



Government of Maharashtra

School Education and Sports Department

State Council of Educational Research & Training, Maharashtra

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**Procedure to give your contribution for Position Papers for**

**New Education Policy 2020**

<https://scertmaha.ac.in/positionpapers/>

Last date of filling of your response is 30th May 2022

**Curriculum Development Department,**

**State Council of Educational Research and Training, Maharashtra, Pune**

# Gender Education

**e-Template for Position Paper of the Focus Group**

1. **Preliminary information**

This section contains preliminary information regarding the focus group

* 1. **Executive Summary/Abstract** (1-500 words)
1. **Introduction**
	1. **Introduction to Gender Education** *(What is the present status/position regarding Gender Education? This also needs to include a brief on historical perspective and prevailing practices at the National or State or UT level.)* (1-300 words)
	2. **National Education Policy 2020 and Gender Education** *(Please respond to the NEP 2020 points on Gender Education, including any suggestions you may have regarding additions or modification. #1)* (1-300 words)
	3. **Current Challenges** *(What are the problems currently faced with respect to inclusion of girls and transgender children that must be addressed? #2)* (1-300 words)
	4. **Addressing Current Challenges** *(How can we ensure that the problems listed in section 2.3 are addressed/overcome? What are the implications of inclusive and equitable participation of girls and transgender children for curriculum, pedagogy, school and classroom processes, and learning materials? How can these aspects contribute to retention in school and attainment of learning outcomes? What is currently being done well in gender education, and how can these present good practices/innovations/initiatives be strengthened/ scaled up? #3 and #4)* (1-300 words)
2. **Specific Learning Needs of Children Belonging to Different Gender Identities** *(What are the specific learning needs of transgender children? How can teachers be sensitised to these? What rights does the Constitution and the Transgender Persons (Protection of Rights) Act, 2019 grant to transgender children? #10)* (1-300 words)
3. **Enhancing Access, Retention and Educational Facilities** *(What criteria will be used for determining places where boarding schools (specifically KGBV, JNVs) or co-educational*

schools need to be set up or their numbers increased? How can KGBVs be improved to enhance access, retention and educational facilities? #15) (1-200 words)

1. **Ensuring Safety of Girls and Transgender Children** *(What kind of measures would need to be taken to ensure safety of girls and transgender children? How will relevant stakeholders be sensitised and empowered to take decisions? How will a reliable national database be developed keeping in mind all aspects related to ethics, sensitivity, and confidentiality? #6 and #7)* (1-400 words)
2. **Inclusion of All Children Belonging to Different Gender Identities** *(What are some of the cultural and/or attitudinal changes (changing mindsets, halting harmful practices, removing stigmas and discrimination, etc.) required for valuing, accepting and including all children, by different stakeholders? #13)* (1-300 words)

## Parents and community at large? (1-200 words)

* 1. School leaders and teachers? (1-200 words)
	2. Learners themselves, belonging to different gender identities? (1-200 words)
1. **Curriculum and Pedagogy: Stage-wise Implications for Gender Education** *(Are there any stage-specific implications for gender education related to curriculum and pedagogy? #16)* (1-300 words)

## Foundational stage (1-300 words)

* 1. Preparatory stage (1-300 words)
	2. Middle stage (1-300 words)
	3. Secondary stage
		1. Classes IX and X (1-300 words)
		2. Classes XI and XII (1-300 words)
1. **Increasing Participation of Women in Leadership Positions *(****What can be done to increase the participation of women in leadership positions? How can a positive impact on the inclusion and educational attainment of girls be ensured? #12****)*** (1-300 words)
2. **Family and Community Participation in Gender Education** *(Describe ways in which families and local communities could be involved in addressing problems listed in section*

2.3. How can schools partner with the community and parents to ensure access and equitable participation of girls and transgender children to educational opportunities? #5) (1-300 words)

1. **Teacher Capacity Building** *(How should teacher capacity, support, and education be re- formed in order to effectively enable transformations as recommended in NEP 2020 in this area? #8)* (1-300 words)
2. **Enabling Conditions for Quality Gender Education** *(What other enabling conditions (e.g., school culture, practices, infrastructure, equipment, governance, etc.) should be in place in order to effectively enable transformations as recommended in NEP 2020 in this area? #9) (*1-200 words) (ECCE, SE, TE)

## School Culture and Practices (1-200 words)

* 1. Infrastructure and Equipment (1-200 words)
	2. Human Resource – Teaching as well as supporting (1-200 words)
	3. Teaching Learning Material (1-200 words)
	4. Technology related (1-200 words)
	5. School Governance (1-200 words)
	6. School Complex (1-200 words)
	7. Any other (1-200 words)
1. **Managing funds to meet Policy goals related to Gender education** *(How can the gender inclusion fund be used to meet Policy goals related to education of girls and transgender children? How should it be managed optimally? #11)* (1-200 words)
2. **Role of various agencies for providing Education to girls and transgender in Schools** *(What kind of linkages need to be established between the Directorate of Education, the NCPCR and SCPCR to support the education of transgender children? What role can civil society groups play? How can they support social workers? Are there specific needs for specific school stages? #14)* (1-200 words)
3. **Specific Recommendations for the National/State Curriculum Frameworks** *(What are your specific recommendations for four curriculum frameworks with regard to Gender Education?)* (1-300 words)

## Specific recommendations for NCF/SCF ECCE (1-200 words)

* 1. Specific recommendations for NCF/SCF SE (1-200 words)
	2. Specific recommendations for NCF/SCF TE (1-200 words)
	3. Specific recommendations for NCF/SCF AE (1-200 words)
1. **Any other Comments and Suggestions on this Theme** *(In this subsection, please provide other suggestions about Gender Education that are not covered in the above questions. It is recommended that these suggestions are in alignment with the vision and specific anchors provided above from the NEP 2020).* (1-200 words)

# Bibliography and References

(Please include references (research papers, studies, pilots, or anecdotal evidence) throughout to help substantiate recommendationswherever applicable. A bibliography would also be most helpful foreasy reference.)

(Here, the system will allow the user to insert references in the APA format while filling up the document and will collate all the references in this section.)

## Filled by system.

Annexures

(Not mandatory. Please put in a title for an annexure along with a one- line description)