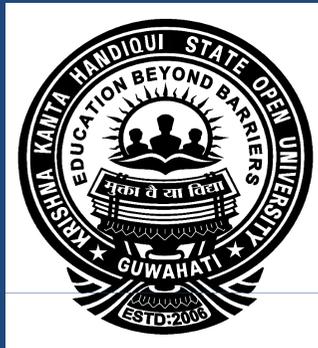


Gender Equity in Education: A Reflection on Indian Education System



Presented by

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Agenda and Objectives

The main objectives of the presentation are:

- To throw light on what is gender, how is gender inequality related to human development.
- To understand the mission and vision of the various Goals, policies and programmes with regard to gender equity.
- To study the gender inequalities prevalent in the Indian education system, namely—primary, secondary, and higher.
- To find out the factors that affect gender equity and other related issues.
- To explore the ways of reducing gender inequality, promoting gender equity and accelerating capacity building among women.

Gender Dimensions in Society

- ✚ Society is a form of various groups of people with distinct castes and classes that determine the role and the norms of the people in society.
- ✚ These norms and the roles prevailing in a society demarcate the responsibility and the power among the members of the community or the society.
- ✚ Thus, it creates differentiations among the members, and influences the process of gender division, exploitations, haves and have nots etc.
- ✚ Gender division is concerned with:
 - ✓ demarcations of responsibilities and powers,
 - ✓ gender division of labour,
 - ✓ physical strength and fitness, gender biasness and inequalities in all fields i.e. economic, education, social, cultural, political and so on between the men and the women etc.

Gender Dimensions in Society

- ✚ Masculinity and femininity are the two determining concepts to suggest the varied role for men and women, as if the duty of a man should be related to war, while the duty of a woman should be restricted to the four walls of a household.
- ✚ Particularly in the decision making process, a woman has to stay subordinated to a man or the head of the household who entirely controls each and every decision of the family and other social activities of the family.
- ✚ In a patriarchal society, the activities of women are considered belonging mainly to the private domain, whereas the activities of men are considered to be part of the public domain.
- ✚ Thus, women are still relatively deprived of equal rights as enjoyed by men.
- ✚ There are many proverbs that prevail in our society regarding the status and the position of a girl and a woman.
- ✚ These may be the cause for which the child sex ratio in all over India has gone down from 927 in 2001 to 914, according to 2011 Census.

Human Development?

- Human development means to lead a meaningful life which can help a society to develop economically, educationally, socially, culturally and so on.
- It means people of a society must be educated and should contribute to the economic development of the society with good health.
- Human development indicates towards making the people productive as human resource and human capital.

Thus, Human development is a process that means:

1. Enlarging people's choices
2. Leading a long and healthy life and becoming educated, and
3. Enjoying a decent standard of living. (HDR 1990)

Human Development

- For estimating the rank of human development, various indices have been introduced over the years in different reports such as HDI, GDI, GII, and MPI etc.
- India ranks 131 out of 188 countries in terms of Human Development Index, which put the country in the Medium Human Development category. Besides, in terms of Gender Inequality Index, India's rank is placed in the position of 125 out of 155 countries for the year of 2014. (HDR, 2015).
- In GII, South Africa's rank is 90, Sri Lanka 87 and Bangladesh 119

Gender Inequality Index?

GII measures inequality in achievement between men and women in terms of three dimensions:

1. Reproductive health in terms of maternal mortality ratio,
2. Empowerment that includes women's share of seats in national parliament and higher education, and
3. Women's share in the labour market or women's labour force participation rate.

Gender Inequality and Human Development

- Gender Inequality is one of the major hurdles for ensuring the socio-economic mobilization of a country.
- When the value or rank of inequality increases, the loss of human development also increases.
- The Countries with high gender inequality also experience more unequal distribution of human development.

The Position of India in terms of GII

- There is a high Maternal Mortality Rate (MMR) in India compared to many developing countries in the world.
- The MMR in India is about 190 against per 100,000 live births, for pregnancy related causes.
- Besides, in terms of the percentage of women in the national parliament, in India, it was 10.9% in 2013, which is not more than 18% in all the medium Human Development Index countries in the world. In, Assam, the last assembly election i.e. 2016, the figure is just to 6.34%).
- From Elementary to higher secondary level, there are equal numbers of enrolment between the sexes, but with regard to higher education, the GER of female is lower than men.

The Position of India in terms of GII

- Besides, more than 90 percent women are engaged in the unorganised sectors, as most of them work for their day-to-day living, which remain uncounted and unrecognised.
- Around 27 percent women in the age of 15 and above occupy the labour force participation rate, on the other hand, men have hovered around 79.9 percent in 2014.
- Such inequalities in terms of Gender Inequality Index in India has posed a challenge in front of the country.

Other Issues of Gender Inequalities.....

- ✦ Women constitute half of the total population of the Country. (48.57 %).
- ✦ In terms of literacy in India, according to the Census of 2011, the literacy rate of men is 82.14%, and women 65.46% with the gap of 16.68%.
- ✦ Wage Discrimination between Male and Female, more numbers of employment in unorganized sector.
- ✦ Women often get lower wage for the same work done by their male counterparts
- ✦ Most of the women in both rural and urban areas are unskilled.
- ✦ Besides, in terms of health, still there is high rate of IMR, MMR and undernourished women.
- ✦ Large inequalities still prevail in all sectors of development i.e. education, employment, political, social, cultural and so on.
- ✦ Thus, women are still relatively deprived of equal rights as enjoyed by men.

Need of Gender Equality

- ✚ In a welfare country, everyone has the right to live with equality and dignity.
- ✚ Equal Rights and Equal treatment are the basic demands of a democratic country.
- ✚ Improving women's productivity and quality of life implies a multidimensional contribution to the overall growth and development of a nation.
- ✚ Maintaining equality is the utmost factor for the overall growth and development of the country.
- ✚ For enhancing the pace of development, there should be access to equal rights for everyone.

Need of Gender Equality

Thus, there is a need of **capacity building** among women, which indicates :

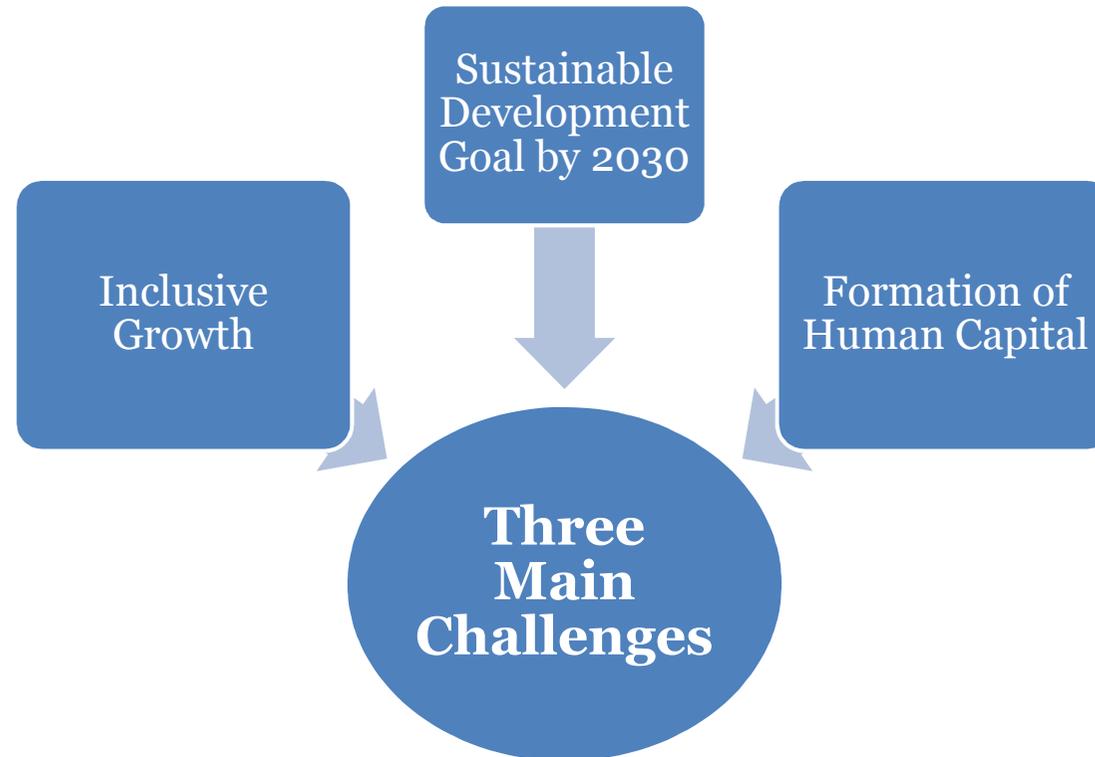
- ◆ Take decision inside and out side their home,
- ◆ Ensure the power of critical thinking,
- ◆ Enlarge their choices,
- ◆ Able to access equal share for the same work as men has received,
- ◆ Be well acquainted with need based skills,
- ◆ Actively participate in political, social and cultural activities and so on.

Need of Gender Equality

- Gender equality means equipping both women and men with equal access to capabilities; so that they have the freedom to choose from opportunities that improve their lives. Gender Equality means women have the equal access to resources and rights like men. (Power, Voice and Rights 2010, Asia Pacific Human Development Report, UNDP)
- *Education can provide justice to ensure gender equality.*

3/15/2018

The Challenges before us:



Target of Producing Human Capital

- Human capital plays an important role in the development of a nation. It is the quality of human beings which helps a country in accelerating the pace of development.
- Human capital is ensured through proper education only. Educated people are generally more productive workers because they can use the capital more effectively, adopt new technologies and learn from their mistakes.
- Thus, the concept of human capital is linked with the growth and development of a nation.
- Higher education plays the pivotal role in producing human capital in a nation.

Inclusive Growth

- It encompasses **equality**, equality of opportunity in accessing education, equality in accessing health services etc.
- Thus, the Government has the expectation or the target to ensure the idea of equality of opportunity in terms of access in economic field, in educational field, in social and cultural norms, in health sector and unbiased regulatory environment for business and individuals and so on.
- Therefore, in order to ensure inclusive growth, there is the demand of establishing access, equality, quality and expansion of higher education so that each and every citizen of the country can lead a meaningful life, and they are able to have a decent standard of living.

Demand for Sustainable Development Goals (SDGs)

- On 25th September 2015, the Heads of State and Government and High Representatives meeting at United Nations Headquarters in New York adopted the document titled *Transforming Our World: the 2030 Agenda for Sustainable Development* adopting a new set of global Sustainable Development Goals which will transform the world in the next 15 years.
- There are a total of 17 goals to be achieved by 2030 for sustainable development. The Goal 4 is targeted to achieve the inclusive and equitable quality education and promote life-long learning opportunities for all. The Goal 5 is targeted to achieve gender equality and empower all women and girls to reach their full potential, which requires eliminating all forms of discrimination and violence.

Demand for Sustainable Development Goals (SDGs) 3/15/2018

- One of the objectives of the goal is to focus on the acquisition of foundational and higher order skills, greater and more equitable access to technical and vocational education and training and higher education, training throughout life; and acquisition of the knowledge, skills and values needed to functional well and contribute to society.
- In this goal, it is reported that until 2013, there were about 757 million adults (aged 15 and above) unable to read and write, of whom two thirds were women.
- Recognition of women's work, between 2000 and 2014 in 59 countries, women spend 19 per cent of their time each day on unpaid labour versus 8 per cent for men.

Gender equity for ensuring Gender Equality

- ✚ In order to promote gender equality, various policies, Constitutional Rights and Acts, various programmes and schemes under social security are implemented for providing gender equity as well as empowering women particularly so that they feel that they are socially secured and economically protected in their day to day life.
- ✚ Human Rights of UN 1945, CEDAW 1979, Beijing Platform for Action 1995, Domestic Violence Act 2005 etc. are the platforms, where it was trying to give gender justice according to the people's 'need's to ensure equal rights, obligations and opportunities.
- ✚ Gender equity is a mechanism through which gender equality may be achieved.

Some Measures of Social Security...

To safeguard social security, various Legislative Acts have been made and implemented for empowering women such as:

- ✚ Maternity Benefit Act of 1961,
- ✚ Dowry Prohibition Act of 1961,
- ✚ Medical Termination of Pregnancy Act of 1971,
- ✚ Equal Remuneration Act of 1976
- ✚ various conventions like CEADW 1979,
- ✚ Beijing Platform for Action in 1995,
- ✚ Domestic Violence Act of 2005 etc.

Some Measures of Social Security

- ✦ Health policy, 1983, 2002
- ✦ Population Policy, 2000
- ✦ Several Governmental Schemes like IRDP, DWCRA, Micro Finance Schemes (Self-Help Groups), NRHM, MGNREGS, JGSY, JSY, Mamoni Scheme etc.
- ✦ Programmes like NWLM, special provisions for girls in SSA, ICDS, KGBV, Thrust for Female Literacy (Saakshar Bharat), Betti etc. are some other educational provisions through which attempts are made to educate the women in the whole country.

Usefulness of the Schemes

- ✦ Although these schemes have attempted to improve and uplift the socio-economic conditions of women, much still remains to be done in this regard.
- ✦
- ✦ The schemes can provide lot of avenues for developing enterprises in both rural and urban areas, but the real application of the schemes is not up to the mark.
- ✦ Therefore, a serious enquiry should be made regarding the implementation of these efforts to examine the effectiveness of the schemes in eradicating the gender gap and improving the status of women.

Demographic Dividend is an Asset

- India has a rich demographic dividend, because the country has 54% of population below the age of 25, and 66% people under the age of 35.
- It means that the young age of population, the number of school-going people within that age-group, and the level of work force in that period, are considered an asset for the entire country.
- In Assam, from 18-23 age group, female population is higher than male. (51.24% female population and 48.75 male population)
- If the proper skill-based education could be given to the members of this group of population, then it could contribute a lot to enhancing the positive social transformation through social and economic mobility, and creating the knowledge-enabled population of the country.

Therefore, it is the right time to provide the skill-based learning opportunity to all and make them productive citizens..

Remark of Amartya Sen.....

Regarding the role of education as a means of human development as well as human resource development, Amartya Sen, the Nobel Laureates in Economics, has remarked:

“Education is essentially a capacity building and it widens the choice of the people and empower the nation.”

Relevance of Education

- India is the second largest country in the world in terms of population.
- India has the largest elementary education system in the world.
- India is the third largest country in the system of higher education after USA and China.
- Education is a prerequisite for gaining knowledge and skills for the development of mankind.
- Education is the only way to bring the welfare of the people of a society as a whole.
- Education is a life long process from which people gather experiences necessary for a meaningful existence in society and therefore, there is an urgent need to make education accessible to all the citizens of the country.

Elementary to Higher Education

- ✚ Elementary education (Class I-VIII) (Age group 6-14) is a ladder, on the basis of which learners are able to attain Secondary and Higher education.
- ✚ Secondary education (Class IX to X i.e. Secondary (Age group 14-16) and Class XI to XII i.e. Higher Secondary (Age group 16-18)) and Higher education (after XII, above 18 Age of years) are the platforms from which knowledge and information are disseminated to the learners for developing their functional skills and for making them efficient for better future.
- ✚ But unfortunately, the fruits of the educational opportunity are not equal for all.
- ✚ There is big gender gap in all stages of education, gender differentiation in terms of educational literacy, big gender gap in the enrolment of Science and Arts subjects, poor enrolment of girls in higher educational level etc.

Present Educational Status of India:

- ✚ India has a total of 1272212 elementary schools till 2014-15 (NUEPA, 2015).
- ✚ For Secondary level, there are 135335 schools and for Higher Secondary level, 109318 schools (NUEPA, 2015).
- ✚ For Higher level, At present, in India, there are 758 Universities, 39071 Colleges and 11922 Stand Alone Institutions. Out of 758 universities, 267 Universities are privately managed, 43 Central Universities, 1 Central and 14 State Open Universities, 69 Institutes of National Importance, 316 State Public Universities, 5 Institute under State Legislature Act, 37 Deemed Universities Government and 6 Other Universities.
(Educational Statistics at a Glance 2016, AISHE 2016).
- ***14 universities are exclusively for women, 11.1% colleges are exclusively for women.***
- But, the number of such institutes is comparatively less against the population of this nation.
- Again, there are disparities in terms of educational avenues or set ups in between the states of the nation. For example, an Indian state like West-Bengal, which is adjacent to the North East Region, has more educational institutions than the NE Region as a whole.

Literacy percentage of both the Gender

- The literacy rate among women is still quite a bit lower than among men, the literacy percentage of men increased from 75.85% in 2001 to 82.14%, in 2011 with a rise of 6.29%.
- In the same frame, the literacy rate among women increased from 54.16% to 65.46%, with a rise of 11.3%.
- However, till 2011, women were still significantly less likely to be literate than men. In the Census of 2011, from the total literacy (74.4%), the literacy rate of men is 82.14%, and of women is 65.46% with the gap of 16.68%.
- This posed a challenge to the country for taking immediate action for ensuring **equal opportunities of education to all**, and it becomes the prime concern in a democratic country like ours.

Enrolment in Elementary stage

- In the elementary level, the trend of enrolment of girls as well as the ratio of girls to boys enrolment has gradually increased ,even higher than boys enrolment, due to the current scheme of universalisation of elementary education for all under **Sarva Shiksha Abhiyan (SSA)**.
- In the elementary level, the share of girls' gross enrolment ratio in elementary level in India was nearly 99.59 where boys GER was 94.53 in the year of 2015-16 and in terms of Gender Parity Index, it is 0.94 from classes I-VIII in the year 2015-16.
- In Assam, the GPI in terms of ratio of girls to boy's enrolment is higher i.e. 1.01 than the national average, which is quite encouraging as well as interesting.
- GER of Girls of SCs and STs communities at elementary level is higher than boys GER.

Drop outs in Elementary stage ...

- At the same time, it has been seen that the rate of the drop outs of girls and boys are gradually decreasing in the elementary level.
- In 2009-10, the drop out rate of boys was 30.25%, whereas the drop out rate of girls was nearly 29% in the classes from I to V.
- But in the year of 2014-15, in elementary level the annual average drop out rate was 4.07% for boys and 4.13% for girls.
- For STs, 7.48% Boys and 7.44% Girls dropout at elementary level in 2014-15.
- For SCs, 4.80 Boys and 4.82 Girls drop out from elementary schools in 2014-15.

Enrolment and Drop outs in Secondary stage..

- The Government of India has also made an attempt to launch **Rastriya Madhyamic Shiksha Abhiyan (RMSA)**
- It aims to achieve Universal Access and Quality Secondary Education under the zero rejection policy, following which no body will be excluded from accessing secondary education in India.
- Though the enrolment ratio among girls in schools is rising in both urban and rural areas, high rate of drop outs still continues to be a major problem among girls in the higher secondary level.
- In 2015-16, the Gross Enrolment Ratio of boys was 79.16 whereas the GER of girls was 80.97, where it seems that girls GER in secondary level is higher than the boys.

Enrolment and Drop outs in Secondary stage..

- Again, in 2015-16, in Higher Secondary level, the total GER of girls was 56.41 whereas the boys gross enrolment was 55.95%.
- The GER of SCs and STs in both secondary and higher secondary level, the Girl's GER is higher than the boys.
- More than 17% Boys and 16.88 Girls were drop outs from the schools in 2014-15 at secondary level.
- Again, more than 24% students from STs and 20% students from SCs (2014-15) were drop outs which is one of the serious issues in terms of equity.



Challenges in HE

- Higher education in general should be linked with some larger aspects like providing access, equity and employability, deriving long term benefits from learnt skills, developing life skills and soft skills, ensuring a knowledge and technology-enabled population and so on.
- But, ironically, access to higher education by every citizen of the country for ensuring the knowledge enabled population in a true sense is yet to be harnessed.
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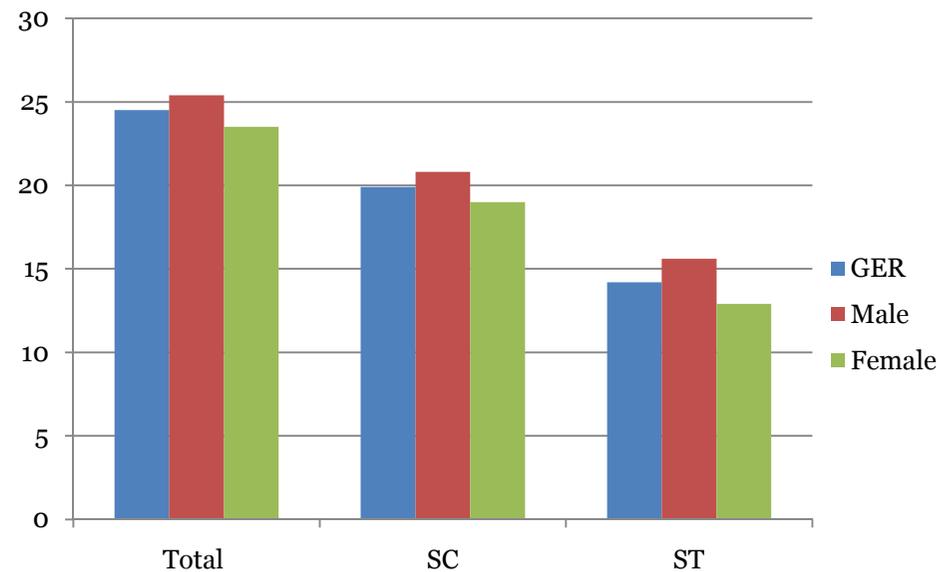
Challenges in HE

Regarding the total enrolment in higher education, only 54% male is able to enroll, on the other hand female hover around about 46%.

Table 1: Gross Enrolment Ratio (18-23 age group) in Higher Education (in percentage)

	Total	SC	ST
GER	24.5	19.9	14.2
Male	25.4	20.8	15.6
Female	23.5	19.0	12.9

Assam has the second lowest GER (15.4%) among the North Eastern States of India.



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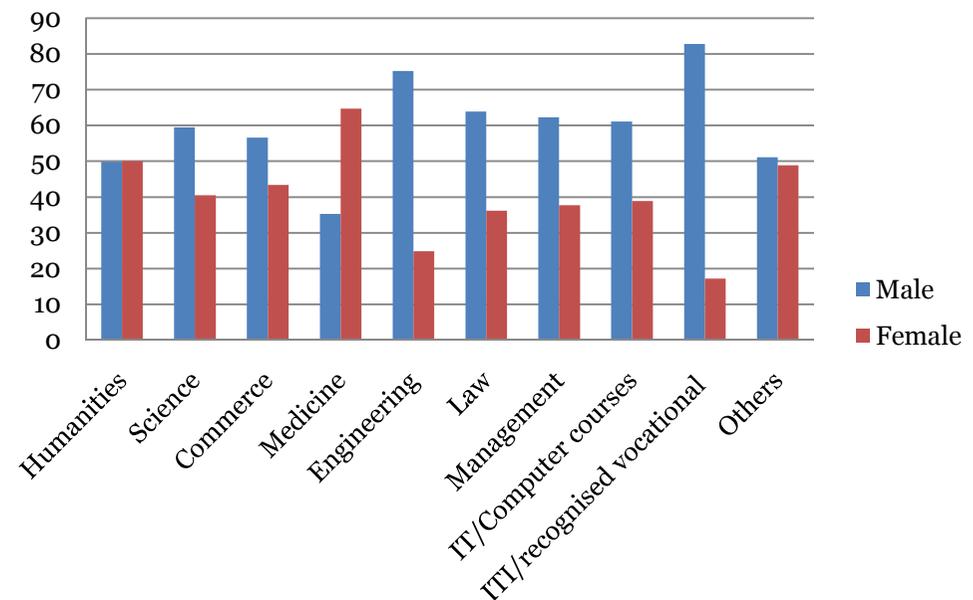
Challenges in HE

Table 3: Percentage distribution of students pursuing General and Technical/Professional Courses (in percentage)

Course	Male	Female
General		
Humanities	49.9	50.01
Science	59.5	40.5
Commerce	56.6	43.4
Technical/Professional		
Medicine	35.3	64.7
Engineering	75.2	24.8
Law	63.9	36.2
Management	62.3	37.7
IT/Computer courses	61.1	38.9
ITI/recognised vocational	82.8	17.2
Others	51.1	48.9

Source: NSS 71st Round, 2014-15

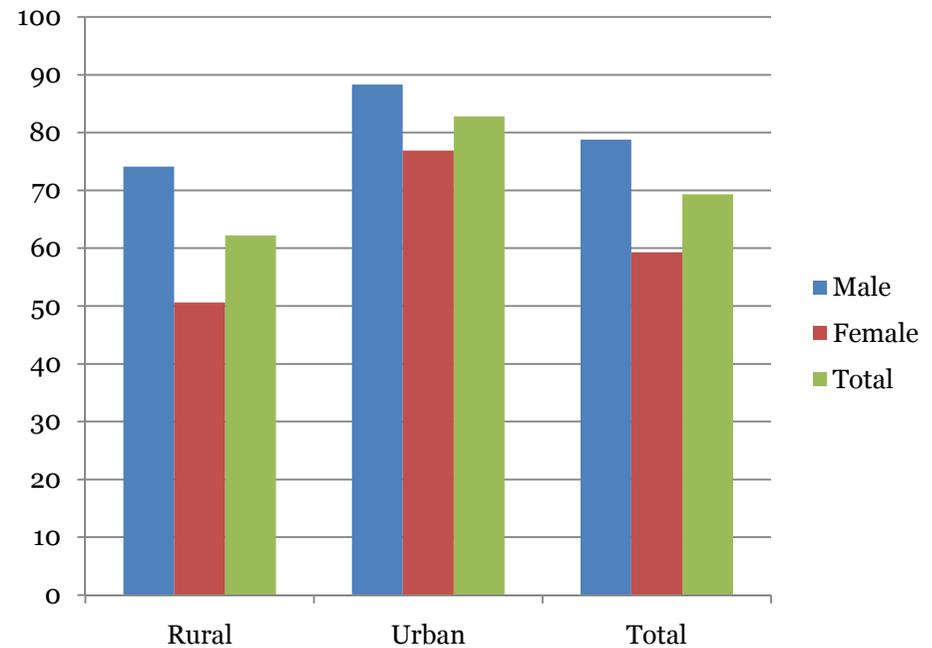
Enrolment in General and Technical/Professional Courses



Challenges in HE

Table 4: Percentage of Adult literacy Rate by Sex and Place of Residence in India, Census 2011

Residence	Male	Female	Total
Rural	74.1	50.6	62.6
Urban	88.3	76.9	82.8
India	78.8	59.3	69.3



Challenges in HE

Table 5: WFP Rate of Adult population in India (in percentage)

1	Rural	Female	30.0
		Male	53.0
		Total	41.8
2	Urban	Female	15.4
		Male	53.76
		Total	35.31
3	Combined	Female	25.51
		Male	53.26
		Total	39.79

Source: Census 2011

These figures prove that there is a lack of adequate skills of the people mostly the adult learners for getting their required livelihood opportunities. It also proves that women have comparatively lower skilled learning than the men particularly in urban areas. Therefore, it is a big challenge in front of the women in urban areas in terms of getting their adequate livelihood despite having degrees and diplomas.

Gender sensitivity in curriculum

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- The traditional male and female stereotypes have long been a dominant feature of the reading materials used in school classrooms.
- For example, words like actress, heroine etc. are frequently used in place of actor and hero. Boys are generally expected to read, learn new skills, show initiative and be successful in the stories of the text books and the school curriculum.
- Mothers, as well as girls are domesticated, and in the stories, they are invariably shown as exclusively concerned with domestic activity. The use of generic 'he' and 'his' is still widespread. This may be objectionable because of its tendency to marginalize girls or make them less visible.
- Such a situation demands formal commitments to equal opportunities and policies for maintaining neutrality in the use of language in the curriculum as well as Self Learning Materials.

Factors responsible for gender inequalities in India

- Early marriage,
- Poverty,
- Lack of proper education,
- Lower level of income,
- De-recognition of work in monetary terms,
- Lack of awareness regarding constitutional rights,
- Lack of publicity and propaganda regarding the importance and need of education,
- Lack of transparency and visibility of the schemes which are implemented for enhancing the capacity of women,
- Oppression by the male members of the family under patriarchy,
- Lack of willingness, confidence as well as predominance of superstitions and traditional belief system etc.

Factors of concern:

- Although after the economic liberalisation in 1991, measures like social security, health security, economic security, food security and human security have evolved for preventing and promoting the welfare of the people of the country, but the implementing part of the various schemes under these securities is questionable. The transparency for utilising the welfare schemes and financial allocation is a major cause of concern.
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- According to the World Labour Report, 2000, the public expenditure on social security in India is 1.8% of the GDP, whereas the same figured at 4.7% in Sri Lanka and 3.1% in China (12th FYP).
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- The 10th, 11th and 12th Five Year Plans, and the NRHM framework decided to increase public health expenditure to 2 to 3 % of the GDP. Public health expenditure rose briskly in the first years of the NRHM, but at the peak of its performance it started stagnating at about 1.04 % of the GDP (the actual expenditure of the Government).

Factors of concern

- The National Health Policy 2015 require an increased public health expenditure of 4 to 5% of the GDP for ensuing the well-being of the people. The developing country like Thailand invests more than 9 % of the GDP in the public health sector.
- In this regard, we can cite an example of the improvement of health in Sri Lanka where One third of the Sri Lankan population live on less than two dollars a day, but the country's MMR is among the lowest in the world. Now 96 percent deliveries are attended by skilled birth attendants, and 90 percent births take place under proper health care. This has been possible because public health services are provided free of cost. Now in Sri Lanka, almost every household lives less than 1.5 km away from the nearest health centre.
- In terms of higher education, the cost of expenditure is 1.12% of the GDP which is very poor compared to many developing countries in the world.

Despite having a very high level literacy like Kerala, has much lower levels of women's employment, because of mainly 3 reasons:

1. The social restrictions impose upon women's work outside their home
2. Lack of required skills
3. Lack flexibility with reference to over-time, night-work, working on leave days and so on, that turn women into "high cost" workers.

Measures to be Taken

- Role of the Government should be directive, and they must have the transparent political will towards the implementation of the schemes.
- Education is the only way for making the people as human capital. Education should be need based as the society has demand. It should be linked with the demographic profile of the State.
- Apart from the conventional system of education, Open and Distance Learning(ODL) and Open and Distance E-Learning (ODEL) can start a new frontier in popularising education.
- By launching different need based general, professional and vocational courses, ODL institutes can provide a chance to those who are deprived to receive education on time due to various constraints,

Measures to be Taken

- The ODL system is also very helpful to develop or mobilize the capacity of the people who wants to continue their education.
- Besides, through the ODL system, various entrepreneurial courses or some need based training courses for the women of Self-help Groups (SHGs) can be designed through open universities that may be helpful for utilizing the local resources into the productive forms.
- Open Educational Resources (OERs) may be seen as an option to develop this region educationally, economically and socially. In fact, it is through OER that one can be a part of the Open Knowledge Movement for ensuring the equity and justice among the people in the state and finally, make the people functionally literate. These people (the adult population) can change the human development indicators in terms of education, health and employment in near future.

Measures to be Taken

- There is a target of the Government to achieve 9% inclusive growth at the end of 12 FYP. Therefore, the concerned educational institutions should adopt innovative and effective ways of pursuing activities in the all sections of society. For these, proper skill development courses should be introduced in the curriculum by the educational institutions for developing critical thinking, communication, collaboration and creativity (4Cs) particularly among the adult population of the country.
- The mapping of the skill-based courses should be designed considering the Industrial Policy, Economic Policy, and Social Policy of a State.

Measures To Be Taken

- Joint programmes, funded by the NCERT and SCERTs, UNIFEM, UNESCO should be set up with a view to deriving inputs from the research done in the field of women's studies, and to jointly preparing material for textbooks at the primary, middle and secondary, and higher levels.
- Women's Studies academics and researchers should also be invited to shape and form syllabi and content of different disciplines, as well as of teacher training programmes. The experts and the eminent workers on various women centric issues can also contribute to the work on gender issues and curriculum review process.

Measures To Be Taken

- Awareness for educating girls should be developed among the parents, especially the conservative ones. For this, the communication media or mass media can play the vital role for generating awareness of the people towards their girl child.
- Besides conventional learning, Open Schooling, Open Universities and other ODL institutions can play the vital role for making education possible for all.
- Such educational institutes have emerged as effective means to bring education to the door step of those who are deprived of the educational opportunities in the conventional mode or in the mainstream educational institutions.
- With the help of ICT (Information and Communication Technology), the system of ODL may motivate millions of underprivileged learners including the self-employed and the housewives who desire for an enlightened and productive way of life. It is the ODL system through which a learner can take education irrespective of age, time, place etc, because ODL means to get education at anytime, anywhere and for anyone.

Conclusion:

- Education is the only way to empower and transform the society and provide the required justice to the people to maintain a decent standard of living.
- We need to achieve the four pillars of education.
- What are the four pillars of Education?

Conclusion

- Learning to know, learning to do, learning to be and learning to live together.
- Only sustainable and need based and skill oriented education can help the people to achieve these four objectives by developing the competence of the students or learners in terms of knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together).
- Real achievements in terms of these four objectives will lead to transformation in the society in the true sense.

Thank You
For your patient hearing

Group Activity-A

- Say, the basic purpose of education is to achieve the four pillars of education.
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- So, what do you think, What types of courses should be introduced by the educational institutions for developing the competence of the students or learners in terms of knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together) in your locality?
- Remember: these courses could justify in ensuring gender equality among the students or learners.

Group Activity-B

- Suppose there is a group of people in your locality from 18-35 Age group. For ensuring their capacity, skill development as well as livelihood what types of courses you want to design and prepare that would contribute the gender equity?
- Types of course
- Course Contents
- Usability and validity of the course