

## IMPACT OF KGBVS FROM A GENDER EQUALITY PERSPECTIVE IN TELANGANA STATE (RELATE IT WITH CCE)

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### Abstract

The global struggle for universal education is nearly 67 years old. It was recognized as a right in the 1948 Universal Declaration of Human Rights (UDHR), which states that "everybody has the right to education." Education is an important medium through which gender inequalities can be addressed. Achieving socio, economic and cultural empowerment of women can only be possible through exposure to quality education. Inaccessibility to this basic right is a major barrier to the upliftment of women. Girls are dropping out of the school at upper primary level due to sociological and economical factors. To address this issue central and state governments initiated several programmes and policies. Kasturba Gandhi Balika Vidyalaya (KGBV) s is one such scheme which was launched in August, 2004. The main aim of the scheme is to provide quality education to SC, ST, BC and minority girls in the blocks where female literacy is below national average and gender gap in literacy is the above national average. The current study focused on the impact of KGBVs in closing down the gap in gender inequality. The study covered 10 districts of newly formed Telangana state. It also focused on the enrolment pattern, profile of the students and academic standards achieved by the students. The findings of this study will enable the authorities to initiate the steps for strengthening the KGBVs.

## DESIGN AND TECHNOLOGY EDUCATION AS AN INCLUSIVE APPROACH TO TEACHING-LEARNING

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### Abstract

India harbors diverse socio-economic, regional, political, religious, linguistic, ethnic, caste and gender differences. Catering to this kind of diversity in Indian classrooms can pose a challenge to teachers. This paper presents Design and Technology (D&T) education as an inclusive strategy that has potential to address diversities in the classroom. The paper reports observations from a two day D&T workshop held in November 2015. Eight student participants were presented with a design challenge, set in real-world context, and asked to devise a solution to the problem. Students worked in two single sex groups, and engaged in exploring, drawing, planning and making of the product (solution) collaboratively. Further, through discussions, students evolved their own criteria to evaluate the product. Their inputs led to creation of a rubric which was then used in self and peer evaluation of the student product. Our observations from the workshop shed some light on how teaching-learning via D&T can be an inclusive approach in diverse classrooms.

Keywords: design and technology education, inclusion, diversity