

Assessment Report on Theory of Knowledge-Gender Equality and Personality Development Program

Marwari Vidyalaya High School, Mumbai has initiated a “Theory of Knowledge- Gender Equality and Personality Development” Program for the academic year 2018-19, with the larger objective to encourage a fair participation of both genders- male and female in activities and chores within and outside school premises.

Prior to beginning the Program, a need assessment was done to understand the gaps pertaining to the issue of gender biasness that exists in schools and homes- the two most important places that plays a very crucial role in shaping the future of any child. Post the completion of the assessment, a yearlong curriculum was developed, that was customized to meet the objectives of the program as well as best fit the interests of the students.

Program Impact

The impact created out of the GEPD-ToK was remarkable in terms of the fact there were drastic and positive changes in the behavior of the students towards the end of the program along with changes in their perspectives on many things. For instance, students not just revealed their creative and innovative side but also showed great potential.

- There were many factors that surfaced which made it easier for facilitators/ teachers to guide the students better. For instance, the first activity of the Program was called “A day In the life”, where the students were asked to write their day to day routine on a sheet of paper, this activity helped the teachers to roughly map their lives outside school and draw a better picture of their domestic lives.



- Majority of the kids being first generation learner struggle comprehending things in English, resulting in poor articulation and find it difficult in express themselves. One of the key objectives of this Program was also to help them boost their confidence by appreciating their efforts of expressing themselves through various mediums like art, dance, music, drama etc.



Activities were planned in a way that ensured 100% participation of both boys and girls. These activities helped understand their individual abilities and weaknesses and further helped teachers to recognize their needs and work on further plan of action.

Students were re-introduced to concepts of democratic participation and elections, which again focused on developing their personalities through encouraging their participations in mock electoral processes. These activities, helped the children to choose their group leaders for rest of the Program.

Students showing early signs of leadership qualities were further motivated to positively channelize their weaknesses into their strengths. Many of the students who came out as very shy, nervous and reluctant at the beginning of the program, were seen voluntarily coming up to the stage to share their experiences and perspectives in front of a hall full of people at the end of the Program.

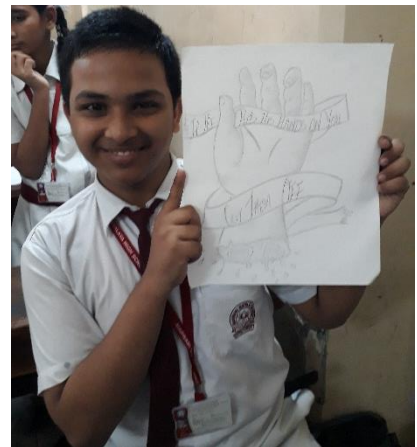
- While designing the program, many areas concerning child centric development were kept in perspective such as enhancing their critical thinking and analytical abilities, developing their innovative and creative intellects etc. These sessions ensured to meet these objectives through activities like skits on various topics, where the children were asked to write their own script, direct their own skits along with enacting in it.

These activities helped them boost their self-esteem and strengthening their comprehensive skills, consequently improving their communicative skills. Along with the skits, the children also had another activity where they along with their teams had to present one business plan each showcasing their financial understanding and logical reasoning.



•India is a nation, where society conditions people to adhere themselves to the norms of patriarchy. Children too being a part of such a society, consider these norms as normal. For instance, many a time we see in schools, girls and boys are made to sit separately further encouraging gender division. In fact, in MVHS also, before the program started, girls were often seen.

Considered a punishment when boys are made to sit with girls or the other way round, there were many instances, as stated by the girls during the FGD, that they often get teased by their male classmates. In order to tackle this, the teams were formed in a way to even out the male: female ratio. Activities like role swapping were conducted to make the students more comfortable with one another despite the difference in sexes.



The program was concluded with a feedback session, where the students had to share their learnings, likes and dislikes, opinions and suggestions on how to improve the Program for the upcoming batch of students. Last but not the least, workshops with parents were conducted on regular interval as an attempt to bring some alterations in the ways they bring their children up.