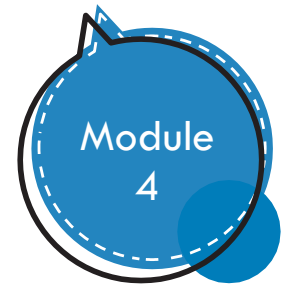


RELEVANCE OF GENDER DIMENSIONS IN TEACHING AND LEARNING PROCESSES



RECOGNISING DIVERSITY



DGS, NCERT

Classroom hi a huho ang leh zirna lam atanga a lan danin mi chi hrang hrang, hnam chi hrang hrang, sakhaw hrang hrang awmkhawmna a ni a, chubakah mipa leh hmeichhia leh rualbanlo naupangte pawh an awm tih kan pawm tur a ni. Chuvang chuan classroom-ah chuan zirlai hnam hrang hrang, tih dan inang lo tak tak, tawng pawh inang lo te, mi hausa fate leh mirethei fate leh rualbanlo te an awm thin. Heng zawng zawngah hian mipa leh hmeichhia an awm vek a ni.

Classroom-a naupang lo lut reng reng hi in lam leh khawtlang atanga eng mah la zir lo an ni ngai lo va, zirlai school-a lo kalte reng reng chu eng hnam pawh ni se, eng tawng pawh hmang se, an hausa emaw, an rethei emaw thil tam tak thiamsain an lo kal a. In lam leh thenawm khawveng atanga an zir an pianpui tawng te, an hnam tih dan leh ngaih pawimawh zawng te an hre sa vek a ni.

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

LEARNING OBJECTIVES

He module hian a tih tur chu –

- Zirtirtute leh zirlaite awm dan leh khawsaziiah hmeichhia emaw, mipa emaw thlei bikna a awm leh awm loh hriattir.
- Thil chi hrang hrang zirtirnaah hmeichhia leh mipa inan lohna hre chungga tu ve ve tan pawha tha leh tangkai tur zirtirna kalpui dan thiamtir.
- Classroom boruak nuam, hmeichhia/mipate tana siam thei zawnga zirtirna kalpui

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Module 4

BRIEF INTRODUCTION ABOUT THE THEME

He module hian gender (hmeichhia leh mipa) leh zirtirna kalpui dan tur a sawi a. Gender hriat thiam dan tur leh inzirtirna chi hrang hrang nen inmila kaltir dan a sawi a. Module hian zirtirtute chu gender chungchang hriatthiamna nasa lehzual a pe ang a, Gender chung changa harsatnate a hriattir rualin gender huapzo zirtirna kalpui dan tur kaihhruaina a pe ang. Module-a tih tur dahte hian hmeichhia leh mipa tan pawha nuam ve ve tur classroom siam a tum a ni. He module hian zirtirtute chu puitu, a kaihhruaina leh zirtirna hnuaia zirlaiten hmeichhia leh mipa nih dan tur bika vantlangin an ngaih nghet tawh takte thiahsaktu a nihna a sawi nawn leh a.

LEARNING OUTCOMES

- Hmeichhe naupangte zirna leh chawisanna kawngah curriculum leh textbook-te tih tur hriatthiam
- Kawng hrang hranga hmeichhe hlawhtlingte chawi sanga, an thil tih thatte pholansaka, ngaihhlutsak
- Hmeichhia leh mipa nih dan tur nia ngaih dan nghet tak tak leh dik si lote zir chian a chhui chian
- Hleihnei taka hmeichhia/mipa enbikna chi hrang hrangte hriat a, chungte chu eng ang nge an nih, engtia lo awm nge tihte hriatthiam
- Ram rorelna, vantlangah, hnam thilah, leh kan chhehvela hmeichhiate tangkaina leh an hnathawhte hriatpui
- Kawng hrang hranga hmeichhiate hnathawh leh tangkaina entirna mumal tak nena pholan

PEDAGOGIES FOR ACHIEVING LEARNING OUTCOMES

Hmeichhia/mipa nih dan tur leh tih tur nia ngaih hran tlatna hi thil awm reng, mimal leh khawtlang huapa tu pawh an telna a ni. A huhova kan khawsak dan leh zirate pawh hian hetiang ngaih dan hi a siamtir ve tho va. 'Gender' chu chutianga mipuiin hmeichhia/mipa nihna a siam chu a ni. 'Sex' awmzia chu pianphunga hmeichhia/mipa/third sex inan lohnate a ni a, "Gender" erawh chu vantlang/mipuiin hmeichhia/mipa/third sex inan lohna nia a ngaih a ni. Gender inthlunzawm dan leh an tih dante chu a danglam thin a, vantlang/a huhova kan inlaichin dan leh inpawh dan azirin a danglam thin bakah hnam, class, sakhua, chi bik leh rualban lohnate pawhin a nghawng bawk.

Gender hian mipa/hmeichhia/transgender kan nihna anga kan thil thlir dan leh tih tur ramri min kham sak a. Heng gender nihna tura ngaihte

hi a dik em tih chu inhnial bultanna a ni. Pianphunga kan inan loh avanga en dan danglamna hian intluktlanna min neihtir thei lo a ni em? Nge kan pianphung inan loh hrim hrim avanga en danglam kan ni?

Activity

1. A hnuaiia miziate hi mipa/hmeichhe mizia, an zawnah thai rawh

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

A chung a tarlan bak khi tam tak a la awm ang a, belh zel theih a ni. He activity hian mipa leh hmeichhiate mizia ni tura bel chawpte a hriattir a ni.

Activity

Media hrang hrang – internet, television, chanchinbu, etc ten hmeichhia leh mipa an tarlan thin dan en Chiang rawh. Advertisement-ah hmeichhiain eng nge a tih a, mipain eng nge a tih thin? Advertisement-ah chuan hmeichhiain eng nge a fak a, mipain eng nge a fak thin? Media-te tarlan danin mipa leh hmeichhiate chuan eng nge an tih thin? Media hian hmeichhia leh mipa nihna tura bel chawpte (gender roles) a tarlang nasa em em a ni. Hetiang gender roles ni lo anga hmeichhia leh mipa tarlanna media-te hi sawi ho a tha awm e.

Role of the Teacher

An awmnaa an tih thin dan avangin zirtirtute hian mipa/hmeichhia enhranna leh thleih bikna hi zirlaiteah an tuh thei a. Chuvang chuan hetiang inenhranna hi zirtirtu chuan classroom a luh hmain a paih hmak tur a ni. Hmeichhe naupang, a bik takin hnam hnuaihngung zawk entirnan SC leh ST zirlaite hian an zirlaiah anmahni ang hmuh tur a awm loh avang te, dik lo taka textbooka tarlan an nih avang te, hmeichhia chu engmah

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Module 4

ti ngai lo leh mipa chu hnathawktu anga lantirna avang te, zirtirtuin dik lo taka tih tur leh chanvo a sem thin avang leh tawngkam mei nei tak taka a tawng khum thin avang tein an zirna hmunah enhran nia inhriatna neiin tel ve lova inhriatna an nei fo. Hetiang hian mahni leh mahni inngaihnepna leh inlakhnan duhna rilru a siam a, chu chuan classrooma thil tihnaah tel ve peih lohna a siam thin. Hetah tak hian zirtirtuin awmze neiin thil a ti thei a ni. A zirtirna chu a huapzo mai bakah zirlai zawng zawng tel ve theihna tur a ni tur a ni. An zir dan tur chu zirlaite dinhmun milin a ni tur a ni a. Hmeichhe naupangte pawh engkimah a tel ve ngei tur a ni. Zirtirtu chuan a hmasain hmeichhia/mipa enhranna awmte a lo hre hmasa vek ang a, chumi azir chuan classroom-a tih turte a duang ang a, a tihtir ang. Chutiang taka inbuatsaihna chuan classroom nuam, zirlai zawng zawngin an thil hriat an inhrilhtawna hmun, ngaih dan dik lo nia an hriatte sawi hoa inhnial a, hlim taka an harsatnate sutkianna hmun a lo ni dawn a ni.

Thil tul leh hriat tur school-a zir zawng zawng hi curriculum- ami a ni deuh vek a. Chutih lai chuan a hranpaa zirtir ni si lova school-in a zirtir 'hidden curriculum' an tih hi a awm a. Chungte chu nungchang te, thil thlir dan leh awm dan naupangten school atanga an zir chhuahte hi a ni. Heng 'hidden curriculum' te hi zirlai pangngai anga classrooma zirtir an ni lo mai thei; mahse heng hi a ni zirlaiten a nuna a lak luh tlat thin si chu ni. Hei hi zirtirtu chuan chiang taka a hriat a ngai. Entirnan – zirlaiin a thiante, zirtirtu leh puitling dang a biak dan te leh dinhmun, chi, sakhua leh hmeichhia/mipa azira a ngaih dan te a pawimawh em em a ni. Classroom chhung leh pawna tum lem lova an zir zawng zawng hi a huam vek a ni. Zirlaiten nungchang tha leh tha lo va an ngaihte leh an ngaih dan hrim hrimte pawh a huam a. Chutiang nungchang leh ngaih dante chuan ngaih pawimawh a hlawh lovin, thlak tul lo emaw an ti thin.

Gender chungchang pawh hi he 'hidden curriculum' a mi hi a ni. School inrelbawl dan hian nasa takin a zirtir a, gender azira classroom leh school-a awmna tur rem dan chungchangah te, hmeichhe naupang leh mipa naupang tana tih tur inang lo, routine inang lo, rituals leh practice inang lo nitina school-a an tih thin te, hrem leh lawman pek chungchangah te, hmeichhia leh mipa naupang khuahkhirh danah te, zirtirtu thil sawi duh danah te, zirtirtu leh zirlaite inbiak danah te, zirlai leh zirlai inbiak danah te. School-a hmeichhe naupang infiamna hmun leh mipa naupang infiamna hmun te pawh hi a inang lovin games an khelh theih pawh a inang lo thin.

School-a function neiin hian engati nge hmeichhia chauh Chief Guest hnenah pangpar pe tura tih an nih thin i ngaihtuah ngai em?

Integrating Gender Concerns in Transaction of Disciplines

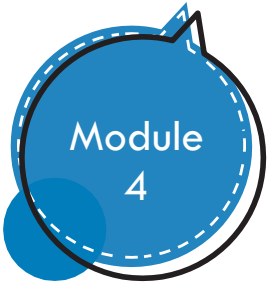
Subject tin mai zirtirnaah hian Gender chungchang hi a tel vek a, thil hriat dan leh dawn sawn dan pawh hi mipa/hmeichhia nihna (gender) atang hian a intan tlat a ni. Zirna hrang hranga hmeichhe lanna awm mang lo leh tlem lutukte hi ngaihtuah a ngai a. Subject tina zirtirna pek chhuah leh tawng hmante hian mipa leh hmeichhe intluktlan lohna hi a nih dan tur reng emaw tihna a siam a. Intluktlang leh thlei bik an awm loh nan gender chungchang hi ngun tak leh chik taka zir chian a, mipa/hmeichhia nihna tura bel chawp (gender) ang chi hi thiah a pawimawh a ni.

Integrating Gender through Teaching of Language

Eng pawh zir ila tawng tel lovin a zir theih loh va, hriatna neih theihna bul chu tawng hi a nih tlat avangin tawng zirna hian mipa leh hmeichhe inlaichinna kawngah pawh nasa takin nghawng a nei a ni. Chuvang chuan tawng hman danin kawngro a sutzia hi naupangte hriattir tur a ni. Thil awmsa a tarlang a ni mai lo va, rilru put dan tur thlengin a tidanglam thei a ni. Tawng hman dan danglam hian awm dan, ngaih dan leh dinhmun a tidanglam vek thei.

Tawng leh a tifah tura milem hmante hian zirna kawngah chuan kawngro a su em em a, chuvang chuan hetiang hmante hi ngaihtuah ngun a ngai. 'Gender-fair' tawng hman chungchangah zirtirtu hi a pawimawh tak zet a ni. Tawng hi chik taka han ngaihtuah chuan thumal tam tak leh sawi dan tam tak hi hmeichhia/mipa enhranna (gender stereotypes) lam sawina a ni. Chuvang chuan classroom-ah hmeichhia/mipa thliar hrang lo tawng hman a ngai. Entirnan – thumal pakhat 'man' tih hi lo en ang. 'Man' hian mi zawng zawng a huam lo a. 'Man' aia hman tur thumal dang ngaihtuah a ngai ta a ni, entirnan – 'human beings', 'humans' or 'humanity'.

Tawng kan hmante hian tu pawh a huapzo tur a ni a, sawi bik a nei tur a ni lo. Hmeichhia aia mipa tihchungnunna tawngkam langsar tak chu mi zawng zawng sawi nana mipa sawina hman tlat hi a ni. Entirnan – man, policeman, he, him te hi mi zawng zawng sawi nan leh hmeichhia nge mipa an nih hriat lohte sawi nana hman thin a ni. Hetiang inenhranna/ inthleibikna tibo tur chuan heng ang tawngkam – man, chairman, spokesman, salesman, foreman, female and male journalists, cameraman, camerawoman leh a dang tam tak hi hman loh a ngai ani. Hetiang deuh hian Mr, Mrs, Miss te chu Mr, Ms-ah thlak an ni.



Activity

Thumal flem azawng a hnuaih hian dah a ni a. A zawn zelah hian a tlukpui mipa/hmeichhia anga sawina ni lo (gender neutral) dah rawh.

- Stewardess _____
- Policeman _____
- Mailman _____
- Chairman _____
- Spokesman _____
- Anchor man _____
- Poetess _____
- Actress _____
- Man, mankind _____
- Manpower _____
- Wife or husband _____
- Mothering _____
- Foreman _____
- Salesmanship _____
- Housewife _____

Examples from NCERT textbook Marigold (Class 5)

Example – 1

Chapter pakhat 'Who will be Ningthou' chu Manipur lal leh a nupui thawnthu a ni a. Fapa pathum leh fanu pakhat an nei a. Fapa pathum an nei chungin an fanu chu an lalram rochungtuah an ruat a. Hmanlai atanga an lo tih thin dan chuan an awm loh hnuah chuan an fapa upa ber chu lal tur a ni a, mahse chu chu zawm lovin an fanu neih chhun chu lalna chang turin an ti a ni.

Discussion Points

- Hetianga mipa lalna hnam/khawtlang hmeichhiate dinhmun that lohna dang han sawi teh?
- Taksa awm dan leh lan dan ringawt hi lal tha tak nih nan a tawk em? Hmeichhiate hi thuneitu leh lal ni turin an tlin ve lo em ni? In awmna vela hmeichhe hotu leh thuneitute han sawi teh.

Example – 2

- Marigold (Class 5 page 165) “Let’s talk”

Read the following passage carefully

Nikhat chu Meena hian theihai a lo va; inah a hawn a. A pi chuan theihai lep lian zawk chu Raju-a chu a pe a, mipa anih avangin. Meena chu a lung a awi lo hle a ni. A chhan chu, theihai kha ama rawn hawn a ni a, tin, a upa zawk a ni bawk a. A lian zawk chang turah a inngai a ni. Chutih lai chuan a pa a lo kal a theihai chu a intiat chiahin a rawn sem a. Zawhna hi han chhang teh. i) Tuin nge theihai kha rawn hawn? ii) Engati nge Meena pi khan Raju-a kha a lian zawk a pek? iii) A lian zawk kha tu chan tur nge nia i hriat?

Discussion Points

- In chungkuaah hmeichhia emaw, mipa emaw i nih avanga thlei hranna i hmu em – thil intawm chungchangah te, hmun insem chungchangah te, kal theih chin chungchangah te, hun chungchanga khuahkhirhnaah te leh thil dang dangah?
- Hetianga mipa emaw hmeichhia emaw nih vanga inthleibikna tireh tur hian mipaten khawtlangah tan an lak a ngaiin i hria em?

Integrating Gender through Teaching of Social Sciences

Social Sciences hi pawl zawng zawngah subject pawimawh tak a ni a. Chhngkua, vantlang, hnam dan, institutions, environment, societies, ngaih dan, tih dan leh ngaihhlut zawngte thununtu mimal leh a huho awm dan hi zir chian a tum a. Social Sciences in a tum berte chu –

- Gender, sakhua, awmna hmun, class leh rualban lohna te zah taka hriat thiam, mi zawng zawng intluktlang veka en.
- Democracy leh autocracy, power and governance, caste, race leh tribe, gender leh patriarchy, stereotype leh prejudice avanga harsatnate ngaihtuah ho.
- Vantlang, ram rorel khawl, ei leh in lama inrelbawlina leh thil dang danga intluktlan lohna hmeichhe dinhmun khawihte ngun taka zir chian.
- Midang ngaih dan hriat te, pawl inrelbawlina te, tih thin dan te ngun taka en chian a, a dik leh dik loh te zir chian.

‘Add and stir approach’-a hmeichhe tlemte hneh taka roreltu telh ve emaw ram hnathawk emaw ram leh hnam tana thawktute zinga chhah tel ve satliah ringawt hian hmeichhiaten thil an tih tlemzia a tilang Chiang ting mai a’. Hetiang a nihna chhan chu text hian mipa

Module

4

hnathawhte a ziak langsar em em a, vantlang, ei leh in lam leh ram roelna chungchanga hmeichhiate tel vena a ziah hmaih nasa a ni. Social Sciences hian kawng tin renga hmeichhiate hnathawh leh tel vena hi tar lan a tum flat a ni.

Social Sciences pawimawhna chu tuatchhung thil pawimawh leh tulte zirnaah a bilh lut a, chu chu tih tur fel tak hmanga zirtir a ni. Hriat ngai loh zirtirna leh zir tur hian mikhual riauva inhriatna a siam thei a, chu chuan zirlaiteah tui lohna leh tel ve chak lohna a tuh thei. Chuvang chuan zirtirna tha, a tak taka hman theih leh zir tur thar chuan zirlaite an textbook a hriat thiamtir ang a, an tawn hriatte an inhrilh tawn ang a, harsatna laite hmu chhuakin a sutkian dan turte an sawi ho thei ang. A bikin, hmeichhe naupang leh zirlai hnuaihning zawkte tan classroom chu zalen taka thil an sawiho theihna hmun, an ngaih dan ni lote an hnial ngamna hmun leh thutlukna dik an siamna hmun a ni tur a ni.

Questioning and Examining Received Ideas, Institutions and Practices

Thil tih thin dan leh ngaih dan belhchian dawl lote hriat chian zel tumna hi social sciences zir pawimawhna a ni a. Hei hian zirlaite chu an tawn hriatte hmachhawn dan thiam tirin thil chik duhna rilru leh thiltihtheihna a pe thin. Chuvang chuan pawl, ngaih dan, tih dan leh hmanlaia tih dan nena a inzawmna chungchangte zirlaiten ngun taka ngaihtuaha an sawi ho theih nan zirtirtuin thupuite sawi hona chu a kaihhruai a pawimawh a ni. Hmanlai atang tawhin India ramah hian caste, class leh gender avanga inthlei bikna hi khawi laiah pawh a awm tih kan hre vek a, hetiang tih dan tha lo tak takte hi hmeichhiaten an sawi chhuak hreh ngai lo.



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
 - Preferences of sons over daughters
 - Menstrual taboos
 - Restrictions on physical mobility of girls
 - 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

Zirlaite chuan he tih tur atang hian vantlang lo thin dan, hnam dan anga lo awm tawh nitina an tawn zirtirtu sawi chu a takin an hre thei ang. Hei hian mipa leh hmeichhe naupangte zingah pawl thenkhat, tih dan leh ngaih dan tha lo tak takte hi eng vanga thlak ngai nge an nih chhan sawi hona a chawk chhuak ngei ang.

Module 4

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 Learner’s Environment

The Chapter Tribals, Dikus and Vision of a Golden Age has tribal-te chungchang leh thiltithei zawkte awpbehain an nun a nghawngte chanchin a sawi a. A hnuai milemte hian tribal hmeichhiaten an intodelhnan hna pawimawh tak an thawk a ni tih a tarlang chiang em em a. Hei hian hmanlaiah pawh hmeichhiate tunlai ang thovin hna an thawk a ni tih a lantir a ni. Hetianga hmeichhiaten ei leh bar kawnga an hnathawhna hi textbook-ah te hian tihlan a ni ngai mang lo va, chuvangin hetiang topic zirtirnaah chuan textbook bakah internet leh thil dang chanchinbute, audio-visual lamte hman tangkai tur a ni.



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

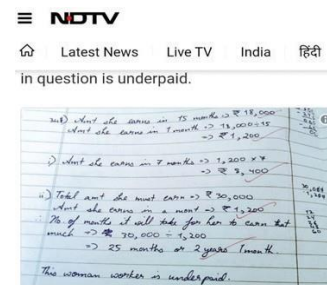
The activity atang hian zirlaite chuan ei leh bar zawna kawnga tribal hmaichhiate hnathawh leh kum lo kal zela a lo danglam zel dan an hria ang. Zirtirtu chuan a hnuai mi ang hian a kaihruai thei ang.

Step I:

Naupang paruk awmna group siam tur. Group pakhat zel chu hmun pakhata tribal hnam an ni zel ang. Entirnan: Khawthlang lama Bhil hnam, North East-a Khasi, Central India-a Gond, Hmar lama Gaddi, etc

Step II:

Tribal chanchinte an la khawm ang – a) Thlalak b) Illustration c) posters d) pamphlets e) newsclippings leh f) folk songs



Step III:

Poster an siam ang – a) Tribal-te awmna map-in an lantir ang b) Poster-ah chuan milem leh thu hmangin ei leh bar zawna kawnga tribal hmeichhiate hnathawh pawimawh an tarlang ang c) Hna an la thawh zel dan leh a lo danglam dan an tarlang ang.

Step IV:

Sawihona: Poster an siam chu classroom-ah tar se tichuan zirtirtu kaihruaina hnuai sawi ho se.

Discussion Points

- Tribal hrang hrang hmeichhiate hnathawh thin chuan inanna an nei em?
- Ei leh bar zawna kawngah mipa leh hmeichhiate thliar hran an ni em?
- Ei leh bar kawnga tribal hmeichhiate hnathawh hi kum lo kal zelah engtin nge a lo danglam?
- Hmasawna hian ei leh bar zawna kawngah tribal hmeichhiate a nghawng?

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Module 4

Integrating Gender Through Teaching of Mathematics

Mathematics hi tupawhin an zir a, mahse zirlai tam tak, a bik takin hmeichiate tan hian a har bik emaw tih mai tur a ni. Chuvang chuan mipa lam hawi bik lo deuh mathematics ngaihtuah a ngai a ni. Mathematics hi hmeichhiate tana zir chi lohva hriatna leh gender thlei bikna awm theih lohnaa ngaih a ni fo. Hei tak hi Curriculum leh zirtirtu zirtirna hmanga thiah a ngai. Mathematics hmang hian inchhung sekrek hna hi hna dang nen a pawimawh dan a intluk reng tih lantir a pawimawh. Mathematical problem hmang hian inchhunglam hnate hi chhungkuua mifin tih tur a ni tih tarlan tur a ni. Hna zawng zawng hi a zahawm a, chu chu hun chhutnaah te, hnathawh tur chhutnaah te, hnathawhnaa energy hman chhutnaah te tihlan tur a ni. Hna hrang hrangah hmeichhia an pung zel – manager, trader, entrepreneurs, pilot, scientist, mathematician, etc atan te, hei hi tihchak zel tur a ni. Mipa leh hmeichhia hian chhungkaw rokhawmtu an nih theihna a inang chiah tih te hi mathematical illustration hmangin a tarlan theih.

Activity – 1

Census 2011-a India ram leh State tina mihring awm zat zirlaite entir la. Ngun taka zir chiang turin hrih la, khaikhintir rawh. Tichuan eng vanga hmeichhia zat hi mipa aia tlem nge ni ang zir chiantir rawh. He activity hian sex ratio tlahniam zel chungchang zirlaite hriattir a tum a ni.

Activity – 2

Mathematics dan pangngaia an chawh thin piah lamah Zirlaite chuan Chanchintharahte an hmuh atangin zirlaite chuan mipate aiin hmeichhiain an hlauh tlem a ni tih hriain an ngaih dan an sawi a. Hetiang ngaih dan nei thei tur hian zirtirtu chuan a fuih tur a ni.

NCERT Primary level textbook ‘Math Magic’-ah hian hmun tam takah hmeichhiate hna tha leh hotu entiran – entrepreneurs, loneitu, in leh lo neitu, etc ang te in pholan a ni a. Mipate pawh inchhung hna ei rawng an bawl lai te tihlan a ni bawk. Hmeichhiate chu an dikna leh chanvo humhalh tum flat ang tea tarlan an ni.

Integrating Gender through Teaching of Science

Hmanlai atang tawhin hmeichhiate hi science leh technology lam ti ve lo tura ngaihna a awm avangin science leh technology lama mithiam zingah hian an awm ve mang lo. Midang enkawl, fa enkawl leh inchhung lam enkawltu tura ngaih a ni fo. Chu mai a ni lo, science leh technology lama hmeichhiate hnathawh hi ziak mumal a awm loh avangin history-ah

hian a lang ve ngai lo. Hmasang ata tawh technology lamah hi chuan hmeichhiaten an thawh hi pawimawh viau mahse a technical lo lai deuh ni tura ngaih a ni thin. Science hi mipa subject-a ngaihna a awm thin avangin hmeichhiate hian zir an hreh thin a ni.

Science chuan awmze neia ngaihtuah thiamna a tuh a, chuvangin class, caste, gender leh sakhuana avanga ngaih dan dik lote a tibo thei a ni. Science hmang hian zirlaite chu an hmel leh taksa lan dan avangin chungnung zawk leh hnuaihngung zawk a awm theih loh tih a zirtir theih a ni. Mipa naupang, hmeichhe naupang leh transgender-te an taksa leh hmel lan dan avangin duhsak bik neih loh tur a ni, taksa ruangam inrel dan hi chu a inang tlang vek a ni. Tih theih zawng a inang loh avangin tumah hi a chak zawk a, a chak lo zawk tih tur a ni lo. Chuvangin chaw pek chungchangah te, hriselna chungchang inenkawlnaah te, zirna lamah te tumah duhsak bik neih loh tur a ni. Hmeichhiaten environment an humhalh dan leh an nun a nghawng dante hi tarlan fo tur a ni.

Activity

Zirlaite chu In awmna velah hmeichhe pahnih science leh technology lama mithiam sawi hopui la. Chutianga mi hlawhtling chanchin an hriatte chu sawitir rawh. Science leh Technology lam zir hmeichhiate hian eng harsatna nge an tawh?

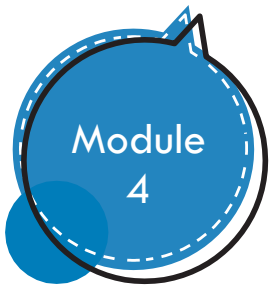
NCERT Environmental Studies textbook 'Looking Around' Class V-ah hian Alwar khuaa hmeichhe pakhat Darki Mai, an khuaa tui harsatna sutkian nana pawl pakhat Tarun Bharat Sangh puihnaa dil siamtu tarlan a ni. Jharkhand-a awm hmeichhe pakhat Suryamani, in state-a ram ngaw humhalhtu tarlan a ni bawh.

Conclusion

Suryamani's Journey

Kan sawi takte khan textbook leh pedagogy hmanga gender chungchang tih dan tur a hriattir ang a. Gender induhsak bikna textbook leh curriculum sawi dante zirtirtu a hriat thiamtir ang a, Mipa leh hmeichhia tih tur an pek dan leh awm dante chuan induhsakna a awm leh awm loh an hre thei ang. Tawng hmangin induhsakna lantir dante an hria ang a, hmeichhiaten ram rorelna, vantlang thil leh ei leh bar zawnga kawnga an hnathawhte an hria ang. Gender hriat thiamna hi zirtirna kawnga ngaihtuah tel tur thil pawimawh tak a nih avangin zirtirtu chuan a zirtirnaah a telh ngei tur a ni. He module hian gender – mipa,





Module 4

hmeichhia, transgender-te inchnung khurah, vantlangah leh hnam pumah inzahtawn taka an tih tur theuh an tih theih nana gender hriat thiamna nei zirna pek hi a tum a ni.

Evaluation

Gender stereotypes-te chu eng nge ni?

Tunah chuan gender chungchanga harsatnate i lo hre ta a, classroom-ah engtin nge i tih ang?

1. Mipa naupang leh hmeichhe naupang intluktlang taka an zir theih nan engtin nge i zirtir ang?
2. In textbook hmanten mipa/hmeichhia duhsak bik a nei em?
3. Tawngkam hman dana mipa/hmeichhia duhsak bikna tawngkam i sawi thei em?
4. Mipa naupang leh hmeichhe naupangten zir nuam an tih theih nan eng activity nge tha ang?
5. Mathematics subject-a tih turte (problems and exercises) hmeichhe nitin nun leh tawnhriatte leh an hnathawhte tarlang han sawi teh?

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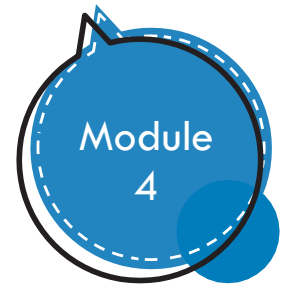
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Web links

<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>

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