാഠപുസ്തം പ്രചരിപ്പിക്കുന്നുണ്ടോ?		
22	സമൂഹത്തിൽ നിലനിൽക്കുന്ന സ്ത്രീ പുരുഷ വേതന വ്യത്യാസം പാഠപുസ്തകം പ്രതിപാദിക്കുന്നുണ്ടോ?		
23	പാഠപുസ്തകം ലിംഗനീതി ഉറപ്പ് വരുത്തുന്ന ജനാധിപത്യ ബോധങ്ങളിലധിഷ്ഠിതമാണോ?		
24	പാഠപുസ്തകത്തിലെ പഠനാനുഭവങ്ങൾ പെൺകുട്ടികളുടെ സാമൂഹിക ഉടപെടലിനെ കടിഞ്ഞാണിടുന്നുണ്ടോ?		
25	സ്ത്രീ കേന്ദ്രീകൃതമായ പഠനാനുഭവങ്ങൾ പാഠപുസ്തകം വിഭാവനം ചെയ്യുന്നുണ്ടോ?		
26	പഠനാസൂത്രണത്തിലും പഠന സാമഗ്രികൾ ഒരുക്കുമ്പോഴും ലിംഗസമത്വം പാലിക്കാറുണ്ടോ?		
27	പാഠപുസ്തകത്തിൽ ഉപയോഗിച്ചിരിക്കുന്ന ഭാഷ ലിംഗനീതി ഉറപ്പ് വരുത്തുന്നുണ്ടോ?		
28	സ്കൂൾ-കായിക പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികളാണോ പെൺകുട്ടികളെക്കാൾ പങ്കെടുക്കുന്നത്?	അതെ എങ്കിൽ വിശദമാക്കുക	
29	കലാപരിപാടികളിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ താൽപര്യം കാണിക്കുന്നു എന്നു കരുതുന്നുണ്ടോ?		
30	കായിക പ്രവർത്തനങ്ങളിൽ പെൺകുട്ടികൾ സമ്മാനങ്ങൾ വാങ്ങുമ്പോൾ അവരെ തുറന്ന് അഭിനന്ദിക്കാറുണ്ടോ?		
31	ആൺകുട്ടികൾ ഗെയിംസ് കളിക്കുമ്പോൾ പെൺകുട്ടികൾ അതിന് താൽപര്യം കാണിച്ചാൽ അവരെ ഒന്നിച്ച് കളിക്കാൻ അനുവദിക്കാറുണ്ടോ?		
32	പഠനയാത്ര, വിനോദയാത്ര തുടങ്ങിയ പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികളെക്കാൾ നിയന്ത്രണം പെൺകുട്ടികൾക്ക് ഏർപ്പെടുത്താറുണ്ടോ?		

		അതെ	അല്ല
33	സ്കൗട്ട്. ഗൈഡ്സ്, NCC തുടങ്ങിയ പ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും തുല്യ പ്രാധാന്യം നൽകാറുണ്ടോ?		
34	ക്ലാസ് റൂമിൽ ലിംഗനീതി ഉറപ്പുവരുത്തുന്ന ഭാഷ ഉപ യോഗിക്കാറുണ്ടോ?		
35	ലിംഗപരമായ ധർമ്മങ്ങളും ഉത്തരവാദിത്വങ്ങളും ക്ലാസ് റൂമിൽ സ്ഥാപിക്കപ്പെടുന്നുണ്ടോ എന്നു വിശ്വസിക്കു ന്നുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
36	ക്ലാസ് ലീഡറെ തെരഞ്ഞെടുക്കുമ്പോൾ ആൺകുട്ടി കൾക്ക് മുൻതൂക്കം നൽകാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
37	പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ ധാർമ്മികമായി നല്ലവരാവണം എന്ന് അദ്ധ്യാപകർ ശഠിക്കാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
38	ക്ലാസ് മുറിയിലെ പഠനാനുഭവങ്ങൾ ആൺകുട്ടികളു ടെയും പെൺകുട്ടികളുടെയും ബുദ്ധിപരവും, വൈജ്ഞാനികവുമായ വികാസത്തെ ഒരുപോലെ പ്രോത്സാഹിപ്പിക്കുന്നതാണോ?		
39	ഇന്നത്തെ സ്കൂൾ സംവിധാനം ആൺകുട്ടികളേക്കാൾ പെൺകുട്ടികളുടെ സ്വാതന്ത്ര്യത്തിന് ഭംഗം വരുത്താ റുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്ക	
40	ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികളാണ് ക്ലാസിൽ അച്ചടക്കം പാലിക്കേണ്ടത് എന്ന് കരുതാറുണ്ടോ?		
41	ആൺകുട്ടികളെക്കാളും പഠനപുരോഗതി പെൺകുട്ടി കൾ കാണിക്കുമ്പോൾ അവരെ പൂർണ്ണമനസ്സോടെ അഭി നന്ദിക്കാറുണ്ടോ?		
42	ക്ലാസ് റൂമിൽ ആൺകുട്ടികളുടേയും പെൺകുട്ടികളു ടേയും അനുസരണക്കേടിനെ വ്യത്യസ്ത തരം ശിക്ഷാ രീതികൾ നൽകാറുണ്ടോ?		
43	ക്ലാസ് റൂം പ്രവൃത്തികളിൽ ആൺകുട്ടികളെക്കാൾ ഫീഡ്ബാക്ക് പെൺകുട്ടികൾക്കാണോ നൽകാറുള്ളത്.		
44	ചോദ്യ പേപ്പർ തയ്യാറാക്കുമ്പോൾ ലിംഗസമത്വം പാലി ക്കാറുണ്ടോ?		
45	ആൺകുട്ടികൾ പ്രകൃത്യാ ബുദ്ധിമാനാണെന്നും പെൺകുട്ടികൾ കഠിന പ്രയത്നത്തിലൂടെ വിജയിക്കുന്ന വരാണെന്നും ചിന്തിക്കാറുണ്ടോ?		
46	ഗണിതം, ശാസ്ത്രം തുടങ്ങിയ വിഷയങ്ങളിൽ ആൺകു ട്ടികൾ ആധിപത്യം സ്ഥാപിക്കാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	

		അതെ	അല്ല
47	പെൺകുട്ടികൾക്ക് വിശകലനശേഷി ആൺകുട്ടികളെ ക്കാൾ കൂടുതലാണെന്ന് മൂല്യനിർണ്ണയം നടത്തുമ്പോൾ കരുതാറുണ്ടോ?		
48	മൂല്യനിർണ്ണയം പെൺകുട്ടികളുടെയും ആൺകുട്ടികളു ടെയും ബുദ്ധിപരമായ കഴിവുകൾക്കനുസൃതമായാണോ ഒരുക്കിയിരിക്കുന്നത്?		
49	നിരന്തരമൂല്യനിർണയത്തിൽ പെൺകുട്ടികൾ ആൺകുട്ടി കളെക്കാൾ മികച്ചു നിൽക്കാറുണ്ടോ?		
50	പദ്യപാരായണം, വായന എന്നിവയിൽ പെൺകുട്ടികൾ കൂടുതൽ താൽപര്യം കാണിക്കാറുണ്ടോ?		
51	അധ്യാപകർ പുകഴ്ത്തൽ, വിമർശനം, ഫീഡ്ബാക്ക് എന്നിവ പെൺകുട്ടികളെക്കാൾ ആൺകുട്ടികൾക്കാണോ നൽകാറ്?		
52	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും സ്കൂളിൽ പ്രത്യേക ഇരിപ്പിടമാണോ ഒരുക്കിയിരിക്കുന്നത്.		
53	പെൺകുട്ടികൾക്കും ആൺകുട്ടികൾക്കും വേവ്വേറെ കളി സ്ഥലങ്ങൾ നിങ്ങളുടെ സ്കൂളിൽ ഒരുക്കിയിട്ടുണ്ടോ?		
54	സ്കൂൾ ലൈബ്രറി സംവിധാനം ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യത്തെ ഒരുപോലെ പൂർത്തീകരിക്കുന്നുണ്ടോ?		
55	നിങ്ങളുടെ സ്കൂളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടി കൾക്കും അവരുടെ എണ്ണത്തിനു ആനുപാതികമായ ബാത്ത്റൂം സൗകര്യങ്ങൾ ലഭ്യമാണോ?		
56	സ്കൂളിലെ വിശ്രമമുറി പെൺകുട്ടികളുടെ പ്രത്യേക ആവശ്യങ്ങൾ അനുസൃതമായാണോ ഒരുക്കിയിരിക്കു ന്നത്?		
57	പെൺകുട്ടികളുടെയും ആൺകുട്ടികളുടെയും പ്രത്യേകം പ്രത്യേകം ആവശ്യങ്ങൾ പരിഹരിക്കുന്നതിനായി കൗൺസിലറുടെ സഹായം ലഭ്യമാണോ?		
58	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ശരീരപ്ര കൃതിക്ക് അനുസൃതമായാണോ സ്കൂൾ യൂണിഫോം ലഭ്യമാക്കുന്നത്.		
59	സ്കൂളിലെ യൂണിഫോം പെൺകുട്ടികളുടെ താൽപര്യ ത്തിന് കൂടുതൽ മുൻഗണന നൽകുന്നുണ്ടോ?		
60	സ്കൂൾ ഗതാഗത സൗകര്യം ലിംഗപരമായ അതിക്രമ ങ്ങൾ തടയാനുള്ള മാർഗ്ഗങ്ങൾ സ്വീകരിച്ചിട്ടുണ്ടോ?		
61	കുട്ടികൾക്കിടയിൽ ലൈംഗിക ഉപദ്രവം റിപ്പോർട്ട് ചെയ്തിട്ടുണ്ടോ?		
62	പെൺകുട്ടികൾ സഹപാഠികൾ, അദ്ധ്യാപകർ, മറ്റ് ഓഫീസ് സ്റ്റാഫ് എന്നിവരിൽ നിന്നും മോശമായ അനു ഭവം (Sexual Harassment) ഉണ്ടായതായി റിപ്പോർട്ട് ചെയ്തിട്ടുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
63	നിങ്ങളുടെ സ്കൂളിൽ പെൺകുട്ടികളുടെ സുരക്ഷ കുറ വാണെന്ന് കരുതുന്നുണ്ടോ?		

APPENDIX – B4 (FINAL-ENGLISH)

QUESTIONNAIRE TO TEACHERS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
Associate Professor   Research Scholar
Department of Education   Department of Education
Central University of Kerala   University of Calicut

Instructions

The objective of this questionnaire is to know the perception of teachers' on gendering practices in secondary schools of Kerala. Therefore knowledge of your perception regarding gendering practices in schools is necessary. Following pages contain a number of statements carries YES/NO Questions and some open ended questions are also included. It needs your open revelations. Please read each statement carefully and indicate your responses by ticking only one alternative that is most appropriate for you and explain if it is required. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

PERSONAL INFORMATION

Gender   :   Male/Female

Experience in completed years :   Above 15 years / Below 15 years

Type of Management   :   Govt./Aided/Unaided

Locality   :   Rural/Urban

Religion   :   Hindu/Muslim/Christian

1. Does the present school curriculum socialize the girl students for performing their familial roles?   Yes/no if yes explain…………..

2. Does the curriculum offer equal learning opportunities to either gender? Yes/no

3. Does the curriculum in various disciplines have components that support gender appreciation? Yes/no if No explain…………..

4. Do you think that the school curriculum tries to perpetuate the existing gender inequality? Yes/no

5. Do you think that the present curriculum is geared towards boys' interests? Yes/no if yes explain…………..

6. Does the distinction between women's knowledge and men's knowledge is deeply ingrained in the curriculum? Yes/No

7. Do the teaching aids include charts, visuals or e-materials indicate any bias to a specific gender?   YES/NO if Yes explain …………….

8. Do you think that in your class girls are not attending seriously than boys?Yes/No

9. Do you think boys are actively participating in group activities than girls? YES/NO

10. Do you get any training to prepare the lesson plan in a gender sensitive manner? Yes /No

11. Do you provide adequate support to both genders to participate in classroom interactions? YES/NO If NO explain

12. Do you conscious about the number of questions being asked to both genders and of equality in responses received? YES/NO

13. Do you provide examples and activities in class which reflects experiences and interests of both genders? YES/NO

14. Does teacher ensure a fair division of responsibilities in between the students of either gender? Yes / No

15. Do you feel pathetic when girls are not actively participating in the debate than boys? Yes / No

16. Do you select boys as group leader than girls when conducting group activities? Yes / No

17. Do you think some subjects are difficult to learn by girls than boys in classrooms? Yes / No

18. Do you notice that girl's excel in scientific experiment than boys?

19. Do the textbooks assign public sphere to men and restrict women sphere to private? Yes / No

20. Do the images, pictures or visuals used in the textual content indicate any bias towards a gender? Yes / No

21. Does the textbook encourage different forms of division of labour for men and women?

22. Does the present textbook reinforce the income disparity between men and women?

23. Do the textbooks strengthen democratic principles of gender equality? Yes / No

24. Does the learning experience in the textbooks restrict the social interaction of girls? Yes / No

25. Do the textbooks are prepared in such a way to encourage the learning experiences of girls? Yes / No

26. Do you prepare the lesson plans and learning aids in a gender sensitive manner?

27. Is the language used in the textbooks gender neutral? Yes / No

28. Do you think that boys are participating sports activities than girls? Yes / No

29. Do you think that girls show more interests in arts than boys? Yes / No

30. Do you encourage girls than boys when they equally receiving a prize for their active participation in sports related activities?

31. Do you permit both genders to play together when girls show interests in boys dominated games? Yes / No

32. Are there any restrictions to either gender students in participating in field trips, excursions, and external visits? Yes / No if yes why

33. Are both genders given equal opportunities in representing programs like Scouts & Guides, NCC? Yes / No

34. Do you believe that teachers should make girls as a home maker, carers and nurturers? Yes / No if yes why?

35. Do you believe that gender roles and responsibilities are institutionalized? Yes / No

36. Does the teacher prefer boys than girls when selecting the leader in their classrooms? Yes / No if yes why?

37. Do you think that girls must be morally upright? Yes / No if yes why?

38. Do you think that the learning experiences in classroom encourage girls and boys intellectual and cognitive development equally? Yes / No

39. Do you perceive that the present school system restricts the freedom of girls than boys? Yes / No

40. Do you believe that girls are more disciplined than boys in classrooms? Yes / No

41. Do you encourage girls than boys when they show high academic achievement? Yes / No

42. Does the teacher take differential punishment to the misbehavior of both genders in the classrooms? Yes / No

43. Do you show more interest in giving feedback to girls than boys in classroom activities? Yes / No

44. Do you take adequate care to prepare the question paper on a gender equal basis? Yes / No

45. Does the teacher perceive boys as naturally intelligent while girls must work hard to succeed? Yes / No

46. Do you think that boys are dominating in mathematics and science subjects? Yes / No

47. Do you think that girls have more explanation skill than boys while evaluating answer sheets? Yes / No

48. Does the present evaluation is prepared in tune with the intellectual peculiarities of girls and boys? Yes / No

49. Do you think that girls score high mark than boys in continuous evaluation?

50. Do you think that girls show more interest in recitation and reading?   Yes / No

51. Do you believe that the teacher tends to give more praise, criticism and feedback to boys than girls? Yes / No

52. Does your school provide different seating arrangement for girls and boys? Yes / No

53. Does your school arrange separate pay ground for boys and girls? Yes / No

54. Does your school library fulfill the interests of boys and girls equally? Yes / No if no explain

55. Is the ratio of urinals/toilets the same for boys and girls? Yes / No

56. Is the restroom for girls are sensitive towards their needs? (disposal of menstrual waste, privacy, cloth hooks) Yes / No if no explain

57. Does the school have a female counselor to attend to the specific requirements of girls? Yes / No

58. Is the design of the school uniform sensitive to the need and comfort of both the genders? Yes / No if no explain

59. Does the design of the school uniform in any way suggest a bias towards either gender? Yes / No

60. Is there any provision for peer audit and verification for avoiding any possible abuse of children in school transportation facilities? Yes / No

61. Do you ever notice any kind of gender based violence among the students?

62. Do you ever notice any form of sexual mistreat to students from teachers and other staffs in schools?

63. Do you think that girls are not safe in your school?

APPENDIX – C1 (DRAFT-MALAYALAM)

QUESTIONNAIRE TO STUDENTS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

MOHAMEDUNNI ALIAS MUSTHAFA. M.N	FOUSIYA. P
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Department of Education	Department of Education
University of Calicut	University of Calicut

നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ സെക്കന്ററി സ്കൂളിലെ പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളി ലുള്ള ലിംഗപരമായ പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട കാര്യങ്ങളിൽ നിങ്ങളുടെ അഭി പ്രായങ്ങൾ അറിയുക എന്നതാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഇതുമായി ബന്ധപ്പെട്ട ഏതാനും ചോദ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അതിൽ ചില ചോദ്യ ങ്ങൾക്ക് അതെ/അല്ല എന്നും ചില ചോദ്യങ്ങൾക്ക് വിശദമായ വിശദീകരണങ്ങളും ആവശ്യമുള്ളവയാണ്. ഓരോ ചോദ്യവും ശ്രദ്ധയോടെ വായിച്ച് നിങ്ങളുടെ പ്രതിക രണങ്ങൾ Response Sheet ൽ രേഖപ്പെടുത്തേണ്ടതാണ്. ഇതിലൂടെ ലഭിക്കുന്ന വിവ രങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷണാവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

1. സ്ത്രീയുടെയും പുരുഷന്റെയും ജീവിതാനുഭവങ്ങൾക്ക് അധ്യാപകർ ക്ലാസ്സിൽ തുല്യപ്രാധാന്യം നൽകാറുണ്ടോ?

2. ക്ലാസിൽ സംവാദങ്ങൾ നടക്കുമ്പോൾ അധ്യാപകർ ആൺകുട്ടികളെ പെൺകുട്ടികളെക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

3. ക്ലാസ്റൂം പ്രവർത്തനങ്ങളിൽ അധ്യാപകർ ആൺകുട്ടികളെക്കാൾ പെൺകു ട്ടികളെയാണോ ഗ്രൂപ്പ് ലീഡറായി തിരഞ്ഞെടുക്കാറുള്ളത്?

4. ശാസ്ത്ര പരീക്ഷണങ്ങൾ നടത്തുമ്പോൾ അധ്യാപകർ ആൺകുട്ടികളെ പെൺകുട്ടികളേക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

5. ക്ലാസ്റൂം പ്രവർത്തനങ്ങളിൽ അധ്യാപകർ ആൺകുട്ടികളെ പെൺകുട്ടിക്ക ളെക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

6. അധ്യാപകർ ക്ലാസ്സെടുക്കുന്ന രീതിയിൽ ആൺപെൺ വ്യത്യാസം കാണി ക്കാറുണ്ടോ?

7. അധ്യാപകർ ക്ലാസ്റൂമിൽ ലിംഗാവബോധത്തോടുകൂടിയ ഭാഷയാണോ ഉപ യോഗിക്കാറ്?

8. അധ്യാപകർ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും ക്ലാസ്റൂം പ്രവർത്ത നങ്ങൾക്കനുയോജ്യമായ പരിഗണന നൽകാറുണ്ടോ?

9. അധ്യാപകർ ക്ലാസ്സിൽ ആൺകുട്ടികളോടൊപ്പം പെൺകുട്ടികളോടും ചോദ്യം ചോദിക്കാറുണ്ടോ?

10. ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും ഇരിപ്പിടസൗകര്യം ഒരുക്കുന്നതിൽ അധ്യാപകർ ശ്രദ്ധിക്കാറുണ്ടോ?

11. ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും അധ്യാപകർ തുല്യമായി ചുമതല കൾ വിഭജിച്ചു നൽകാറുണ്ടോ?

12. ലിംഗസമത്വം ഉൾക്കൊള്ളാത്ത പാഠഭാഗങ്ങൾ അധ്യാപകർ തുറന്ന് വിമർശിക്കാറുണ്ടോ?

13. അധ്യാപകർ ഗണിതം, ശാസ്ത്രം, ICT തുടങ്ങിയ വിഷയങ്ങളിൽ ആൺകു ട്ടികളെയും പെൺകുട്ടികളെയും ഒരുപോലെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

14. പഠനസാമഗ്രികൾ അധ്യാപകർ ക്ലാസ്റൂമിൽ വിശകലനം ചെയ്യുമ്പോൾ സഹായത്തിന് ആൺകുട്ടികളെയാണോ വിളിക്കാറ്?

15. ക്ലാസിൽ അധ്യാപകർ ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികളെയാണ് ശ്രദ്ധി ക്കുന്നത് എന്ന് കരുതുന്നുണ്ടോ?

16. അധ്യാപകർ ഗ്രൂപ്പ് ചർച്ചകളിൽ പെൺകുട്ടികളെക്കാൾ ആൺകുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

17. ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യത്തിനനുസൃതമാ യാണോ പാഠപുസ്തകത്തിൽ വിഷയങ്ങൾ ഒരുക്കിയിരിക്കുന്നത്?

18. പുരുഷനെ ഡോക്ടർ, എഞ്ചിനീയർ, ലോയർ, പൈലറ്റ് എന്നിങ്ങനെയുള്ള ജോലികളിലും സ്ത്രീയെ നേഴ്സ് ടീച്ചർ എന്നിങ്ങനെയുമാണോ പാഠ പുസ്തകം ചിത്രീകരിക്കുന്നത്?

19. പാഠപുസ്തകത്തിലെ ചിത്രങ്ങൾ, ഉദാഹരണങ്ങൾ, എന്നിവയിൽ സ്ത്രീക ളെക്കാൾ പുരുഷന്മാർക്ക് പ്രാധാന്യം നൽകുന്നുണ്ടോ?

20. പാഠപുസ്തകത്തിലെ ഭാഷ ലിംഗവിവേചനം കാണിക്കുന്നുണ്ടോ?

21. പാഠപുസ്തകത്തിലെ പഠനാനുഭവങ്ങൾ പെൺകുട്ടികളുടെ സാമൂഹിക ഇടപെടലിനെ കടിഞ്ഞാണിടുന്നുണ്ടോ?

22. പാഠപുസ്തകത്തിലെ ചില ഭാഗങ്ങൾ സ്ത്രീയെ അപലയായി ചിത്രീകരി ക്കുന്നുണ്ടോ?

23. സ്കൂൾ കായികപ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികളാണോ പെൺകുട്ടികളെ ക്കാൾ പങ്കെടുക്കുന്നത്?

24. അധ്യാപകർ കലോൽസവങ്ങളിൽ പെൺകുട്ടികളെ ആൺകുട്ടികളെക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

25. നിങ്ങളുടെ സ്കൂളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും പ്രത്യേക കളിസ്ഥലം ഒരുക്കിയിട്ടുണ്ടോ?

26. കായികപ്രവർത്തനങ്ങളിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ താൽപര്യം കാണിക്കുമ്പോൾ അധ്യാപകർ ലിംഗവ്യത്യാസമില്ലാതെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

27. പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കുമ്പോൾ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും ഒരേ പദവിയും, ധർമ്മവും നൽകാറുണ്ടോ?

28. പഠനയാത്ര, വിനോദയാത്ര തുടങ്ങിയ യാത്രകളിൽ പങ്കെടുക്കാൻ ആൺകു ട്ടികൾക്കും, പെൺകുട്ടികൾക്കും സ്കൂളിൽ എന്തെങ്കിലും നിയന്ത്രണങ്ങൾ ഉണ്ടോ?

29. ക്ലാസ്റൂമിൽ നിങ്ങളുടെ കൂട്ടുകാരിൽനിന്നും നിങ്ങൾക്ക് മോശമായ അനുഭവം ഉണ്ടായിട്ടുണ്ടോ?

30. സഹപാഠികളിൽ നിന്നുള്ള ലൈംഗികച്ചുവയുള്ള സംസാരങ്ങൾ നിങ്ങളെ അലോസരപ്പെടുത്താറുണ്ടോ?

31. അധ്യാപകരിൽനിന്നും സ്കൂളിലെ മറ്റ് വ്യക്തികളിൽ നിന്നും ഏതെങ്കിലും തരത്തിലുള്ള ലൈംഗിക അതിക്രമം അനുഭവിച്ചിട്ടുണ്ടോ?

32. അധ്യാപകർ പാഠഭാഗങ്ങൾ വിവരിക്കുമ്പോൾ അശ്ലീലകാര്യങ്ങൾ തമാശരൂ പത്തിൽ പറയാറുണ്ടോ?

33. നിങ്ങളുടെ സ്കൂളിൽ ലിംഗപരമായ പ്രശ്നങ്ങൾ നടക്കാൻ സാധ്യതയുള്ള സ്ഥലങ്ങളുണ്ടോ?

34. ലൈംഗികാതിക്രമങ്ങളെ ചെറുക്കാനുള്ള നടപടികൾ നിങ്ങളുടെ സ്കൂളിൽ ലഭ്യമാണോ?

35. അധ്യാപകർ പെൺകുട്ടികളെ വീടൊരുക്കുന്നവൾ, വീട് പരിപാലിക്കേണ്ട വർ എന്നിങ്ങനെ പഠിപ്പിച്ചെടുക്കാറുണ്ടോ?

36. ക്ലാസ് ലീഡറെ തിരഞ്ഞെടുക്കുമ്പോൾ അധ്യാപകർ ആൺകുട്ടികൾക്ക് മുൻതൂക്കം നൽകാറുണ്ടോ?

37. അധ്യാപകർ ക്ലാസ് റൂം വൃത്തിയാക്കൽ ചായ ഉണ്ടാക്കൽ തുടങ്ങിയ പ്രവൃ ത്തികൾ ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികളെ ഏൽപിക്കാറുണ്ടോ?

38. അധ്യാപകർ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ ധാർമ്മികമായി സാമൂ ഹികനന്മ ഉൾക്കൊള്ളുന്നവരാവണം എന്ന് പ്രചരിപ്പിക്കാറുണ്ടോ?

39. സ്കൂൾ ആൺകുട്ടികളെക്കാളും പെൺകുട്ടികൾക്ക് സാമൂഹികനിയന്ത്രണം ഏർപ്പെടുത്തുന്നു എന്ന് കരുതുന്നുണ്ടോ?

40. പെൺകുട്ടികൾ കർശനമായി അച്ചടക്കം പാലിക്കേണ്ടവരാണെന്ന് അധ്യാപ കർ കരുതുന്നുണ്ടോ?

41 അധ്യാപകർ ആൺകുട്ടികൾ പെൺകുട്ടികളെക്കാളും പഠനപുരോഗതി കാണിക്കുമ്പോൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

42. അധ്യാപകർ പെൺകുട്ടികളുടെ അനുസരണക്കേടിനെ ആൺകുട്ടികളുടേ തിനാക്കാൾ ഉയർത്തിക്കാണിക്കാറുണ്ടോ?

43. ക്ലാസ്റൂം പ്രവർത്തനങ്ങളിൽ Feed Back നൽകുമ്പോൾ അധ്യാപകർ ആൺകുട്ടികൾക്ക് കൂടുതൽ പ്രാധാന്യം നൽകാറുണ്ടോ?

44. ചോദ്യപേപ്പറിലെ വാക്കുകൾ, ആശയങ്ങൾ, ചരിത്രം എന്നിവയിൽ പുരു ഷന്റെ മേധാവിത്വം പ്രകടമാണോ?

45. പരീക്ഷാസമയത്ത് കോപ്പിയടി ശ്രദ്ധയിൽപ്പട്ടാൽ പെൺകുട്ടികളെ ആൺകു ട്ടികളെക്കാൾ ശിക്ഷിക്കാറുണ്ടോ?

46. അധ്യാപകർ ആൺകുട്ടികൾ പ്രകൃത്യാ ബുദ്ധിയുള്ളവരും പെൺകുട്ടികൾ കഠിനപ്രയത്നത്തിലൂടെ വിജയിക്കുന്നവരാണെന്നും കരുതാറുണ്ടോ?

47. അധ്യാപകർ പെൺകുട്ടികൾക്ക് ആൺകുട്ടികളെക്കാൾ മാർക്ക് നൽകുന്നു എന്ന് കരുതുന്നുണ്ടോ?

48. അധ്യാപകർ പുകഴ്ത്തൽ വിമർശനം എന്നിവ പെൺകുട്ടികളെക്കാൾ ആൺകുട്ടികൾക്കാണോ നൽകുന്നത്.

49. ശാസ്ത്രം, ഗണിതം, ഐ.ടി. എന്നീ വിഷയങ്ങളിൽ അധ്യാപകർ ആൺകു ട്ടികളെ കൂടുതൽ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

50. സ്കൂൾ ലൈബ്രറിയിൽ Book issue, return, reference എന്നിങ്ങനെയുള്ള കാര്യങ്ങളിൽ ആൺകുട്ടികൾക്ക് പ്രത്യേക പരിഗണന ലഭിക്കാറുണ്ടോ?

51. സ്കൂളിലെ കളിസ്ഥലം, ഗോവണി, വരാന്ത, ക്ലാസ് റൂം തുടങ്ങിയവ പെൺകുട്ടികൾക്കു കൂടി സൗകര്യപ്രദമായ രീതിയിലാണോ നിർമ്മിച്ചിരി ക്കുന്നത്?

52. സ്കൂളിലലെ ടോയ്‌ലറ്റ് സൗകര്യങ്ങൾ ആൺ പെൺഡ അനുപാതത്തി ലാണോ?

53. പെൺകുട്ടികളുടെ വിശ്രമമുറിയിൽ മതിയായ സൗകര്യങ്ങൾ ലഭ്യമാണോ?

54 നിങ്ങളുടെ സ്കൂളിൽ ലിംഗപരമായ പ്രശ്നങ്ങൾ പരിഹരിക്കുന്നതിനായി കൗൺസിലറുടെ സഹായം ലഭ്യമാണോ?

55. സ്കൂൾ ഗതാഗതസൗകര്യങ്ങളുമായി ബന്ധപ്പെട്ട് നിങ്ങൾക്ക് ലിംഗപരമായ പ്രശ്നങ്ങൾ അനുഭവിക്കേണ്ടിവന്നിട്ടുണ്ടോ?

56. സ്കൂളിലെ യൂണിഫോം ആൺകുട്ടികളുടെയും പെൺകുട്ടകളുടെയും ശാരീരികപ്രത്യേകതകൾക്കനുസരിച്ചാണോ ഉള്ളത്?

APPENDIX – C2 (DRAFT-ENGLISH)

QUESTIONNAIRE TO STUDENTS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

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Instructions

The objective of this questionnaire is to know the perception of students' on gendering practices in secondary schools of Kerala. Therefore knowledge of your perception regarding gendering practices in schools is necessary. Following pages contain a number of statements carries YES/NO Questions and some open ended questions are also included. It needs your open revelations. Please read each statement carefully and indicate your responses in the response sheet by ticking only one alternative that is most appropriate for you and explain if it is required. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

PERSONAL INFORMATION

Gender   : Male/Female

Class   : VIII / IX/X

Type of Management   : Govt./Aided/Unaided

Locality   : Rural/Urban

Religion   : Hindu/Muslim/Christian

Type of Family   : Joint/ Nuclear

1. Do the teachers' give equal weight to women experiences while taking classes?

2. Does the teacher give more encouragement to boys than girls when conducting debates in classrooms?

3. Does the teacher select girls than boys as a group leader in classroom activities?

4.	Does the teacher encourage boys in classroom experiments than girls?

5.	Does the teacher encourage boys than girls in classroom activities?

6.	Do the teachers show any gender bias in their instructional strategies in classrooms?

7.	Does the teacher take note of gender sensitivity in the use of language?

8.	Are students of both genders given adequate support to participate in classroom interactions?

9.	Does the teacher ask questions in the classroom to boys and girls equally?

10.	Does the teacher ensure a classroom seating arrangements supportive towards both the genders?

11.	Does the teacher ensure a fair division of responsibilities of both genders?

12.	Does the teacher openly criticize the teaching learning materials which do not reflect gender sensitivity?

13.	Does the teacher provide guidance and encouragement to students of both genders in subjects like Maths, Science, and ICT?

14.	Does the teacher seek the help of boys than girls explaining learning materials?

15.	Do the teachers attend girls than boys in classroom interactions?

16.	Does the teacher encourage boys than girls in group discussions?

17.	Do the topics outlined in the learning materials fulfill the needs of both genders?

18.	Do the textbooks depict men in jobs like Doctor, Engineer, Lawyer and Pilot, and women in Nurse, Teacher?

19.	Are boys and girls depicted in photos and illustration with unequal frequency and status?

20.	Is the language used in textbooks are gender neutral?

21.	Does the learning experience in textbooks restrict the social interaction of girls?

22.	Are there any topics in the textbooks that project women as a weaker sex?

23.	Do you think that boys are participating sports activities than girls? Yes / No

24.	Does the teacher encourage girls than boys in arts festivals?

25. Did your school have arranged separate pay ground for boys and girls? Yes / No

26. Do you think that when girls actively participating and securing prizes in sports than boys teachers encourage them without any gender bias? Yes / No

27. Do both genders give equal status and role in performing various co-curricular activities?

28. Are there any restrictions to either gender students in participating in field trips, excursion and external visits?

29. Do you ever mistreat by your peers in classrooms? Yes/No if yes explain

30. Do you ever hurt by any form of sexual talk?

31. Do you ever experiences any form of sexual mistreat from your teachers and other staffs in schools?

32. Does the teacher try to highlight the sexual stories while taking classes?

33. Are there any secret places where you do not like to enter in schools?

34. Is there a mechanism to prevent sexual issues in the school premises?

35. Do you believe that teachers should make girls as a home maker, carers and nurturers? Yes / No if yes why?

36. Do you think that your teachers prefer boys than girls when selecting the leader in their classrooms? Yes / No if yes why?

37. Does the teacher assign classroom cleaning, preparation of tea to girls than boys? Yes/no if yes explain

38. Does the teacher perpetuate that girls must be morally upright? Yes / No if yes why?

39. Do you perceive that the present school system restricts the freedom of girls than boys? Yes / No

40. Does the teacher compel girls to keep strict discipline in the classroom than boys? Yes / No

41. Does the teacher encourage boys than girls when they show high academic achievement? Yes / No

42. Does the teacher highlight the disobedience of girls than boys in classrooms? Yes / No

43. Do the teachers provide more feedback to boys than girls in classroom activities?

44. Do the words ideas illustrations and pictures of question papers cater to the interest of boys than girls? Yes / No

45. Do the girls have a severe form of punishment than boys while any kind of malpractice is noticed during the examination hall? Yes / No

46. Does the teacher perceive boys as naturally intelligent while girls must work hard to succeed? Yes / No

47. Do the teachers give more marks to girls than boys in internal assessment? Yes / No

48. Do the teachers tend to give more praise and criticism to boys than girls? Yes/No if yes explain

49. Do the teachers nurture the scientific, mathematical and technical aptitude more among boys than girls?

50. Do your school library facilities (issue, return and reference) cater the interests of boys than girls? Yes / No if no explain

51. Does the school infrastructure (classroom, Varandha, staircase etc) offer equal comfort level to both the genders? Yes / No

52. Is the ratio of urinals/toilets the same for boys and girls? Yes / No

53. Is the restroom for girls are sensitive towards their needs? (Disposal of menstrual waste, privacy, cloth hooks)? Yes / No if no explain

54. Does the school have a female counselor to attend the gender based issues of both genders? Yes / No

55. Do you ever face any gender based difficulties regarding the transportation facilities of your school?

56. Is the design of the school uniform sensitive to the need and comfort of both the genders? Yes / No if no explain

APPENDIX – C3 (FINAL-MALAYALAM)

QUESTIONNAIRE ON STUDENTS' PERCEPTION OF GENDERING PRACTICES IN SECONDARY SCHOOL

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University of Calicut

നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ സെക്കന്ററി സ്കൂളിലെ പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളി ലുള്ള ലിംഗപരമായ പ്രശ്നങ്ങളുമായി ബന്ധപ്പെട്ട കാര്യങ്ങളിൽ നിങ്ങളുടെ അഭി പ്രായങ്ങൾ അറിയുക എന്നതാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഇതുമായി ബന്ധപ്പെട്ട ഏതാനും ചോദ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അതിൽ ചില ചോദ്യ ങ്ങൾക്ക് അതെ/അല്ല എന്നും ചില ചോദ്യങ്ങൾക്ക് വിശദമായ വിശദീകരണങ്ങളും ആവശ്യമുള്ളവയാണ്. ഓരോ ചോദ്യവും ശ്രദ്ധയോടെ വായിച്ച് നിങ്ങളുടെ പ്രതിക രണങ്ങൾ Response Sheet ൽ രേഖപ്പെടുത്തേണ്ടതാണ്. ഇതിലൂടെ ലഭിക്കുന്ന വിവ രങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷണാവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

1. സ്ത്രീയുടെയും പുരുഷന്റെയും ജീവിതാനുഭവങ്ങൾക്ക് അധ്യാപകർ ക്ലാസ്സിൽ തുല്യപ്രാധാന്യം നൽകാറുണ്ടോ?

2. ക്ലാസിൽ സംവാദങ്ങൾ നടക്കുമ്പോൾ അധ്യാപകർ ആൺകുട്ടികളെ പെൺകുട്ടികളെക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

3. ക്ലാസ്റൂം പ്രവർത്തനങ്ങളിൽ അധ്യാപകർ ആൺകുട്ടികളെക്കാൾ പെൺകു ട്ടികളെയാണോ ഗ്രൂപ്പ് ലീഡറായി തിരഞ്ഞെടുക്കാറുള്ളത്?

4. ശാസ്ത്ര പരീക്ഷണങ്ങൾ നടത്തുമ്പോൾ അധ്യാപകർ ആൺകുട്ടികളെ പെൺകുട്ടികളേക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

5. ക്ലാസ്റൂം പ്രവർത്തനങ്ങളിൽ അധ്യാപകർ ആൺകുട്ടികളെ പെൺകുട്ടിക ളെക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

6. അധ്യാപകർ ക്ലാസ്സെടുക്കുന്ന രീതിയിൽ ആൺപെൺ വ്യത്യാസം കാണി ക്കാറുണ്ടോ?

7. അധ്യാപകർ ക്ലാസ്റൂമിൽ ലിംഗാവബോധത്തോടുകൂടിയ ഭാഷയാണോ ഉപ യോഗിക്കാറ്?

8. അധ്യാപകർ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും ക്ലാസ്റൂം പ്രവർത്ത നങ്ങൾക്കനുയോജ്യമായ പരിഗണന നൽകാറുണ്ടോ?

9. അധ്യാപകർ ക്ലാസ്സിൽ ആൺകുട്ടികളോടൊപ്പം പെൺകുട്ടികളോടും ചോദ്യം ചോദിക്കാറുണ്ടോ?

10. ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും ഇരിപ്പിടസൗകര്യം ഒരുക്കുന്നതിൽ അധ്യാപകർ ശ്രദ്ധിക്കാറുണ്ടോ?

11. ലിംഗസമത്വം ഉൾക്കൊള്ളാത്ത പാഠഭാഗങ്ങൾ അധ്യാപകർ തുറന്ന് വിമർശിക്കാറുണ്ടോ?

12. പഠനസാമഗ്രികൾ അധ്യാപകർ ക്ലാസ്റൂമിൽ വിശകലനം ചെയ്യുമ്പോൾ സഹായത്തിന് ആൺകുട്ടികളെയാണോ വിളിക്കാറ്?

13. ക്ലാസിൽ അധ്യാപകർ ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികളെയാണ് ശ്രദ്ധി ക്കുന്നത് എന്ന് കരുതുന്നുണ്ടോ?

14. അധ്യാപകർ ഗ്രൂപ്പ് ചർച്ചകളിൽ പെൺകുട്ടികളെക്കാൾ ആൺകുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

15. ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും താൽപര്യത്തിനനുസൃതമാ യാണോ പാഠപുസ്തകത്തിൽ വിഷയങ്ങൾ ഒരുക്കിയിരിക്കുന്നത്?

16. പുരുഷനെ ഡോക്ടർ, എഞ്ചീനീയർ, ലോയർ, പൈലറ്റ് എന്നിങ്ങനെയുള്ള ജോലികളിലും സ്ത്രീയെ നേഴ്സ് ടീച്ചർ എന്നിങ്ങനെയുമാണോ പാഠ പുസ്തകം ചിത്രീകരിക്കുന്നത്?

17. പാഠപുസ്തകത്തിലെ ചിത്രങ്ങൾ, ഉദാഹരണങ്ങൾ, എന്നിവയിൽ സ്ത്രീക ളെക്കാൾ പുരുഷന്മാർക്ക് പ്രാധാന്യം നൽകുന്നുണ്ടോ?

18. പാഠപുസ്തകത്തിലെ ഭാഷ ലിംഗവിവേചനം കാണിക്കുന്നുണ്ടോ?

19. പാഠപുസ്തകത്തിലെ പഠനാനുഭവങ്ങൾ പെൺകുട്ടികളുടെ സാമൂഹിക ഇടപെടലിനെ കടിഞ്ഞാണിടുന്നുണ്ടോ?

20. സ്കൂൾ കായികപ്രവർത്തനങ്ങളിൽ ആൺകുട്ടികളാണോ പെൺകുട്ടികളെ ക്കാൾ പങ്കെടുക്കുന്നത്?

21. അധ്യാപകർ കലോത്സവങ്ങളിൽ പെൺകുട്ടികളെ ആൺകുട്ടികളെക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

22. നിങ്ങളുടെ സ്കൂളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും പ്രത്യേക കളിസ്ഥലം ഒരുക്കിയിട്ടുണ്ടോ?

23. കായികപ്രവർത്തനങ്ങളിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ താൽപര്യം കാണിക്കുമ്പോൾ അധ്യാപകർ ലിംഗവ്യത്യാസമില്ലാതെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

24. പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കുമ്പോൾ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും ഒരേ പദവിയും, ധർമ്മവും നൽകാറുണ്ടോ?

25. പഠനയാത്ര, വിനോദയാത്ര തുടങ്ങിയ യാത്രകളിൽ പങ്കെടുക്കാൻ ആൺകു ട്ടികൾക്കും, പെൺകുട്ടികൾക്കും സ്കൂളിൽ എന്തെങ്കിലും നിയന്ത്രണങ്ങൾ ഉണ്ടോ?

26. ക്ലാസ്റൂമിൽ നിങ്ങളുടെ കൂട്ടുകാരിൽനിന്നും നിങ്ങൾക്ക് മോശമായ അനുഭവം ഉണ്ടായിട്ടുണ്ടോ?

27. സഹപാഠികളിൽ നിന്നുള്ള ലൈംഗികച്ചുവയുള്ള സംസാരങ്ങൾ നിങ്ങളെ അലോസരപ്പെടുത്താറുണ്ടോ?

28. അധ്യാപകരിൽനിന്നും സ്കൂളിലെ മറ്റ് വ്യക്തികളിൽ നിന്നും ഏതെങ്കിലും തരത്തിലുള്ള ലൈംഗിക അതിക്രമം അനുഭവിച്ചിട്ടുണ്ടോ?

29. അധ്യാപകർ പാഠഭാഗങ്ങൾ വിവരിക്കുമ്പോൾ അശ്ലീലകാര്യങ്ങൾ തമാശരൂ പത്തിൽ പറയാറുണ്ടോ?

30. നിങ്ങളുടെ സ്കൂളിൽ ലിംഗപരമായ പ്രശ്നങ്ങൾ നടക്കാൻ സാധ്യതയുള്ള സ്ഥലങ്ങളുണ്ടോ?

31. ലൈംഗികാതിക്രമങ്ങളെ ചെറുക്കാനുള്ള നടപടികൾ നിങ്ങളുടെ സ്കൂളിൽ ലഭ്യമാണോ?

32. അധ്യാപകർ പെൺകുട്ടികളെ വീടൊരുക്കുന്നവൾ, വീട് പരിപാലിക്കേണ്ട വർ എന്നിങ്ങനെ പഠിപ്പിച്ചെടുക്കാറുണ്ടോ?

33. ക്ലാസ് ലീഡറെ തിരഞ്ഞെടുക്കുമ്പോൾ അധ്യാപകർ ആൺകുട്ടികൾക്ക് മുൻതൂക്കം നൽകാറുണ്ടോ?

34. അധ്യാപകർ ക്ലാസ് റൂം വൃത്തിയാക്കൽ ചായ ഉണ്ടാക്കൽ തുടങ്ങിയ പ്രവൃ ത്തികൾ ആൺകുട്ടികളെക്കാൾ പെൺകുട്ടികളെ ഏൽപ്പിക്കാറുണ്ടോ?

35. അധ്യാപകർ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ ധാർമ്മികമായി സാമൂ ഹികനൻമ ഉൾക്കൊള്ളുന്നവരാവണം എന്ന് പ്രചരിപ്പിക്കാറുണ്ടോ?

36. സ്കൂൾ ആൺകുട്ടികളെക്കാളും പെൺകുട്ടികൾക്ക് സാമൂഹികനിയന്ത്രണം ഏർപ്പെടുത്തുന്നു എന്ന് കരുതുന്നുണ്ടോ?

37. പെൺകുട്ടികൾ കർശനമായി അച്ചടക്കം പാലിക്കേണ്ടവരാണെന്ന് അധ്യാപ കർ കരുതുന്നുണ്ടോ?

38. അധ്യാപകർ ആൺകുട്ടികൾ പെൺകുട്ടികളെക്കാളും പഠനപുരോഗതി കാണിക്കുമ്പോൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

39. അധ്യാപകർ പെൺകുട്ടികളുടെ അനുസരണക്കേടിനെ ആൺകുട്ടികളുടേ തിനാക്കാൾ ഉയർത്തിക്കാണിക്കാറുണ്ടോ?

40. ക്ലാസ്റൂം പ്രവർത്തനങ്ങളിൽ Feed Back നൽകുമ്പോൾ അധ്യാപകർ ആൺകുട്ടികൾക്ക് കൂടുതൽ പ്രാധാന്യം നൽകാറുണ്ടോ?

41. ചോദ്യപേപ്പറിലെ വാക്കുകൾ, ആശയങ്ങൾ, ചരിത്രം എന്നിവയിൽ പുരു ഷന്റെ മേധാവിത്വം പ്രകടമാണോ?

42. പരീക്ഷാസമയത്ത് കോപ്പിയടി ശ്രദ്ധയിൽപ്പട്ടാൽ പെൺകുട്ടികളെ ആൺകു ട്ടികളെക്കാൾ ശിക്ഷിക്കാറുണ്ടോ?

43. അധ്യാപകർ ആൺകുട്ടികൾ പ്രകൃത്യാ ബുദ്ധിയുള്ളവരും പെൺകുട്ടികൾ കഠിനപ്രയത്നത്തിലൂടെ വിജയിക്കുന്നവരാണെന്നും കരുതാറുണ്ടോ?

44. അധ്യാപകർ പെൺകുട്ടികൾക്ക് ആൺകുട്ടികളെക്കാൾ മാർക്ക് നൽകുന്നു എന്ന് കരുതുന്നുണ്ടോ?

45. അധ്യാപകർ പുകഴ്ത്തൽ വിമർശനം ഫീഡ് ബാക്ക് എന്നിവ പെൺകുട്ടി കളെക്കാൾ ആൺകുട്ടികൾക്കാണോ നൽകുന്നത്.

46. ശാസ്ത്രം, ഗണിതം, ഐ.ടി. എന്നീ വിഷയങ്ങളിൽ അധ്യാപകർ ആൺകു ട്ടികളെ കൂടുതൽ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

47. സ്കൂൾ ലൈബ്രറിയിൽ Book issue, return, reference എന്നിങ്ങനെയുള്ള കാര്യങ്ങളിൽ ആൺകുട്ടികൾക്ക് പ്രത്യേക പരിഗണന ലഭിക്കാറുണ്ടോ?

48. സ്കൂളിലെ കളിസ്ഥലം, ഗോവണി, വരാന്ത, ക്ലാസ് റൂം തുടങ്ങിയവ പെൺകുട്ടികൾക്കു കൂടി സൗകര്യപ്രദമായ രീതിയിലാണോ നിർമ്മിച്ചിരി ക്കുന്നത്?

49. സ്കൂളിലെ ടോയ്‌ലറ്റ് സൗകര്യങ്ങൾ ആൺപെൺ അനുപാതത്തിലാണോ?

50. പെൺകുട്ടികളുടെ വിശ്രമമുറിയിൽ മതിയായ സൗകര്യങ്ങൾ ലഭ്യമാണോ?

51 നിങ്ങളുടെ സ്കൂളിൽ ലിംഗപരമായ പ്രശ്നങ്ങൾ പരിഹരിക്കുന്നതിനായി കൗൺസിലറുടെ സഹായം ലഭ്യമാണോ?

52. സ്കൂൾ ഗതാഗതസൗകര്യങ്ങളുമായി ബന്ധപ്പെട്ട് നിങ്ങൾക്ക് ലിംഗപരമായ പ്രശ്നങ്ങൾ അനുഭവിക്കേണ്ടിവന്നിട്ടുണ്ടോ?

RESPONSE SHEET FOR STUDENTS

വ്യക്തിപരമായ വിവരങ്ങൾ

പേര്	:	
വയസ്സ്	:	
ലിംഗം	:	പുരുഷൻ/സ്ത്രീ
മതം	:	
പ്രദേശം	:	ഗ്രാമം/നഗരം
കുടുംബം	:	അണുകുടുംബം/കൂട്ടുകുടുംബം
വിദ്യാലയത്തിന്റെ പേര്	:	
ജില്ല	:	
പ്രദേശം	:	
വിദ്യാലയം	:	ഗവ./ എയ്ഡഡ്
വിദ്യാലയത്തിന്റെ സ്വഭാവം	:	ആൺകുട്ടികൾ / പെൺകുട്ടികൾ/മിശ്രിതം
ക്ലാസ്സ്	:	VIII, IX, X

Sl. No.	അതെ	അല്ല
1.		
2	അതെ എങ്കിൽ വിശ ദമാക്കുക	
3		അല്ല എങ്കിൽ വിശദമാക്കുക
4		
5		
6	അതെ എങ്കിൽ വിശ ദമാക്കുക	
7		
8		
9		
10		
11		അല്ല എങ്കിൽ വിശദമാക്കുക
12		

Sl. No.	അതെ	അല്ല
13		
14		
15		
16	അതെ എങ്കിൽ വിശ ദമാക്കുക	
17		
18		
19		
20		
21	അതെ എങ്കിൽ വിശ ദമാക്കുക	
22		
23	അതെ എങ്കിൽ വിശ ദമാക്കുക	

Sl. No.	അതെ	അല്ല	Sl. No.	അതെ	അല്ല
24			38		
25			39		
26			40		
27			41		
28	അതെ എങ്കിൽ വിശദമാക്കുക		42	അതെ എങ്കിൽ വിശദമാക്കുക	
29	അതെ എങ്കിൽ വിശദമാക്കുക		43		
30			44		
31	അതെ എങ്കിൽ വിശദമാക്കുക		45		
32			46		
33	അതെ എങ്കിൽ വിശദമാക്കുക		47	അതെ എങ്കിൽ വിശദമാക്കുക	
34	അതെ എങ്കിൽ വിശദമാക്കുക		48		
35			49		
36	അതെ എങ്കിൽ വിശദമാക്കുക		50		
37			51		
			52		
			53		
			54		
			55	അതെ എങ്കിൽ വിശദമാക്കുക	

APPENDIX – C4 (FINAL-ENGLISH)

QUESTIONNAIRE TO STUDENTS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
Associate Professor   Research Scholar
Department of Education   Department of Education
Central University of Kerala   University of Calicut

Instructions

The objective of this questionnaire is to know the perception of students' on Gendering Practices in secondary schools of Kerala. Therefore knowledge of your perception regarding Gendering Practices in schools is necessary. Following pages contain a number of statements carries YES/NO questions and some open ended questions are also included. It needs your open revelations. Please read each statement carefully and indicate your responses in response sheet by ticking only one alternative that is most appropriate for you and explain if it is required. The information is very crucial to the purpose of this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

PERSONAL INFORMATION

Gender   :   Male/Female

Class   :   IX/X

Type of Management   :   Govt./Aided/Unaided

Locality   :   Rural/Urban

Religion   :   Hindu/Muslim/Christian

1. Do the teachers' give equal weight to women experiences while taking classes?

2. Does the teacher give more encouragement to boys than girls when conducting debates in classrooms?

3. Does the teacher select girls than boys as a group leader in classroom activities?

4. Does the teacher encourage boys in classroom experiments than girls?

5.   Does the teacher encourage boys than girls in classroom activities?

6.   Do the teachers show any gender bias in their instructional strategies in classrooms?

7.   Does the teacher take note of gender sensitivity in the use of language?

8.   Are students of both genders given adequate support to participate in classroom interactions?

9.   Does the teacher ask questions in the classroom to boys and girls equally?

10.   Does the teacher ensure a classroom seating arrangements supportive towards both the genders?

11.   Does the teacher openly criticize the teaching learning materials which do not reflect gender sensitivity?

12.   Does the teacher seek the help of boys than girls explaining learning materials?

13.   Do the teachers attend girls than boys in classroom interactions?

14.   Does the teacher encourage boys than girls in group discussions?

15.   Do the topics outlined in the learning materials fulfill the needs of both genders?

16.   Do the textbooks depict men in jobs like Doctor, Engineer, Lawyer and Pilot, and women in Nurse, Teacher?

17.   Are boys and girls depicted in photos and illustration with unequal frequency and status?

18.   Are the languages used in textbooks are gender discriminated?

19.   Does the learning experience in textbooks restrict the social interaction of girls?

20.   Do you think that boys are participating sports activities than girls? Yes / No

21.   Does the teacher encourage girls than boys in arts festivals?

22.   Did your school have arranged separate pay ground for boys and girls? Yes /No

23. Do you think that when girls actively participating and securing prizes in sports than boys teachers encourage them without any gender bias? Yes / No

24. Do both genders give equal status and role in performing various co-curricular activities?

25. Are there any restrictions to either gender students in participating in field trips, excursion and external visits?

26. Do you ever mistreat by your peers in classrooms? Yes/No if yes explain

27. Do you ever hurt by any form of sexual talk from your friends?

28. Do you ever experiences any form of sexual mistreat from your teachers and other staffs in   schools?

29. Does the teacher try to highlight the sexual stories while taking classes?

30. Are there any secret places where you do not like to enter in schools?

31. Is there a mechanism to prevent sexual issues in the school premises?

32. Do you believe that teachers should make girls as a home maker, carer, and nurturers? Yes / No if yes why?

33. Do you think that your teachers prefer boys than girls when selecting the leader in their classrooms? Yes / No if yes why?

34. Does the teacher assign classroom cleaning, preparation of tea to girls than boys? Yes/no if yes explain

35. Does the teacher perpetuate that girls must be morally upright? Yes / No if yes why?

36. Do you perceive that the present school system restricts the freedom of girls than boys? Yes / No

37. Does the teacher compel girls to keep strict discipline in the classroom than boys? Yes / No

38. Do the teachers encourage boys than girls when they show high academic achievements? Yes / No

39. Does the teacher highlight the misbehavior of girls than boys in classrooms?

40. Do the teachers provide feedback more to boys than girls in classroom activities? Yes / No

41. Do the words ideas illustrations and pictures of question papers cater to the interest of boys than girls?

42. Do the girls have a severe form of punishment than boys while any kind of malpractice is noticed during the examination hall?

43. Does the teacher perceive boys as naturally intelligent while girls must work hard to succeed? Yes / No

44. Do the teachers give more marks to girls than boys in internal assessment?

45. Do the teachers tend to give more praise and criticism to boys than girls? Yes/No

46. Does the teacher encourage boys than girls in subjects like Science, Maths and Information Technology?

47. Do your school library facilities (issue, return reference) cater the interests of boys than girls? Yes / No if no explain

48. Does the school infrastructure (classroom, staircase, and corridor) offer equal comfort level to both the genders? Yes / No

49. Is the ratio of urinals/toilets the same for boys and girls? Yes / No

50. Is the restroom for girls are sensitive towards their needs? (Disposal of menstrual waste, privacy, cloth hooks)? Yes / No if no explain

51. Does the school have a female counselor to attend the gender based issues of both genders? Yes / No

52. Do you ever face any gender based difficulties regarding the transportation facilities of your school?

APPENDIX – D1 (DRAFT MALAYALAM)

QUESTIONNAIRE TO PARENTS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

MOHAMEDUNNI ALIAS MUSTHAFA. M.N
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Department of Education
University of Calicut

FOUSIYA. P
Research Scholar
Department of Education
University of Calicut

നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ സെക്കന്ററി സ്കൂളിലെ പാഠ്യ പാഠ്യേതര പ്രവർത്തനങ്ങളു മായി ബന്ധപ്പെട്ട ലിംഗപരമായ പ്രശ്നങ്ങളിൽ രക്ഷിതാക്കളുടെ അഭിപ്രായം അറി യുക എന്നതാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഇതുമായി ബന്ധപ്പെട്ട ഏതാനും ചോദ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അതിൽ ചില ചോദ്യങ്ങൾക്ക് അതെ/അല്ല എന്നും ചില ചോദ്യങ്ങൾക്ക് വിശദമായ വിശദീകരണങ്ങളും ആവശ്യ മുള്ളവയാണ്. ഓരോ ചോദ്യവും ശ്രദ്ധയോടെ വായിച്ച് നിങ്ങളുടെ പ്രതികരണ ങ്ങൾ രേഖപ്പെടുത്തേണ്ടതാണ്. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യ മായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷണാവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുക യുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

വ്യക്തിപരമായ വിവരങ്ങൾ

രക്ഷിതാവിന്റെ (ജെന്റർ)   :

വിദ്യാർത്ഥിയുടെ (ജെന്റർ)   :   പുരുഷൻ/സ്ത്രീ

വിദ്യാഭ്യാസ യോഗ്യത (രക്ഷിതാവ്)   :

മതം   :

പ്രദേശം (സ്കൂൾ)   ഗ്രാമം/നഗരം

കുടുംബം   :   കൂട്ടുകുടുംബം/അണുകുടുംബം

വിദ്യാലയത്തിന്റെ പേര് (കുട്ടിയുടെ)   :

വിദ്യാലയം   :   ഗവ./ എയ്ഡഡ്

		അതെ	അല്ല
1.	അധ്യാപകർ പെൺകുട്ടികളെ വീടൊരുക്കുന്നവൾ, പരിപാലി ക്കേണ്ടവൾ എന്നിങ്ങനെ കാണുന്നതായി തോന്നാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
2.	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും പ്രത്യേകമായുള്ള ധർമ്മങ്ങളും ഉത്തരവാദിത്വങ്ങളും സ്കൂളിലൂടെ ഊട്ടിയുറപ്പി ക്കപ്പെടുന്നു എന്ന് കരുതുന്നുണ്ടോ?		
3.	അധ്യാപകർ ക്ലാസ്സ് റൂം വൃത്തിയാക്കൽ, പരിസരശുചീകരണം തുടങ്ങിയ പ്രവൃത്തികൾ പെൺകുട്ടികൾക്കാണോ കൂടുതൽ നൽകുന്നത്?		
4.	ഇന്നത്തെ സ്കൂൾ സംവിധാനം പെൺകുട്ടികളുടെ സ്വാതന്ത്ര ത്തിന് കടിഞ്ഞാണിടുന്നുണ്ടോ?		
5.	നിങ്ങളുടെ മക്കളുടെ സൂകൂളിൽ ആൺകുട്ടികളും പെൺകുട്ടി കളും ഒരുമിച്ചിരിക്കാൻ അനുവദിക്കാറുണ്ടോ?		
6.	സമൂഹത്തിലെ പരമ്പരാഗത ലിംഗവിവേചനം ഉറപ്പിക്കുന്ന തര ത്തിലാണോ അധ്യാപകരുടെ പ്രവർത്തനങ്ങൾ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
7.	സ്ത്രീ പുരുഷനേക്കാൾ ധാർമ്മിക മൂല്യങ്ങൾ സൂക്ഷിക്കണ മെന്ന ആശയം സ്കൂൾ സംവിധാനം കുട്ടികളിൽ വളർത്തിയെടുക്കുന്നുണ്ടോ?		
8.	അധ്യാപകർ ആൺകുട്ടികളെയാണോ പഠനപ്രവർത്തനങ്ങ ളിൽ കൂടുതൽ പ്രശംസിക്കാറുള്ളത്.		
9.	അധ്യാപകർ ആൺകുട്ടികൾക്ക് അവരുടെ ആശയങ്ങൾ പ്രക ടിപ്പിക്കാൻ പെൺകുട്ടികളേക്കാൾ അവസരം നൽകാറുണ്ടോ?		
10.	സ്കൂൾ സംവിധാനത്തിൽ പെൺകുട്ടികളുടെ കടുത്ത പെരു മാറ്റങ്ങൾ ആൺകുട്ടികളേക്കാൾ ഉയർത്തിക്കാണിക്കാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
11.	ആൺകുട്ടികളെയും പെൺകുട്ടികളെയും സ്കൂളിൽ ഒരു പോലെ സ്വാഗതം ചെയ്യാറുണ്ടോ?		
12.	അധ്യാപകർ ശാസ്ത്രം, ഗണിതം, സാങ്കേതിക അഭിരുചി എന്നിവ ആൺകുട്ടികളിലും പെൺകുട്ടികളിലും ഒരുപോലെ പരിപോഷിപ്പിക്കുന്നുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
13.	കുട്ടികളുടെ ചോദ്യപേപ്പറിൽ ലിംഗസമത്വം ഉൾക്കൊള്ളുന്ന ചോദ്യങ്ങളാണോ ഉണ്ടാവാറുള്ളത്?		
14.	അധ്യാപകർ കൂടുതലും സ്ത്രീകളായതിനാൽ ആൺകുട്ടിക ളുടെ പഠനമികവ് കുറയുന്നു എന്ന് കരുതുന്നുണ്ടോ?		
15.	അധ്യാപകർ എല്ലാ ഉത്തരകടലാസ്സുകളും ആൺ പെൺ വ്യത്യാസമില്ലാതെയാണോ മൂല്യനിർണ്ണയം നടത്താറുള്ളത്?		
16.	പെൺകുട്ടികളുടെ അച്ചടക്കവും കഠിനപ്രയത്നവുമാണ് പരീക്ഷ വിജയിക്കാൻ അവരെ ആൺകുട്ടികളേക്കാൾ സഹാ യിക്കുന്നത് എന്ന് കരുതുന്നുണ്ടോ?		
17.	ഗണിതം, ശാസ്ത്രം തുടങ്ങിയ വിഷയങ്ങളിൽ കൂടുതൽ മാർക്ക് വാങ്ങുന്നത് ആൺകുട്ടികളാണെന്ന് കരുതുന്നുണ്ടോ?		

		അതെ	അല്ല
18.	അധ്യാപകർ ക്ലാസ് റൂമിൽ ചോദ്യം ചോദിക്കുമ്പോൾ ആണ്‍കുട്ടികളെ കൂടുതൽ പരിഗണിക്കുന്നുവെന്ന് കരുതുന്നുണ്ടോ?		
19.	നിരന്തരമൂല്യ നിർണ്ണയത്തിൽ അധ്യാപകർ ആണ്‍-പെണ്‍ വ്യത്യാസം കാണിക്കാറുണ്ടോ?		
20.	പരീക്ഷാകാലങ്ങളിൽ പെണ്‍കുട്ടികൾ ആണ്‍കുട്ടികളെക്കാൾ പിരിമുറക്കം അനുഭവിക്കുന്നുവെന്ന് കരുതുന്നുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
21.	ഇപ്പോഴത്തെ മൂല്യനിർണ്ണയ പ്രക്രിയ ആണ്‍കുട്ടികളുടേയും പെണ്‍കുട്ടികളുടേയും കഴിവുകൾക്ക് ഒരുപോലെ ഇണങ്ങുന്നതാണോ?		
22.	അധ്യാപകർ പ്രശംസ, വിമർശനം, ഫീഡ്ബാക്ക് എന്നിവ ആണ്‍കുട്ടികൾക്കാണോ കൂടുതൽ നൽകുന്നത്?		
23.	സ്കൂൾ ലൈബ്രറിയിൽ ആണ്‍-പെണ്‍ താല്‍പര്യങ്ങൾക്കനുസരിച്ചുള്ള പുസ്തകങ്ങൾ ലഭ്യമാണോ?		
24.	ആണ്‍ പെണ്‍ സുരക്ഷ മുൻനിർത്തിയാണോ സ്കൂൾ കെട്ടിടം നിർമ്മിച്ചിരിക്കുന്ത്?		
25.	സ്കൂളിലെ ടോയ്‍ലറ്റ് സൗകര്യങ്ങൾ ആണ്‍കുട്ടികളുടേയും പെണ്‍കുട്ടികളുടേയും എണ്ണത്തിന് ആനുപാതികമാണോ?		
26.	വിദ്യാർത്ഥികളുടെ പ്രത്യേക ആവശ്യങ്ങൾ നിറവേറ്റുന്നതിനുള്ള വിശ്രമമുറികൾ സ്കൂളിൽ ലഭ്യമാണോ?		
27.	ആണ്‍-പെണ്‍ അധ്യാപകർക്ക് പ്രത്യേകം വിശ്രമമുറികൾ സ്കൂളിൽ ലഭ്യമാണോ?		
28.	പെണ്‍കുട്ടികളുടെ പ്രത്യേക പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സ്കൂൾ കൗണ്‍സിലറുടെ സഹായം ലഭ്യമാണോ?		
29.	സ്കൂളിലെ യൂണിഫോം ആണ്‍കുട്ടികളുടെയും പെണ്‍കുട്ടികളുടെയും ശരീരപ്രകൃതിക്ക് യോജിച്ചതാണോ?		
30.	സ്കൂളിൽനിന്നും പെണ്‍കുട്ടികൾക്കുണ്ടാവുന്ന മാനസികവും ശാരീരികവുമായ പ്രത്യേക പ്രയാസങ്ങൾ പറയാറുണ്ടോ? ഇത്തരം പ്രയാസങ്ങൾ കുറക്കാനുള്ള മാർഗ്ഗങ്ങൾ പറയാമോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
31.	കുട്ടികൾ സ്കൂളിൽനിന്ന് പഠിക്കുന്ന/കേൾക്കുന്ന ലൈംഗിക ചുവയുള്ള തമാശകളും, കമന്റുകളും വീട്ടിൽ പറയാറുണ്ടോ?		
32.	അധ്യാപകരിൽനിന്നും ഉണ്ടായിട്ടുള്ള മോശമായ അനുഭവങ്ങൾ കുട്ടി വീട്ടിൽ പങ്കുവെയ്ക്കാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
33.	സ്കൂളിൽ ആണ്‍-പെണ്‍ സ്വകാര്യത സംരക്ഷിക്കപ്പെടുന്നുണ്ടോ?		
34.	കുട്ടികൾക്കിടയിലെ ആണ്‍-പെണ്‍ സൗഹൃദത്തെ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?		
35.	അധ്യാപകർ ക്ലാസ്സിൽ അശ്ലീല തമാശകൾ പറയുന്നതായി കുട്ടി പരാതിപ്പെടാറുണ്ടോ?		
36.	സ്കൂളിൽനിന്നുമുള്ള മോശമായ അനുഭവം മൂലം കുട്ടി മാനസികപീഡനം അനുഭവിക്കുന്നുണ്ടോ?		

		അതെ	അല്ല
37.	സ്ത്രീ, പുരുഷൻ എന്നീ സാമൂഹിക വേർതിരിവ് വിദ്യാലയം പ്രചരിപ്പിക്കുന്നതായി കരുതുന്നുണ്ടോ?		
38.	സ്കൂളിൽ വിമർശന ബുദ്ധിയെ പ്രോത്സാഹിപ്പിച്ച് ലിംഗപര മായ അനീതിയെ ചോദ്യംചെയ്യാൻ കുട്ടികളെ അനുവദിക്കാ റുണ്ടോ?		
39.	പാഠപുസ്തകത്തിലെ ചിത്രങ്ങൾ കൂടുതലും പുരുഷൻമാരുടേ താണോ?		
40.	പല വിഷയങ്ങളിലും കുട്ടികൾക്ക് ലിംഗപരമായ നിയന്ത്രണ ങ്ങൾ ഉള്ളതായി അനുഭവപ്പെട്ടിട്ടുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
41.	അധ്യാപകർ പെൺകുട്ടികളെ പരമ്പരാഗത തൊഴിൽ മേഖല യിലേക്കാണോ പ്രോത്സാഹിപ്പിക്കുന്നത്?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
42.	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും വെവ്വേറെ ഇരിപ്പിട സൗകര്യം ആവശ്യമാണെന്ന് കരുതുന്നുണ്ടോ?		
43.	ആൺ-പെൺ കർതവ്യങ്ങളെക്കുറിച്ചുള്ള അവബോധം രൂ പപ്പെടുത്താൻ അധ്യാപകർ ശ്രമിക്കാറുണ്ടോ?		
44.	പഠനപ്രവർത്തനങ്ങൾ പെൺകുട്ടികളുടെ ഭാവി തിരഞ്ഞെടു ക്കുന്നതിലും മനോഭാവത്തിലും മാറ്റങ്ങൾ വരുത്തുന്ന തരത്തി ലാണോ?		
45.	പാഠപുസ്തകത്തിൽ പുരുഷന്റെ ജീവിതാനുഭവങ്ങൾക്ക് സ്ത്രീയുടേതിനേക്കാൾ സ്ഥാനം നൽകുന്നു എന്ന് കരുതു ന്നുണ്ടോ?		
46.	പാഠപുസ്തകത്തിലെ പഠനാനുഭവങ്ങൾ പെൺകുട്ടികളെ വീട്ടിലെ നാല് ചുമരുകൾക്കുള്ളിൽ ഒതുക്കിനിർത്തുന്ന തര ത്തിലാണോ?		
47.	അധ്യാപകർ സ്കൂളിലെ കായികമത്സരങ്ങളിൽ ആൺകുട്ടി കളെ പെൺകുട്ടികളേക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?		
48.	സ്കൂളിലെ കലാമേളക്ക് ആൺപെൺ വ്യത്യാസമില്ലാതെ എല്ലാ ഇനത്തിലും പങ്കെടുക്കാൻ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?		
49.	സ്കൂളിൽ പെൺകുട്ടികൾ കായികമികവ് കാണിക്കുമ്പോൾ ആൺകുട്ടികളോട് എന്നപോലെ അധ്യാപകർ അവരെ അഭിന ന്ദിക്കാറുണ്ടോ?		
50.	സ്കൂളിൽ ആൺകുട്ടികൾ ഗെയിംസ് കളിക്കുമ്പോൾ പെൺകു ട്ടികൾ അതിന് താൽപര്യം പ്രകടിപ്പിച്ചാൽ അവരെ ഒന്നിച്ച് കളിക്കുന്നതിന് അനുവദിക്കുന്നതായി കുട്ടികൾ പറഞ്ഞി ട്ടുണ്ടോ?		
51.	നിങ്ങളുടെ കുട്ടികളുടെ സ്കൂളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും വെവ്വേറെ കളിസ്ഥലം ഒരുക്കിയി ട്ടുണ്ടോ?		
52.	ആൺകുട്ടികൾ ഡാൻസ്, ഭരതനാട്യം, മോഹിനിയാട്ടം തുട ങ്ങിയ ഇനങ്ങൾക്ക് താൽപര്യം പ്രകടിപ്പിച്ചാൽ അധ്യാപകർ അതിന് സമ്മതം നൽകാറുണ്ടോ?		
53.	വിനോദയാത്ര, പഠനയാത്ര തുടങ്ങിയ പ്രവർത്തനങ്ങളിൽ സ്കൂൾ അധികാരികൾ പെൺകുട്ടികൾക്ക് കൂടുതൽ നിയ ന്ത്രണം ഏർപ്പെടുത്താറുണ്ടോ?		

		അതെ	അല്ല
54.	ലിംഗഭേദമന്യേ സ്കൂളിലെ മറ്റ് പ്രവർത്തനങ്ങളിൽ (സ്കൗട്ട്, ഗൈഡ്സ്, എൻ.സി.സി.) താങ്കളുടെ കുട്ടികളെ അധ്യാപകർ പങ്കെടുപ്പിക്കാറുണ്ടോ?		
55.	കുട്ടികളുടെ താൽപര്യത്തിനിണങ്ങുന്ന കായികപ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ അധ്യാപകർ സമ്മതിക്കാറുണ്ടോ?		
56.	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ശാരീരികവും മാനസികവുമായ ഉല്ലാസം പ്രദാനം ചെയ്യുന്ന കലാകായിക പ്രവൃത്തികൾ സ്കൂളിൽ ഒരുക്കാറുണ്ടോ?		
57.	സ്കൂളിൽ ആൺകുട്ടികളേക്കാൾ പ്രശ്നങ്ങൾ അനുഭവിക്കുന്നത് പെൺകുട്ടികളാണെന്ന് കരുതുന്നുണ്ടോ?		
58.	സ്കൂളിൽ ആൺകുട്ടികളും പെൺകുട്ടികളും ഒത്തൊരുമിച്ച് കലോത്സവങ്ങളിൽ പങ്കെടുക്കാൻ സമ്മതിക്കാറുണ്ടോ?		
59.	ആൺകുട്ടിയുടെയും പെൺകുട്ടയുടെയും വിദ്യാഭ്യാസത്തിന് നിങ്ങൾ തുല്യ പ്രാധാന്യം നൽകുന്നുണ്ടോ?		

APPENDIX – D2 (DRAFT –ENGLISH)

QUESTIONNAIRE TO PARENTS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
Assistant Professor   Research Scholar
Department of Education   Department of Education
University of Calicut   University of Calicut

Instructions

   The objective of this questionnaire is to know the perception of Parents' on gendering practices in secondary schools of Kerala. Therefore knowledge of your perception regarding gendering practices in schools is necessary. Following pages contain a number of statements carries YES/NO Questions and some open ended questions are also included. It needs your open revelations. Please read each statement carefully and indicate your responses by ticking only one alternative that is most appropriate for you and explain if it is required. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

PERSONAL INFORMATION

Sex   : Male/Female

Educational Qualification   : Degree BEd / PG Med and above

Type of Management   : Govt./Aided/Unaided

Locality   : Rural/Urban

Religion   : Hindu/Muslim/Christian

1. Do you feel that teachers consider girls as caretakers and home makers? Yes/No if Yes Explain

2. Do you feel that the duties and responsibilities assigned to boys and girls are discriminatory? Yes/No

3. Do the teachers assign the task of cleaning the classrooms and premises mostly to girls? Yes/No

4.   Do you feel that the current school scenario restrict the freedom of girls? Yes/No

5.   Does your child's school permit the girls and boys to sit together? Yes/No

6.   Does the school practices of teachers confirm with the traditional gender discriminating practices? Yes/No if Yes Explain

7.   Does the school inculcate the idea of upholding more values by girls than boys? Yes/No

8.   Do the teachers mostly appreciate the learning activities of boys? Yes/No

9.   Do the teachers give more opportunities to boys as compared to girls for expressing their ideas? Yes/No

10.   Do the teachers highlight the misbehavior of girls than that of boys? Yes/No if Yes Explain

11.   Are the boys and girls equally welcomed in schools? Yes/No

12.   Do the teachers nurture the scientific, mathematical and technical aptitude equally among boys and girls? Yes/No if Yes Explain

13.   Do the questions in the question papers uphold gender equality? Yes/No

14.   Do you feel that the under achievement of boys are due to the increasing number of female teachers in school? Yes/No

15.   Do the teachers value the answer scripts without any gender discrimination? Yes/No

16.   Do you feel that the discipline and perseverance of girls enable them to succeed in exams than their counterparts? Yes/No

17.   Do you feel that boys score higher marks in subjects like mathematics and science than girls? Yes/No

18.   Do you think the teachers prefer to ask questions to boys than to girls in classroom? Yes/No

19.   Do the teachers practice gender discrimination during continuous evaluation? Yes/No

20.   Do you feel that girls are more stressed than boys during examination? Yes/No if Yes Explain

21.   Do you think that the present evaluation system is suitable for evaluating the abilities of both boys and girls? Yes/No

22.   Do the teachers provide appreciation, criticism and feedback more to boys? Yes/No

23. Does the school library provide books according to the interests of boys and girls? Yes/No

24. Is the school building constructed giving priority to the safety of girls? Yes/No

25. Does the school provide toilet facilities in proportion to the number of boys and girls? Yes/No

26. Does the school provide resting rooms for meeting the special needs of girls? Yes/No

27. Does the school provide resting room facility separately for male and female teachers? Yes/No

28. Does the school provide the service of counselor to resolve the specific problems of girls? Yes/No

29. Is the school uniform suitable to the physical nature of boys and girls? Yes/No

30. Do the children share the physical and mental harassments they experience at schools? Yes/No if yes explain and give suggestions to solve the problem?

31. Do the children share the sensuous comments heard/learned at school? Yes/No

32. Does the child report at home about their unpleasant experiences they had with the teachers? Yes/No if Yes Explain

33. Does the school have the provision for protecting the privacy of boys and girls? Yes/No

34. Is the friendship between boys and girls encouraged? Yes/No

35. Do children complain about the vulgar jokes of teachers in the classrooms? Yes/No

36. Does the child experience mental harassment due to the unpleasant experiences at school? Yes/No

37. Do you think that the school is promoting the social segregation of male and female? Yes/No

38. Does the school encourage critical thinking and thereby permit to raise the voice against gender discrimination? Yes/No

39. Are the images given in the textbooks mainly that of men? Yes/No

40. Do you feel that there exist gender restrictions for children in many aspects? Yes/No if Yes Explain

41. Do the teachers encourage girls to take up traditional jobs? Yes/No if Yes Explain

42. Do you feel that the seating arrangements should be made separate for boys and girls?Yes/No

43. Do the teachers develop awareness regarding the duties of boys and girls?Yes/No

44. Are the learning activities in accordance with building appropriate attitude and deciding the future course of action of girls?Yes/No

45. Do you feel that the life experiences of males are given more importance than that of the females in the textbook contents? Yes/No

46. Do the learning experiences provided in the textbooks confine the girls within the four walls of their houses?Yes/No

47. Do the teachers encourage boys than girls in school sports activities?Yes/No

48. Do the teachers encourage both boys and girls to participate in school arts fest competition without discrimination? Yes/No

49. Do the teachers appreciate the competence of girls in sports equally that of boys? Yes/No

50. Do the children talk about teachers who grant permission along with boys to the interested girls to play games?Yes/No

51. Does your child's school provide separate play grounds for boys and girls?

52. Do the teachers grant permission to boys on showing interest to participate in items like dance, bharatnatyam, mohiniyattom, etc?Yes/No

53. Does the school authority impose more restrictions to girls in activities like tour and educational field trips? Yes/No

54. Do the teachers allow the participation of students in activities like scout, guide, NCC and NSS without gender discrimination? Yes/No

55. Do the teachers allow the students to participate in sports activities according to their interests? Yes/No

56. Does the school arrange activities that foster physical and mental enjoyment of boys and girls accordingly? Yes/No

57. Do you think that girls are more exposed to gender issues than boys? Yes/No

58. Do you give permission to your children for the mixed participation in the arts fest of the school? Yes/No

59. Do you give equal importance to the education of girls and boys? Yes/No

APPENDIX – D3 (FINAL MALAYALAM)

QUESTIONNAIRE ON PARENTS PERCEPTION OF GENDERING PRACTICES IN SECONDARY SCHOOL

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
Assistant Professor   Research Scholar
Department of Education   Department of Education
University of Calicut   University of Calicut

നിർദ്ദേശങ്ങൾ

കേരളത്തിലെ സെക്കന്ററി സ്കൂളിലെ പാഠ്യ പാഠ്യേതര പ്രവർത്തനങ്ങളു മായി ബന്ധപ്പെട്ട ലിംഗപരമായ പ്രശ്നങ്ങളിൽ രക്ഷിതാക്കളുടെ അഭിപ്രായം അറി യുക എന്നതാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഇതുമായി ബന്ധപ്പെട്ട ഏതാനും ചോദ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. അതിൽ ചില ചോദ്യങ്ങൾക്ക് അതെ/അല്ല എന്നും ചില ചോദ്യങ്ങൾക്ക് വിശദമായ വിശദീകരണങ്ങളും ആവശ്യ മുള്ളവയാണ്. ഓരോ ചോദ്യവും ശ്രദ്ധയോടെ വായിച്ച് നിങ്ങളുടെ പ്രതികരണ ങ്ങൾ രേഖപ്പെടുത്തേണ്ടതാണ്. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യ മായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷണാവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുക യുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

വ്യക്തിപരമായ വിവരങ്ങൾ

രക്ഷിതാവിന്റെ (ജെന്റർ)   :

വിദ്യാർത്ഥിയുടെ (ജെന്റർ)   :   പുരുഷൻ/സ്ത്രീ

വിദ്യാഭ്യാസ യോഗ്യത (രക്ഷിതാവ്)   :

മതം   :

പ്രദേശം (സ്കൂൾ)   ഗ്രാമം/നഗരം

കുടുംബം   :   കൂട്ടുകുടുംബം/അണുകുടുംബം

വിദ്യാലയത്തിന്റെ പേര് (കുട്ടിയുടെ)   :

വിദ്യാലയം   :   ഗവ./ എയ്ഡഡ്

		അതെ	അല്ല
1.	അധ്യാപകർ പെൺകുട്ടികളെ വീടൊരുക്കുന്നവൾ, പരിപാലിക്കേണ്ട വൾ എന്നിങ്ങനെ കാണുന്നതായി തോന്നാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
2.	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും പ്രത്യേകമായുള്ള ധർമ്മ ങ്ങളും ഉത്തരവാദിത്വങ്ങളും സ്കൂളിലൂടെ ഊട്ടിയുറപ്പിക്കപ്പെടുന്നു എന്ന് കരുതുന്നുണ്ടോ?		
3.	അധ്യാപകർ ക്ലാസ്സ് റൂം വൃത്തിയാക്കൽ, പരിസരശുചീകരണം തുട ങ്ങിയ പ്രവൃത്തികൾ പെൺകുട്ടികൾക്കാണോ കൂടുതൽ നൽകു ന്നത്?		
4.	ഇന്നത്തെ സ്കൂൾ സംവിധാനം പെൺകുട്ടികളുടെ സ്വാതന്ത്രത്തിന് കടിഞ്ഞാണിടുന്നുണ്ടോ?		
5.	നിങ്ങളുടെ മക്കളുടെ സ്കൂളിൽ ആൺകുട്ടികളും പെൺകുട്ടികളും ഒരുമിച്ചിരിക്കാൻ അനുവദിക്കാറുണ്ടോ?		
6.	സമൂഹത്തിലെ പരമ്പരാഗത ലിംഗവിവേചനം ഉറപ്പിക്കുന്ന തരത്തി ലാണോ അധ്യാപകരുടെ പ്രവർത്തനങ്ങൾ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
7.	സ്ത്രീ പുരുഷനേക്കാൾ ധാർമ്മിക മൂല്യങ്ങൾ സൂക്ഷിക്കണമെന്ന ആശയം സ്കൂൾ സംവിധാനം കുട്ടികളിൽ വളർത്തിയെടുക്കു ന്നുണ്ടോ?		
8.	അധ്യാപകർ ആൺകുട്ടികളെയാണോ പഠനപ്രവർത്തനങ്ങളിൽ കൂടുതൽ പ്രശംസിക്കാറുള്ളത്.		
9.	അധ്യാപകർ ആൺകുട്ടികൾക്ക് അവരുടെ ആശയങ്ങൾ പ്രകടി പ്പിക്കാൻ പെൺകുട്ടികളേക്കാൾ അവസരം നൽകാറുണ്ടോ?		
10.	സ്കൂൾ സംവിധാനത്തിൽ പെൺകുട്ടികളുടെ കടുത്ത പെരുമാറ്റ ങ്ങൾ ആൺകുട്ടികളേക്കാൾ ഉയർത്തിക്കാണിക്കാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
11.	ആൺകുട്ടികളെയും പെൺകുട്ടികളെയും സ്കൂളിൽ ഒരുപോലെ സ്വാഗതം ചെയ്യാറുണ്ടോ?		
12.	അധ്യാപകർ ശാസ്ത്രം, ഗണിതം, സാങ്കേതിക അഭിരുചി എന്നിവ ആൺകുട്ടികളിലും പെൺകുട്ടികളിലും ഒരുപോലെ പരിപോഷി പ്പിക്കുന്നുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ	

		ക്കുക	
13.	കുട്ടികളുടെ ചോദ്യപേപ്പറിൽ ലിംഗസമത്വം ഉൾക്കൊള്ളുന്ന ചോദ്യങ്ങളാണോ ഉണ്ടാവാറുള്ളത്?		
14.	അധ്യാപകർ കൂടുതലും സ്ത്രീകളായതിനാൽ ആൺകുട്ടികളുടെ പഠനമികവ് കുറയുന്നു എന്ന് കരുതുന്നുണ്ടോ?		
15.	അധ്യാപകർ എല്ലാ ഉത്തരകടലാസ്സുകളും ആൺ പെൺ വ്യത്യാസമില്ലാതെയാണോ മൂല്യനിർണ്ണയം നടത്താറുള്ളത്?		
16.	പെൺകുട്ടികളുടെ അച്ചടക്കവും കഠിനപ്രയത്നവുമാണ് പരീക്ഷ വിജയിക്കാൻ അവരെ ആൺകുട്ടികളേക്കാൾ സഹായിക്കുന്നത് എന്ന് കരുതുന്നുണ്ടോ?		
17.	ഗണിതം, ശാസ്ത്രം തുടങ്ങിയ വിഷയങ്ങളിൽ കൂടുതൽ മാർക്ക് വാങ്ങുന്നത് ആൺകുട്ടികളാണെന്ന് കരുതുന്നുണ്ടോ?		
18.	അധ്യാപകർ ക്ലാസ് റൂമിൽ ചോദ്യം ചോദിക്കുമ്പോൾ ആൺകുട്ടികളെ കൂടുതൽ പരിഗണിക്കുന്നുവെന്ന് കരുതുന്നുണ്ടോ?		
19.	നിരന്തരമൂല്യ നിർണ്ണയത്തിൽ അധ്യാപകർ ആൺ-പെൺ വ്യത്യാസം കാണിക്കാറുണ്ടോ?		
20.	പരീക്ഷാകാലങ്ങളിൽ പെൺകുട്ടികൾ ആൺകുട്ടികളെക്കാൾ പിരിമുറക്കം അനുഭവിക്കുന്നുവെന്ന് കരുതുന്നുണ്ടോ?	അതെ എങ്കിൽ വിശദമാക്കുക	
21.	ഇപ്പോഴത്തെ മൂല്യനിർണ്ണയ പ്രക്രിയ ആൺകുട്ടികളുടേയും പെൺകുട്ടികളുടേയും കഴിവുകൾക്ക് ഒരുപോലെ ഇണങ്ങുന്നതാണോ?		
22.	അധ്യാപകർ പ്രശംസ, വിമർശനം, ഫീഡ്ബാക്ക് എന്നിവ ആൺകുട്ടികൾക്കാണോ കൂടുതൽ നൽകുന്നത്?		
23.	സ്കൂൾ ലൈബ്രറിയിൽ ആൺ-പെൺ താൽപര്യങ്ങൾക്കനുസരിച്ചുള്ള പുസ്തകങ്ങൾ ലഭ്യമാണോ?		
24.	ആൺ പെൺ സുരക്ഷ മുൻനിർത്തിയാണോ സ്കൂൾ കെട്ടിടം നിർമ്മിച്ചിരിക്കുന്നത്?		
25.	സ്കൂളിലെ ടോയ്ലറ്റ് സൗകര്യങ്ങൾ ആൺകുട്ടികളുടേയും പെൺകുട്ടികളുടേയും എണ്ണത്തിന് ആനുപാതികമാണോ?		
26.	പെൺകുട്ടികളുടെ പ്രത്യേക ആവശ്യങ്ങൾ നിറവേറ്റുന്നതിനുള്ള വിശ്രമമുറികൾ സ്കൂളിൽ ലഭ്യമാണോ?		
27.	ആൺ-പെൺ അധ്യാപകർക്ക് പ്രത്യേകം വിശ്രമമുറികൾ സ്കൂളിൽ ലഭ്യമാണോ?		
28.	വിദ്യാർത്ഥികളുടെ പ്രത്യേക പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സ്കൂൾ കൗൺസിലറുടെ സഹായം ലഭ്യമാണോ?		
29.	സ്കൂളിലെ യൂണിഫോം ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ശരീരപ്രകൃതിക്ക് യോജിച്ചതാണോ?		
30.	സ്കൂളിൽനിന്നും കുട്ടികൾക്കുണ്ടാവുന്ന മാനസികവും ശാരീരികവുമായ പ്രത്യേക പ്രയാസങ്ങൾ പറയാറുണ്ടോ? ഇത്തരം പ്രയാസങ്ങൾ കുറക്കാനുള്ള മാർഗ്ഗങ്ങൾ പറയാമോ?	അതെ എങ്കിൽ വിശദമാക്കുക	

31.	കുട്ടികൾ സ്കൂളിൽനിന്ന് പഠിക്കുന്ന/കേൾക്കുന്ന ലൈംഗിക ചുവ യുള്ള തമാശകളും, കമന്റുകളും വീട്ടിൽ പറയാറുണ്ടോ?		
32.	അധ്യാപകരിൽനിന്നും ഉണ്ടായിട്ടുള്ള മോശമായ അനുഭവങ്ങൾ കുട്ടി വീട്ടിൽ പങ്കുവെയ്ക്കാറുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
33.	സ്കൂളിൽ ആൺ-പെൺ സ്വകാര്യത സംരക്ഷിക്കപ്പെടുന്നുണ്ടോ?		
34.	കുട്ടികൾക്കിടയിലെ ആൺ-പെൺ സൗഹൃദത്തെ പ്രോത്സാഹിപ്പി ക്കാറുണ്ടോ?		
35.	അധ്യാപകർ ക്ലാസ്സിൽ അശ്ലീല തമാശകൾ പറയുന്നതായി കുട്ടി പരാതിപ്പെടാറുണ്ടോ?		
36.	സ്കൂളിൽനിന്നുമുള്ള മോശമായ അനുഭവം മൂലം കുട്ടി മാനസിക പീഡനം അനുഭവിക്കുന്നുണ്ടോ?		
37.	സ്ത്രീ, പുരുഷൻ എന്നീ സാമൂഹിക വേർതിരിവ് വിദ്യാലയം പ്രചരി പ്പിക്കുന്നതായി കരുതുന്നുണ്ടോ?		
38.	സ്കൂളിൽ വിമർശന ബുദ്ധിയെ പ്രോത്സാഹിപ്പിച്ച് ലിംഗപരമായ അനീതിയെ ചോദ്യംചെയ്യാൻ കുട്ടികളെ അനുവദിക്കാറുണ്ടോ?		
39.	പാഠപുസ്തകത്തിലെ ചിത്രങ്ങൾ കൂടുതലും പുരുഷൻമാരുടേ താണോ?		
40.	പല വിഷയങ്ങളിലും കുട്ടികൾക്ക് ലിംഗപരമായ നിയന്ത്രണങ്ങൾ ഉള്ളതായി അനുഭവപ്പെട്ടിട്ടുണ്ടോ?	അതെ എങ്കിൽ വിശദമാ ക്കുക	
41.	അധ്യാപകർ പെൺകുട്ടികളെ പരമ്പരാഗത തൊഴിൽ മേഘലയിലേ ക്കാണോ പ്രോത്സാഹിപ്പിക്കുന്നത്?	അതെ എങ്കിൽ വിശ ദമാക്കുക	
42.	ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും വെവ്വേറെ ഇരിപ്പിട സൗകര്യം ആവശ്യമാണെന്ന് കരുതുന്നുണ്ടോ?		
43.	ആൺ-പെൺ കർതവ്യങ്ങളെക്കുറിച്ചുള്ള അവബോധം രൂപപ്പെ ടുത്താൻ അധ്യാപകർ ശ്രമിക്കാറുണ്ടോ?		
44.	പഠനപ്രവർത്തനങ്ങൾ പെൺകുട്ടികളുടെ ഭാവി തിരഞ്ഞെടു ക്കുന്നതിലും മനോഭാവത്തിലും മാറ്റങ്ങൾ വരുത്തുന്ന തരത്തി ലാണോ?		

45.	പാഠപുസ്തകത്തിൽ പുരുഷന്റെ ജീവിതാനുഭവങ്ങൾക്ക് സ്ത്രീയുടേതിനേക്കാൾ സ്ഥാനം നൽകുന്നു എന്ന് കരുതുന്നുണ്ടോ?		
46.	പാഠപുസ്തകത്തിലെ പഠനാനുഭവങ്ങൾ പെൺകുട്ടികളെ വീട്ടിലെ നാല് ചുമരുകൾക്കുള്ളിൽ ഒതുക്കിനിർത്തുന്ന തരത്തിലാണോ?		
47.	അധ്യാപകർ സ്കൂളിലെ കായികമത്സരങ്ങളിൽ ആൺകുട്ടികളെ പെൺകുട്ടികളേക്കാൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?		
48.	സ്കൂളിലെ കലാമേളക്ക് ആൺപെൺ വ്യത്യാസമില്ലാതെ എല്ലാ ഇനത്തിലും പങ്കെടുക്കാൻ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?		
49.	സ്കൂളിൽ പെൺകുട്ടികൾ കായികമികവ് കാണിക്കുമ്പോൾ ആൺകുട്ടികളോട് എന്നപോലെ അധ്യാപകർ അവരെ അഭിനന്ദിക്കാറുണ്ടോ?		
50.	സ്കൂളിൽ ആൺകുട്ടികൾ ഗെയിംസ് കളിക്കുമ്പോൾ പെൺകുട്ടികൾ അതിന് താൽപര്യം പ്രകടിപ്പിച്ചാൽ അവരെ ഒന്നിച്ച് കളിക്കുന്നതിന് അനുവദിക്കുന്നതായി കുട്ടികൾ പറഞ്ഞിട്ടുണ്ടോ?		
51.	നിങ്ങളുടെ കുട്ടികളുടെ സ്കൂളിൽ ആൺകുട്ടികൾക്കും പെൺകുട്ടികൾക്കും വെവ്വേറെ കളിസ്ഥലം ഒരുക്കിയിട്ടുണ്ടോ?		
52.	ആൺകുട്ടികൾ ഡാൻസ്, ഭരതനാട്യം, മോഹിനിയാട്ടം തുടങ്ങിയ ഇനങ്ങൾക്ക് താൽപര്യം പ്രകടിപ്പിച്ചാൽ അധ്യാപകർ അതിന് സമ്മതം നൽകാറുണ്ടോ?		
53.	വിനോദയാത്ര, പഠനയാത്ര തുടങ്ങിയ പ്രവർത്തനങ്ങളിൽ സ്കൂൾ അധികാരികൾ പെൺകുട്ടികൾക്ക് കൂടുതൽ നിയന്ത്രണം ഏർപ്പെടുത്താറുണ്ടോ?		
54.	ലിംഗഭേദമന്യേ സ്കൂളിലെ മറ്റ് പ്രവർത്തനങ്ങളിൽ (സ്കൗട്ട്, ഗൈഡ്സ്, എൻ.സി.സി,) താങ്കളുടെ കുട്ടികളെ അധ്യാപകർ പങ്കെടുപ്പിക്കാറുണ്ടോ?		
55.	കുട്ടികളുടെ താൽപര്യത്തിനിണങ്ങുന്ന കായികപ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ അധ്യാപകർ സമ്മതിക്കാറുണ്ടോ?		
56.	ആൺകുട്ടികളുടെയും പെൺകുട്ടികളുടെയും ശാരീരികവും മാനസികവുമായ ഉല്ലാസം പ്രദാനം ചെയ്യുന്ന കലാകായിക പ്രവൃത്തികൾ സ്കൂളിൽ ഒരുക്കാറുണ്ടോ?		

APPENDIX – D4 (FINAL –ENGLISH)

QUESTIONNAIRE TO PARENTS ON GENDERING PRACTICES IN SECONDARY SCHOOLS

MOHAMEDUNNI ALIAS MUSTHAFA. M.N   **FOUSIYA. P**
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Instructions

The objective of this questionnaire is to know the perception of Parents' on gendering practices in secondary schools of Kerala. Therefore knowledge of your perception regarding gendering practices in schools is necessary. Following pages contain a number of statements carries YES/NO Questions and some open ended questions are also included. It needs your open revelations. Please read each statement carefully and indicate your responses by ticking only one alternative that is most appropriate for you and explain if it is required. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

PERSONAL INFORMATION

Gender   :   Male/Female

Educational Qualification (Parent)   :   Below SSLC / Above SSLC

Type of Management (student)   :   Govt./Aided/Unaided

Locality (student's school)   :   Rural/Urban

Religion (Parent)   :   Hindu/Muslim/Christian

1. Do you feel that teachers consider girls as caretakers and home makers? Yes/No if Yes Explain?

2. Do you feel that school perpetuates differential duties and responsibilities to boys and girls? Yes/No

3. Do the teachers assign the task of cleaning the classrooms and premises mostly to girls? Yes/No

4. Do you feel that the current school scenario restrict the freedom of girls? Yes/No

5. Does your child's school permit the girls and boys to sit together? Yes/No

6. Does the school practices of teachers confirm with the traditional gender discriminating practices? Yes/No if yes Explain

7. Does the school inculcate the idea of upholding more values by girls than boys? Yes/No

8. Do the teachers mostly appreciate the academic activities of boys? Yes/No

9. Do the teachers give more opportunities to boys as compared to girls for expressing their ideas? Yes/No

10. Do the teachers highlight the misbehavior of girls than that of boys? Yes/No if yes Explain

11. Are the boys and girls equally welcomed in schools? Yes/No

12. Do the teachers nurture the scientific, mathematical and technical aptitude equally among boys and girls? Yes/No if yes Explain

13. Do the questions in the question papers uphold gender equality? Yes/No

14. Do you feel that the under achievement of boys are due to the increasing number of females teachers in schools? Yes/No

15. Do the teachers value the answer scripts without any gender discrimination? Yes/No

16. Do you feel that the discipline and perseverance of girls enable them to succeed in exams than their counterparts? Yes/No

17. Do you feel that boys score higher marks in subjects like mathematics and science than girls? Yes/No

18. Do you think the teachers prefer to ask questions to boys than to girls in classroom? Yes/No

19. Do the teachers practice gender discrimination during continuous and comprehensive evaluation? Yes/No

20. Do you feel that girls are more stressed than boys during examination? Yes/No if yes Explain

21. Do you think that the present evaluation system is suitable for evaluating the abilities of both boys and girls? Yes/No

22. Do the teachers provide appreciation, criticism and feedback more to boys? Yes/No

23. Does the school library provide books according to the interests of boys and girls? Yes/No

24. Is the school building constructed giving priority to the safety of girls? Yes/No

25. Does the school provide toilet facilities in proportion to the number of boys and girls? Yes/No

26. Does the school provide resting rooms for meeting the special needs of girls? Yes/No

27. Does the school provide resting room facility separately for male and female teachers? Yes/No

28. Does the school provide the service of counselor to resolve the specific problems of girls? Yes/No

29. Is the school uniform suitable to the physical nature of boys and girls? Yes/No

30. Do the children share the physical and mental harassments they experience at schools? Yes/No if yes Explain and give suggestions to end such problems?

31. Do the children share the sensuous comments heard/learned at school? Yes/No

32. Does the child report at home about their unpleasant experiences they had with the teachers? Yes/No if yes Explain

33. Does the school have the provision for protecting the privacy of boys and girls? Yes/No

34. Is the friendship between boys and girls encouraged? Yes/No

35. Do children complain about the vulgar jokes of teachers in the classrooms? Yes/No

36. Does the child experience mental harassment due to the unpleasant experiences at school? Yes/No

37. Do you think that the school is promoting the social segregation of male and female? Yes/No

38. Does the school encourage critical thinking and thereby permit to raise the voice against gender discrimination? Yes/No

39. Are the images given in the textbooks mainly that of men? Yes/No

40. Do you feel that there exist gender restrictions for children in many aspects? Yes/No if yes Explain

41. Do the teachers encourage girls to take up traditional jobs? Yes/No if yes Explain

42. Do you feel that the seating arrangements should be made separate for boys and girls? Yes/No

43. Do the teachers develop awareness regarding the duties of boys and girls? Yes/No

44. Are the learning activities in accordance with building appropriate attitude and deciding the future course of action of girls? Yes/No

45. Do you feel that the life experiences of males are given more importance than that of the females in the textbook contents? Yes/No

46. Do the learning experiences provided in the textbooks confine the girls within the four walls of their houses? Yes/No

47. Do the teachers encourage boys than girls in school sports activities?

48. Do the teachers encourage both boys and girls to participate in school arts fest competition without discrimination? Yes/No

49. Do the teachers appreciate the competence of girls in sports equally that of boys? Yes/No

50. Do the children talk about teachers who grant permission along with boys to the interested girls to play games? Yes/No

51. Does your child's school provide separate play grounds for boys and girls?

52. Do the teachers grant permission to boys on showing interest to participate in items like dance, bharatnatyam, mohiniyattom, etc? Yes/No

53. Does the school authority impose more restrictions to girls in activities like tour and educational field trips? Yes/No

54. Do the teachers allow the participation of students in activities like scout, guide, NCC and NSS without gender discrimination? Yes/No

55. Do the teachers allow the students to participate in sports activities according to their interests? Yes/No

56. Does the school arrange activities that foster physical and mental enjoyment of boys and girls accordingly? Yes/No

APPENDIX – E

OBSERVATION SCHEDULE

1. Classroom Interactions

2. Methods of Teaching

3. Instructional Materials

4. Co-Curricular Activities

5. Gender Based Violence at School

6. Socialization Process in School

7. Classroom Disciplinary Practices

8. Evaluation System

9. School Environment

APPENDIX – F

LIST OF SCHOOLS

Sl. No.	Name of Schools	Locale	Type of Management
1	Rajas HSS Nileshwar, Kasaragode	Urban	Aided
2	CHMKS GVHSS Kottappuram, Kasaragode	Rural	Govt
3	GHS Kanjhirampoyil, Kasaragodu	Rural	Govt
4	GHSS Beypure, Calicut	Urban	Govt.
5	GGVHSS Feroke, Calicut	Urban	Govt
6	KEMHS Chemmad, Malappuram	Rural	Unaided
7	GHSS Peruvallur, Malappuram	Rural	Govt
8	VPKMM HSS Puthoor Pallikkal, Malalppuram	Rural	Aided
9	AL HUDA HSS Karuvankallu, Malappuram	Rural	Unaided
10	MHSS Moonniyoor, Malappuram	Rural	Aided
11	NIBRAS HS Alinchuvadu, Malappuram	Rural	Unaided
12	PPMHSS Kottukkara, Malappuram	Rural	Aided
13	PPTMYHSS Cherur, Malappuram	Rural	Aided
14	Najath HSS Peruvallur, Malappuram	Rural	Unided
15	St. Pauls EMHSS Thenhipalam, Malappuram	Rural	Unaided
16	GMHSS CU Campus Malappuram	Rural	Govt
17	GVHSS Chelari Malappuram	Rural	Govt
18	MET EMHSS Mannarkkad, Palakkad	Urban	Unaided
19	GHSS Edathanattukara, Palakkad	Rural	Govt
20	GHSS Kadavallur, Thrissur	Rural	Govt
21	TMV HSS Perumpilavu, Thrissur	Urban	Aided
22	St. Mary's Pattom, Thiruvananthapuram	Urban	Aided
23	Sarvodaya vidyalayam Nalanchira, Thiruvananthapuram	Urban	Unaided

APPENDIX G

DETAILS OF PUBLICATION

Authors: Fousiya P., Research Scholar, Department of Education, University of Calicut.

Dr. M. N. Mohamedunni Alias Musthafa, Associate Professor, Department of Education, Central University of Kerala.

Title: Gender Bias in School Curriculum curbs girls' carrier aspirations