



सत्यमेव जयते  
भारत सरकार

मानव संसाधन विकास मंत्रालय  
Government of India  
Ministry of Human Resource Development

# NISHTHA

National Initiative for School Heads'  
and Teachers' Holistic Advancement

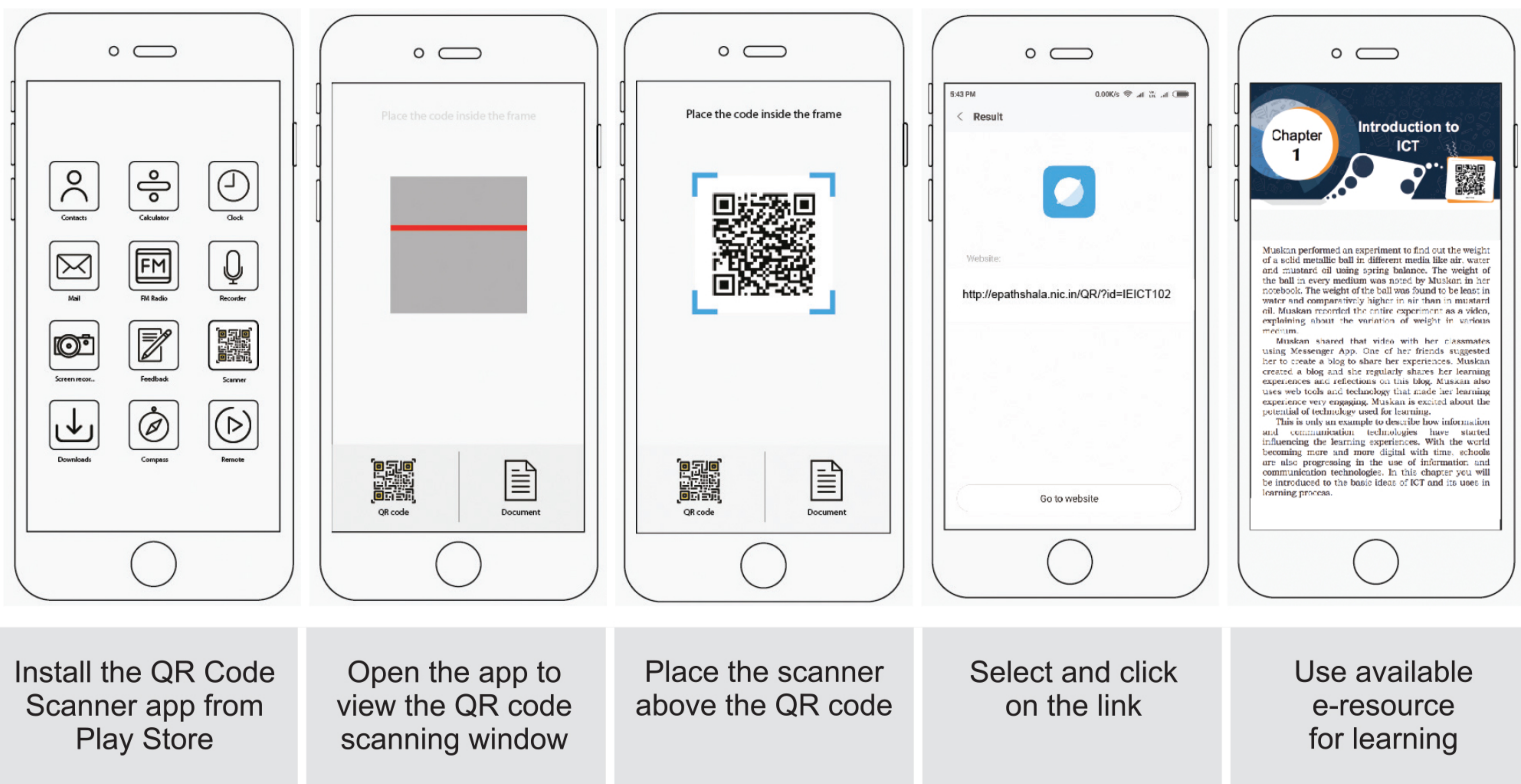
## TRAINING PACKAGE ON SCHOOL LEADERSHIP DEVELOPMENT

Leadership Package




# Step-by-step guide for users to access e-resources linked to QR Codes

The coded box placed on the top corner of every chapter is called Quick Response (QR) Code. It will help you access e-resources, such as audios, videos, multimedia, texts, etc., related to the themes given in the chapter. The first QR code is to access the complete e-textbook. The subsequent QR codes will help you access the relevant e-resources linked to each chapter. This will help you enhance your learning in a joyful manner.

Follow the steps given below and access the e-resources through your smartphone or tablet.



**For accessing the e-resources on a computer or laptop follow the steps stated below.**

1. Open the web browser Firefox ( , Chrome ( , etc.
2. Go to the ePathshala website (<http://ePathshala.nic.in>)
3. Click on the menu 'access e-resources'
4. Type the alphanumeric code given under the QR code (  )
5. Search for the e-resources from the links that have appeared.

# RELEVANCE OF GENDER DIMENSIONS IN TEACHING AND LEARNING PROCESSES

## RECOGNISING DIVERSITY



DGS, NCERT



UN68MD04

We must accept that the social and educational profile of the classroom is multi-class, multi-caste, multi-religious, and gendered with disability as a significant dimension of the profile of children in classrooms. Thus classroom consists of learners who belong to diverse ethnic, racial, cultural, linguistic and socio-economic backgrounds including children with special needs. And gender cuts across all these categories at varied levels.

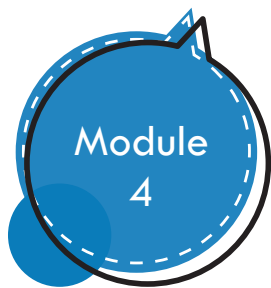
Every child who enters the classroom does not enter without having learned anything within their home or in their community. Students from all ethnic/racial, cultural, linguistic and socio-economic backgrounds come to school with already-constructed knowledge, including their home languages and cultural values, acquired in their home and community environments.

*Source: Report on Inclusive Classrooms, Social Inclusion/ Exclusion and Diversity: Perspective, Policies and Practices, Care, Deshkal Society and UNICEF, Deshkal Pub. Delhi, 2010*

## LEARNING OBJECTIVES

The module will help to:

- Identify existing gender biased attitudes and behaviour among teachers and students.
- Develop gender sensitive pedagogical processes in transaction of various disciplines.
- Use and adopt learning activities that foster gender sensitive classroom environment.



## Module 4

### BRIEF INTRODUCTION ABOUT THE THEME

The module builds a perspective about gender and pedagogical processes. It gives an insight into how gender can be perceived and translated across different disciplines. The module will help teachers to sharpen their sensitivity and understanding on issues related to gender and provide them with practical guidelines on developing gender inclusive methodologies. Activities included in the module aim at fostering a gender friendly environment in the classroom. The module redefines the role of teachers as facilitators, who through their positive attitude and pedagogical interventions can help the students in unlearning of gendered and stereotypical attitudes which they acquire through the socialization processes.

### LEARNING OUTCOMES

- Understand the role of curriculum and textbooks in enhancing education and empowerment of girls.
- Identify women achievers in different fields and illustrate their contribution with appreciate examples.
- Examine critically and question the existing stereotypical attitudes and biases related to gender.
- Recognises various forms of discrimination and understands the nature and sources of such discrimination.
- Recognises and appreciates the participation and contribution of women in political, social, cultural, and environmental processes.
- Illustrates contribution of women in different fields with appropriate examples.

### PEDAGOGIES FOR ACHIEVING LEARNING OUTCOMES

Social construction is a continuous process in which both the individual and the wider social processes play a part. Social processes like socialisation and education also help to make these constructions. Gender is an example of such social construction. Sex refers to the biological difference between men, women and the third sex while gender refers to a socially determined and culturally specific difference between women, men and transgender. Gender relations and functions are dynamic and are shaped through the history of social relations and interactions. They may vary over time and place and between different groups of people. They may

also be impacted by other factors such as race, class, religion, ethnicity and disability.

Our gender identities determine how we are perceived and how we are expected to behave as men, women and transgenders. Whether these gender roles are fair or not, is where the argument begins. Does the fact that we are treated differently based on our sex prevent us from reaching equality or are we treated differently because we are different in nature?

### Activity

1. Relate the following characteristics with male or female—

Characteristics	Female	Male
Dependant		
Powerful		
Competent		
Emotional		
Decision Makers		
Housekeeper		
Leaders		
Fearful and Brave		
Dominant		
Timid		
Gossip		

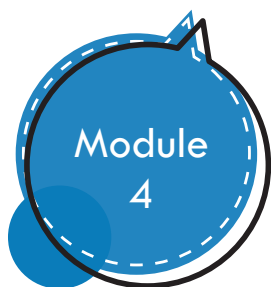
The list is not exhaustive and you can add more examples. This activity helps to recognise stereotypical characteristics associated with men and women.

### Activity

Analyse the way men and women are depicted in both print and non print media. Identify the activities women and men carry out in advertisements. Make a list of products men and women are promoting. What jobs men and women are doing in media portrayal? The stereotypical qualities of women and men being stressed upon in the media. There can also be discussion of some of the media portrayal which shows breaking of gender stereotypes.

### Role of the Teacher

Teachers inculcate gender biased attitudes as a result of their own socialisation formally and informally. Therefore all teachers themselves must leave their own baggage of prejudices/biases behind when they enter the classroom. Girls, particularly those



from marginalised groups such as SC and ST students often feel alienated in their own learning environment due to inability to identify with content, bias/stereotyping in textbooks, representation of women in passive roles and of men in progressive role; discriminatory attitude of teachers in terms of selective distribution of roles and responsibilities and allocation of activities, use of derogatory language, etc. Such an attitude creates low self-esteem and feeling of alienation which in turn affects their level of participation in classroom activities. It is here that the teacher can play a meaningful role. Along with integration, the teacher needs to make the teaching-learning environment participatory. Learning situations may be drawn from the immediate environment of the learners. It is important to ensure that girls are also actively involved in the learning process. The teacher should first identify the gender differences in all schooling activities and then plan and implement the activities in the classroom and outside classroom accordingly. Such an effort is likely to create an enabling environment in the classroom where all students including girls can share their experiences, question existing prejudices and stereotypes and work out suitable solutions based on discussion and debate.

A curriculum largely includes all the essential and appropriate knowledge taught in the school. However, there are certain aspects that are taught informally in a school system which is called the hidden curriculum. This includes behaviours, perspectives and attitudes that students pick up in the schooling process. It is important for teachers to realise that a hidden curriculum is what students absorb in school which may or may not be a part of the formal course of study. For example the interaction of students with peers, teachers or other adults, how they perceive different people on the basis of class, race, religion or gender are important. It includes learning that takes places within and outside classroom in an unintended manner. It also includes ideas and behaviours students feel as acceptable or unacceptable. Such ideas and behaviours are usually unacknowledged in formal settings and it is assumed that they do not need to change.

Gender inevitably becomes an element of this hidden curriculum. It gets transacted through the organisational arrangements, including the division of physical spaces within the classroom and the school on the basis of gender, assignment of different tasks to boys and girls, routines, rituals and practices in everyday school activities, systems of rewards and punishments, disciplining of boys and girls through different

strategies, teacher's labeling patterns, teacher-student and student-student interactions. Even the play space boundaries used by boys and girls in the school and the formal games offered to them are different.

*Have you ever wondered why only girls/women are made to give bouquets to the chief guest in a school function?*

### **Integrating Gender Concerns in Transaction of Disciplines**

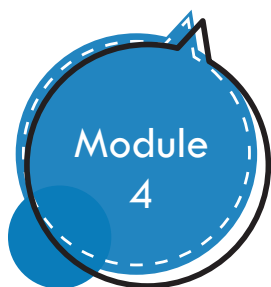
It is a well-known fact that gender is a cross cutting concern across all disciplines and is basic to the construction of knowledge. The invisibilities and under-representation of girls and women across disciplines need to be addressed. The knowledge which has been given in every discipline and the medium of language used makes the inequalities of gender seem natural. It is important to critically challenge this and deconstruct this knowledge for redressing the inequities.

### **Integrating Gender through Teaching of Languages**

Language cuts across all disciplines and is basic to the construction of knowledge; as a result it has wide ranging implications for gender relations. Therefore, it is important to sensitise students to the way language functions and how it naturalises power difference. It does not merely project those which already exist but also shapes our attitudes towards it. Thus using language differently can actually change conditions and situations.

Language including illustrations and other visual aids, play a central role in the formation of such knowledge and we need to pay immediate attention to this aspect of knowledge. Therefore teachers play a critical role in promoting *gender-fair* language. If we analyse language carefully we find that a large number of elements such as words and expressions perpetuate gender stereotypes. Therefore, a gender neutral language needs to be used in the classroom. Let us take as an example of the word 'man'. 'Man' is not a generic word. We need to think about alternatives to words such as 'man'. Some of the alternatives are – 'human beings', 'humans' or 'humanity'.

Our language should be both *gender inclusive* and *gender neutral*. A common manifestation of sexism in language is the 'generic' use of the masculine nouns (e.g. *man, policeman*) and masculine pronouns (e.g. *him, he*) when they refer to people in general or when the sex of the referent is unknown. In addition to pronoun choice, we should also be sensitive to the use of gender-neutral lexical terms. Thus we can achieve gender neutralisation; that is, the avoidance of pseudo-generics such



as *-man* compounds (e.g. *chairman*, *spokesman*, *salesman*, *foreman*) and of marked forms (e.g. *female doctor*, *female teacher*), and the use of symmetric phrases such as *female and male journalists*, and *cameraman/camerawoman*, and so on. Similarly, honorifics like *Mr.*, *Mrs.*, and *Miss*, have changed to *Mr.* and *Ms.* so that attention is not drawn to gender roles.

### Activity

A few words have been given below. Write their gender neutral forms in the space provided below.

- Stewardess \_\_\_\_\_
- Policeman \_\_\_\_\_
- Mailman \_\_\_\_\_
- Chairman \_\_\_\_\_
- Spokesman \_\_\_\_\_
- Anchor man \_\_\_\_\_
- Poetess \_\_\_\_\_
- Actress \_\_\_\_\_
- Man, Mankind \_\_\_\_\_
- Manpower \_\_\_\_\_
- Wife or Husband \_\_\_\_\_
- Mothering \_\_\_\_\_
- Foreman \_\_\_\_\_
- Salesmanship \_\_\_\_\_
- Housewife \_\_\_\_\_

#### चर्चा —

अनेक स्थितियों में शिक्षक/शिक्षिकाओं की भाषा-शैली 'पुरुषत्व' और 'नारीत्व' की पारंपरिक मान्यताओं को पुनर्स्थापित ही करती है। भाषा का विचारों और व्यक्तिगत पहचान से गहरा संबंध है। शिक्षक/शिक्षिकाओं द्वारा बोली जा रही भाषा कुछ इस प्रकार की सीमाएँ तय कर देती है कि लड़कियों और लड़कों में जेंडर-भेद स्वयं आकार ले लेता है। नीचे दी गई स्थिति आम भारतीय समाज से ली गई है। जेंडर संवेदनशीलता के परिप्रेक्ष्य में ये किस प्रकार से और क्यों असामान्य और अटपटी है, इस पर चर्चा करें।

#### स्थिति —

एक परिवार के जुड़वां भाई-बहन दसवीं कक्षा की बोर्ड की परीक्षा में एक समान विशेष योग्यता वाले अंक लाये हैं। वे इस समय ग्यारहवीं कक्षा की भौतिकी की अध्यापिका के पास बैठे ग्यारहवीं कक्षा में विषयों के चयन पर बातचीत कर रहे हैं —

बहन – मैम आपको पता है न, मुझे भौतिकी कितनी पसंद है।



भाई – हाँ मैम, कादम्बरी तो घर में छोटे-मोटे प्रयोग करती रहती है। बल्ब फ्यूज हो तो यही ठीक करेगी। इसे फिजिक्स ही दीजिए।

अध्यापिका – कौस्तुभ ये क्या कह रहे हो। मेरिट में आकर वोक्ेशनल स्ट्रीम और वो भी ट्रेस डिजाइनिंग। तुम फिजिक्स में आओ और कादम्बरी को बायो लेने दो। उसमें रटकर काम चल जाता है। लड़कियाँ अच्छे से रट लेती हैं।

भाई-बहन – मैम, आप तो खुद महिला हैं और फिजिक्स की टीचर भी, आपने .....

अध्यापिका – बस जैसे-तैसे कर ली। मैडम क्यूरी तो नहीं बन गई ना।

### Examples from NCERT textbook *Marigold* (class 5)

#### Example-1

The chapter *Who Will Be Ningthou* is a story about a king and queen of Manipur who have three sons and one daughter. Despite having three sons they choose their daughter to be the next heir, thus defying the age old custom of declaring the eldest son as the next king.

#### Discussion Points

- What are the other patriarchal norms prevalent in the society which affect the status of girls?
- Are physical attributes enough to be a good ruler?
- Are girls/women less capable than men in assuming positions of power and authority. Introduce local examples of women in powerful and decision making roles.

#### Example-2

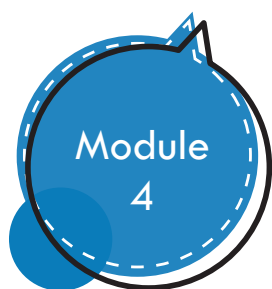
- *Marigold* (class 5 page165) “Let’s Talk”

#### Read the following passage carefully

One day Meena plucks a mango and brings it home. Her grandmother gives the larger piece to Raju because he is a boy. Meena protests. After all, she brought the mango and she is the elder of the two. She insists she has a greater right over her share. Her father comes to her help and divides the mango equally. Now answer the questions. (i) Who brought the mango home? (ii) Why did Meena’s grandmother give a larger piece to Raju? (iii) Who do you think should have got the larger piece?

#### Discussion Points

- Have you observed any discrimination in your family against boys and girls in terms of sharing resources and spaces (physical mobility, restrictions on time or any other)?



## Module 4

- Is it important for the male members of the society to be actively involved in breaking stereotypes?

### ***Integrating Gender through Teaching of Social Sciences***

Social Sciences is an integral part of the school curriculum in all stages of school education beginning from the elementary stage. It seeks to explore individual and collective human behaviour which influence families, communities, cultures, institutions, environment, societies; and ideas, norms, and values. The primary aim of social sciences is to provide a critical lens to enable students to (a) acknowledge and respect diversity in terms of gender, religion, region, class and disability and look at all persons as equal (b) deliberate upon issues such as democracy and autocracy, power and governance, caste, race and tribe, gender and patriarchy, stereotypes and prejudice, etc. (c) critically examine social, political, economic institutions/issues and various dimensions of inequality that affect the status of women (d) question and examine received ideas, institutions, and practices.

The 'add and stir approach' of including a few prominent women who wielded power or worked on the lands or mere enumeration of some women who took part in the national movement only serves to consolidate the position that women did /do very little. This is partly because the textual narrative has given prominence to the role of men and largely excluded the participation of women in social, economic and political processes. The social science textbooks have taken care to make participation of women as integral to the discussion of varied themes across disciplines.

An important aspect of social sciences is integration of relevant and appropriate local content in learning processes, ideally transacted through activities. Unfamiliar educational pedagogies and curriculum content may create feelings of alienation among students which may result in lack of engagement in classroom activities and discussions. Therefore appropriate instructional strategies along with contextualisation of content and innovative teaching-learning material will enable students to relate to their textbooks, share their experiences, and identify situation where conflict can be constructively questioned. In particular, for girls and learners from marginalised groups classrooms should be democratic spaces for discussing processes of decision making, for questioning stereotypes and for making informed choices.

### Questioning and Examining Received Ideas, Institutions and Practices

Learning to question socially constructed norms and prejudices is an important aspect of studying social sciences. It will enable students to learn to confront their own lived experiences, thus laying the foundations for an analytical and creative mindset. It therefore becomes important for the teacher to navigate discussion of themes in such a way that students begin to deliberate and question existing institutions, ideas and practices and their linkages with the past. We are aware of how discrimination on the basis of caste, class and gender has operated at various levels in Indian society since historical times, and women have not shied away from questioning the prevalence of such norms.



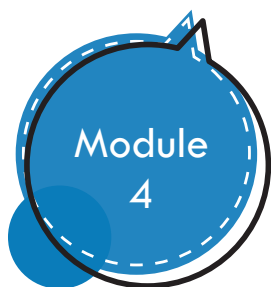
Begum Rokeya Sakhawat Hossein, a noted educationist and literary figure started schools for Muslim girls in Patna and Calcutta. She was a fearless critic of conservative ideas, arguing that religious leaders of every faith accorded an inferior place to women. She wrote a remarkable story titled *Sultana's Dream* in 1905 in which Sultana who reaches a place called *Ladyland*. *Ladyland* is a place where women had the freedom to study, work, and create inventions like controlling rain from the clouds and flying air cars.

*Social and Political life- Class VII*



Laxmi Lakra is the first woman engine driver for Northern Railways. Hailing from a poor family Laxmi studied hard and then went on to complete her diploma in electronics. She then took the railway board exam and passed it in her first attempt. Laxmi says, "I love challenges and the moment somebody says it is not for girls, I make sure I go ahead and do it."

*Social and Political life- Class VII*



### Activity

1. Write the following on the board and ask students to read each statement—
  - Early Marriage of Girls
  - Sons are legal heirs of family property
  - Men are caregivers/nurturers
  - Practice of untouchability
  - Practice of Dowry
  - Preference of sons over daughters
  - Menstrual Taboos
  - Restrictions on Physical Mobility of Girls
  - Seclusion of widow
  - Girls are non- permanent members of the family
2. Ask students to pick a statement from above and place in a relevant box:

Practices/ Traditions / Norms that are still Prevalent	Practices/ Traditions/ Norms that I would like to change	Practices / traditions/ Norms that are not prevalent
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This activity will help teachers to ascertain the level of awareness amongst students regarding certain socio-cultural practices/traditions and norms that they face in their lived realities. It is likely to also generate a discussion amongst both boys and girls on why certain institutions/ideas and practices require change.

#### Participation of Women in Economic Processes

NCERT history textbook *Our Pasts III*, Chapter 4 – *Tribals, Dikus and Vision of a Golden Age*

#### Role of Tribal Women in Economic Activities: Integrating Learning Situations from the Learners' Environment

The chapter *Tribals, Dikus and Vision of a Golden Age* focuses on tribal societies and how their lives were affected by colonial rule. The narrative along with source boxes, visuals/images clearly indicate the important role of tribal women in subsistence activities. Sometimes it becomes difficult for young learners to relate to developments/ events that occurred hundreds of years ago. It is therefore important to link the past with the present. The participation of women in economic activities from

the pre-historic period to the present day is a dimension that has often been ignored in our textbook narrative. By using resources other than the textbook, access to internet and other resource material in the form of newspapers, journals and audio-visual material may help the teacher to integrate such perspectives during transaction of themes.



*Women of the Dongria Kandha tribe in Orissa carrying out different economic activities*



*At : Tribal Women Are Leading the Conversion to Organic Agriculture*



*Kalyani Minz's vegetable farm in Budajharan village, Sundargarh*

Tribal women of the Sundargarh district of Odisha have chosen to produce safe and nutritious food, achieving food security and a better livelihood through organic farming. Thousands of hectares of farmland in the district have never consumed any fertiliser that is either synthetic or inorganic in nature. "All we use is organic. Even the seeds are of indigenous varieties produced in our own farms," says Nirmala Barla, a passionate farmer from Brahmanmara village. They use organic pesticides using the leaves of neem, molasses of rich mahua, garlic, cow dung and cow urine in different compositions.

*Image Source: <https://www.lifegate.com/people/lifestyle/tribal-women-organic-agriculture-india>*

### Activity: Group of Six Students

#### **Poster Gallery on Role of Tribal Women in Economic Activities of Tribal Communities**

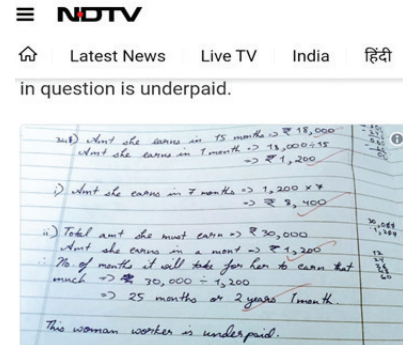
Through this activity students can demonstrate their understanding of role of tribal women in economic activities and how it has evolved over the years. The teacher can guide students through the following steps.

#### Step I

A group of six students may be assigned a tribal community inhabiting a particular region. For example, Bhils of western region, Khasis of north-east, Gonds of central India, Gaddis of northern region, etc.

#### Step II

Collection of materials by students. These materials could be (a) photographs (b) illustrations (d) posters, (e) pamphlets, (f) news clippings and (g) folk songs on agricultural and other economic activities.



#### Step III

Creating a poster. (a) Location of tribal group through a map (b) The poster should be able to convey through visuals and text the significant role of tribal women in tribal economy (c) Continuity and change in economic activities of the tribal community.

#### Step IV

Discussion After completion, posters may be displayed in the class followed by discussion which will be led by the teacher.

#### **Discussion points**

- Are there any similarities in the activities carried out by women across tribal groups in the country?
- Is there gender segregation in economic activities carried out by members of the tribal group?
- How has the participation of tribal women in economic activities evolved over the years?
- How has development impacted the lives of tribal women in economic processes?

### ***Integrating Gender Through Teaching of Mathematics***

Everyone does mathematics but for many students particularly girls it still remains an inaccessible area of knowledge. We need to think of a less masculine mathematics. It is a common myth that Mathematics subject is not for girls and its teaching does not have scope of gender discrimination and stereotyping. It is important to break this myth through our curriculum and its transaction by the teachers. It is important to highlight through mathematics that work at home is equally important and productive and should be projected (through mathematical problems) as a responsibility to be shared by all members of the family. Dignity of work in all walks of life should be reflected through exercises projecting computation of time, labor, and energy consumed at each job. Reinforce growing participatory role of women/girls in all walk of life such as women as managers, traders, entrepreneurs, pilots, scientists, mathematician, etc. Both sexes have equal right in the family property which can be shown through mathematical illustrations.

#### **Activity - 1**

Provide the data on population of the State and of India from the Census 2011. Ask students to study and then compare the data. Now analyze why the female population is less than male population in the states and in India. The idea behind carrying out this activity is to create awareness on the issue of declining sex ratio.

#### **Activity - 2**

As can be seen from the news item the student has gone beyond rigid mathematical calculations and he has given his concluding statement on low wages being paid to women. Such kind of responses should be encouraged by the teacher.

NCERT textbook *Math-Magic* at the primary level has a number of examples in which women have been portrayed in productive and decision making roles such as entrepreneurs, farmers, property owners etc. Male characters have been shown as engaged in household chores such as cooking. Women have been portrayed as standing for their rights, thus challenging power relations.

### ***Integrating Gender through Teaching of Science***

Women have historically had limited access to science and technology and almost excluded from intellectual, scientific and technological communities. They have always been associated with nurturance, child rearing and house-keeping. Further,

## Module 4

the contribution of women in science and technology also remains “hidden from history” due to lack of documentation. With respect to technology it is generally perceived that what women do is non-technological, despite their involvement in survival technologies since early times. Further, the image of science is perceived as masculine and due to various socio-cultural factors girls and women hesitate to enter fields that are essentially related to technology.

Science inculcates rational thinking thereby, helping to reduce prejudices based on class, caste gender, and religion. It is through science students can be taught that physical attributes and difference does not reflect superiority or inferiority. There should be no discrimination between boys, girls and transgender on being different in terms of physical attributes. Basic body structure, functions and requirements are also similar for boys, girls and transgender. The differential abilities of all sexes should be recognised, rather than categorise one as stronger than other. Therefore, no discrimination should be made in providing food, health care and learning experiences. Women’s role in preserving the environment and its impact on their life should also be highlighted.

### Activity

Discuss with students any two success stories of women in the area of science and technology from your area or state. Ask them to share any such success stories which they have come across in their life. What are the kind(s) of discrimination experienced by women pursuing the field of science and technology?

NCERT textbooks on Environmental Studies titled *Looking Around*, Class V have included examples of women like Darki Mai from Alwar, who helped in solving the water problem in her village, by building a lake with the help of organisations like Tarun Bharat Sangh. Another example is including the effort of Suryamani a woman from the tribal community of Jharkhand involved in preserving the forests of her state.

### CONCLUSION

#### Suryamani’s Journey

Thus this module will help in understanding the idea of addressing gender concerns through text books and pedagogy. It will enable teachers to recognise the factors of gender bias in textual material and curriculum transaction; identify the biases





with regard to the content or role allocation to male and female characters; explore linguistic bias, recognise the participation of women in political, social and economic processes; examine the portrayal of women in textual and non-textual material, etc. Thus gender sensitivity is an important pedagogical concern which teachers should integrate in their teaching learning processes. Therefore the module suggests the focus of gender sensitive education which will help to promote respect for the roles that all genders play in their families, communities and the nation at large.

## EVALUATION

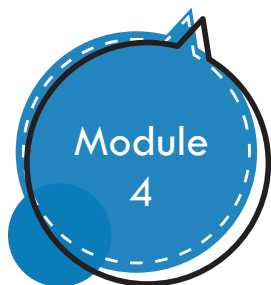
### What are gender stereotypes?

Now that you know about gender issues, what steps will you take to address these concerns in the classroom?

1. What kind of teaching approaches will you use which will encourage equal participation of boys and girls?
2. How gender-responsive are the textbooks used by you?
3. Can you identify gender bias/stereotypes in the usage of language?
4. What activities will you suggest to promote science learning for both boys and girls?
5. Identify mathematical problems and exercises that reflect the reality of women's lives and experiences and also highlight their contribution.

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#### **Web links**

- <https://www.youtube.com/watch?v=aOLYIzJnKT4>
- <https://www.youtube.com/watch?v=DvBksrnS1RY&t=1s>
- <https://www.youtube.com/watch?v=wjReU80Nx9U>
- <https://www.youtube.com/watch?v=jV3wH0hPVRk&t=558s>
- <https://www.youtube.com/watch?v=daaSnsV7WP4>
- <https://www.youtube.com/watch?v=VC9YN3O0mGc>

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad, confused and helpless  
You need not feel "bad" because it's not your fault



POCSO e-box available at [NCPDR@gov.in](mailto:NCPDR@gov.in)



नए समाज की ओर  
Towards a new dawn

If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...

Call **1098**...because some numbers are good!  
They change lives!!!



**CHILDLINE 1098** - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development



नए समाज की ओर  
Towards a new dawn



Ek Kadam Swachchta ki or

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NCERT

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ISBN 978-93-5292-187-4