Process Indicators	SMART	Target Group (A,B,C,D) & priority (1,2,3)	Ratings on a scale of 1 – 4 All need to show only 3 points on scale	Means of Verification	Remarks
Physical Environment					
1. Access to school		A-= Teachers - 1 B = students --1 C = parents – 1 D= school management committees/ boards - 1	1. very inaccessible 2. somewhat inaccessible 3. no potential barriers 4. fully accessible	a) Check whether there are any Physical barriers like shrubs, forest, river, stream, hill, valleys (any other rugged terrain) which inhibit children from enrolling or attending schools, b) Check if there is any threat/risk to physical security and safety of children on the way to school.	a) Physical verification of or verbal enquiry about the select routes followed by children to and from school by the POs. b)Discussion with Stake Holders [SH], whether the noted barriers are prohibiting enrollment/attendance c) Discussion with the SHs on what can be done in solving the problem of physical barriers.
2. Adequate classroom space per child.		A -3 B – 3 C – 2 D -1	1. Inadequate 2. Adequate 3.. Complying with National/State specifications 4. More than adequate	a) Check with National Standards [eg; NCERT]/State Specifications[eg; SCERT] b) Check with the SHs [particularly students] whether the space is adequate	a) Physical verification along with Focus Group Discussion [FGD] with the SHs. b) Remember that the type of Teaching-Learning Methods [TLM] will matter.
3. Adequate lighting and ventilation.		A – 1 B – 1 C – D -	1. Inadequate 2. Adequate 3. Complying with National/State specifications 4. More than adequate	a) Check whether there is enough natural [bright] light and fresh air in the Classrooms b) Check whether there is ventilation and if so whether it is adequate c) Check whether there are stench producing sources near the school building [garbage dump, cattle shed etc,] d) Check whether the girls/boys are seated in areas of inadequate lighting and air circulation	a) Physical verification/ eyesight check of classrooms b) Discussion with SHs c) find out whether electricity or other sources of lighting is used in the school
4. Adequate child-friendly, child-sized furniture provided.			1. Not at all friendly 2. Partly friendly. 3. Friendly section-wise, primary, middle, high, higher secondary 4. Fully child friendly	a) Check whether each child is able to sit & work comfortably b) Check whether children can be clearly heard from where they sit by the teachers c) Check whether there are discrimination on the basis of gender, caste or any other d) Check whether adequate special	a) Discussion with larger community with regard to necessary changes that are required b) Remember that the requirements will change according to sections c) Enter into a discussion whether childrens seating should have backrest or not. d) If there are National/State guidelines, please refer to them.

Process Indicators			Ratings on a scale of 1-4	Means of Verification	Remarks
				facilities are provided for physically handicapped children	
5. Seating arrangement facilitates teacher-child interaction.			1.Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	a)Check whether the seating arrangements segregate pupils by class or gender b) Does teacher encourage two-way communication? c)Does teacher move around?	a) Discuss with the SHs whether the cultural specificities of the region or the community demands segregation b) Discuss with the community at large on how the cultural specificities with regard to seating can be handled c) note the actual situation
6. Seating arrangement facilitates non-segregated child-child interaction.			1.Rigid because of some specific reasons 2. Too rigid 3. some what flexible 4. Totally flexible	a)Check whether the seating arrangements segregate pupils by class or gender b) boys- girls, high-low socio economic and academic	a) Discuss with the SHs whether the cultural specificities of the region or the community demands segregation b) Discuss with the community at large on how the cultural specificities with regard to seating can be handled c) note the actual situation

Inside the Classroom - Pedagogy and Content of Education

Learning Environment					
Process Indicators	*SMART*	*Target Group (A,B,C,D) & priority (1,2,3)*	*Ratings on a scale of 1 – 4*	*Means of Verification*	*Remarks*
1. Boys and girls are given equal access and opportunity to school enrolment and completion.			Enrollment, Attendance, Completion 1.Low enrollment, Attendance, Completion of boys/girls 2. More boys than girls enrolled, Attended, Completed 3. More girls than boys enrolled, Attended, Completed 4. All boys/girls enrolled, Attended, completed	a) Check the available statistics with regard to enrollment, out of school-age population etc, [Sarva Shikshya Abhiyan (SSA)] b) Check school records for boys and girls completing the end of each section. c) check whether there are incentives for girls to attend school d) what percentage of girls versus boys successfully transfer to higher level education and pass the first year in the new school [section]	a) School records and SSA statistics may have to be consulted b) Make a broad social enquiry whether any particular social group or gender is discriminated against

2. Both boys and girls are encouraged to participate actively in the learning process.			**1. Neither boys nor girls are encouraged to participate** **2. Boys and girls are encouraged to participate differentially.** **3. Both boys and girls are encouraged**	a) Check school records with regard to attendance of boys/girls in tests/exams and also with regard to results in end of section/school examination b) check whether any remedial measures are planned by the school if any gender discrepancies are found c) check how boys and girls are prepared for appearing for tests/exams d) Check school records with reference to attendance of boys/girls in co-curricular activities wherein there are learning components.	a) Discuss with SHs whether girls are encouraged in co-curricular activities wherein there are learning components for eg; Debates Discussions, Common study programmes etc, b) Observe classroom activities [CRA] with regard to reading, writing and problem solving c) Observe teachers behaviour in related matters and hold discussion with them
3. Boys and girls have equal access to essential learning materials.			1.neither boys nor girls have all learning materials 2.More boys than girls have all/some learning materials 3. More girls than boys have all/some learning materials 4.All boys and girls have all learning materials	a)Check [referring to records available] the timing of the distribution of learning materials, particularly text books b) Check whether the learning materials are all of the same [good] quality c) Check whether the boys/girls are femiliarised with the use of the learning materials	a) Observe whether the learning materials [eg; text books] are distributed by the school authorities or students have to buy them individually. If it is the latter is there any arrangement made to help the students b) all of these measurement will need to be disaggregated for gender and caste
4. Gender-friendly school environment is cultivated by teachers and students.			1. Gender friendliness [GF] is not a priority item for the school/community 2. GF is a priority item for the school but not to the community 3. Within the school the teachers and the students considered GF as a priority item 4. GF is considered a priority item by the school and the community	a) Check on GF, generally b) Check the apparent non-interest of the community influences the atmosphere within school c) Check the school annual work plan, vision statement, objectives etc, d) Check the type of work distribution followed within the school, with regard to academic activities, sports and games, midday meals and celebration of functions e) Check about the perception of teachers/students/parents of the behaviour of the school leadership [HT]	a) Discuss school time-table in terms of GF Environment with SHs. b) identify any specific problems that exists c) Report any innovative initiatives taken

Teaching/Learning Processes

1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.			1. Critical capacities are not encouraged among boys/girls 2. Critical capacities are encouraged among boys 3. Critical capacities are encouraged among girls 4. Critical capacities are encouraged among both boys/girls **Encouraging questions of students,**	a) check the views of teachers with regard to the question that they prefer in classroom, whether they are mechanical, book based or innovative and critical b) Check the views of teachers with regard to techniques used to stimulate innovative question and discussions c) check whether girls are encouraged to ask questions.	a) Conduct FGD with the SHs particularly teachers b) find out from the parents whether they would object if critical questions are encouraged from their children, particularly girls
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.			1. Opportunities are few for both boys/girls 2. Opportunities are given mainly to boys 3. Opportunities are given mainly to girls 4. Equal Opportunities are given to boys/girls	a)Check whether the school has a Tutorial system or something equalent to it where the boys/girls can discuss there personal/sensitive problems with the teachers b) Check whether the students are allowed to speak openly in the class about common issues c) Check whether a school parliament/assembly is existing and if so how it is organised and conducted d) Check whether enough opportunities like drama/essay writing/debates etc, are arranged and participation across gender is encouraged	a) Discuss the problem in separate meetings with the teachers and students and also in a common meeting b) discuss the attitude of the parents with regard to freedom of expression for their children particularly girls with them
3. All children are given opportunities to have a voice in planning school activities.			1. No opportunity for boys/girls 2. opportunity for boys 3. opportunity for girls 4. opportunity for boys and girls	a) check whether there is a group/committee/council to plan different functions/activities in classroom and schools b) are students represented in that? Whether boys and girls are equally represented? c) Check qualitatively whether the students opinion is taken seriously: and in that whether the girls opinion is taken seriously.	a) Discuss with the HT the desicision making process within the school/classroom b) Discuss with students whether they feel neglected in organising activities
4. All children are			1. No encouragement for sharing experiences 2. some encouragement for boys to	a) check the school records if they are available to see whether there are institutionalized opportunities	a) Discuss with the HT about institutionalized opportunities for children to share their experiences for

encouraged to share their experiences with others.			share experiences 3. Some encouragement for girls to share experiences 4. Adequate encouragement for boys and girls to share experiences **Reword for parents' indicators…**	for children to share their experiences b) Find out from those records whether girls and boys get the same level and type of opportunities c) Check whether sharing of experiences are part of the teaching-learning [Pedagogical] processes used in the classroom d) check whether any informal sharing of experiences do take place	eg; going outside the states, taking part in state wide activities etc, b) Discuss with the teachers whether girls and boys get the same level and type of opportunities to share their experiences in the classroom c) discuss with the students whether they all get opportunities to share their experiences
5. Female and male teachers are role models for students.			1. Teachers fail to provide role models for both boys and girls 2. teachers are role model for boys alone 3. teachers are role model for girls alone 4. teachers are role models for girls and boys	a) check whether the dressing habits and general decorum of the teachers inspire the desirable habits among students b) Check whether male teachers do express generally considered "female characteristics" like sensitivity and service mindedness and whether female teachers do express "male characteristics" like leadership roles and organizational efficiency.	b) Discuss with teachers and students their concept of being a male. eg; loud, noisy, physically powerful etc, c) discuss with the teachers and students their concept of being a female. eg; quite, sacrificing etc,

6. Regular attendance by students and teachers is expected.			1. regular attendance is not enforced for teachers and students
			2. regular attendance is expected from students
			3 regular attendance is expected from teachers
			4. regular attendance is expected from both teachers and students
				a) Check the attendance register to find out about regularity of attendance of students and teachers of which ,
				   1. male teachers
				   2. female teachers
				   3. girl students
				   4. boy students
				b) check whether the teachers have the habit of attending to other activities/jobs during class hours
				c) check whether children are in the school during school hours
					a) discuss the necessity of regular attendance with SHs
					b) discuss with parents their perception of the regularity of teachers/students attendance
					c) causes may have to be discussed if girls/female teachers fail to attend schools regularly

7. Girls and boys from different backgrounds and from both urban and rural communities are			1. girls/boys from different backgrounds, urban/rural areas are unevenly and without respect are represented in T-LM 2. boys from different backgrounds and urban areas are represented more in T-LM 3. girls from different backgrounds and from rural areas are represented more in T-LM 4. Girls/boys from different backgrounds, and from rural/urban	a) Check whether the T-LM are fair to all groups b) Check whether there are discrimination on the basis of gender/caste c) Check whether the handicapped are unflatteringly represented **Need feedback from all stakeholders.**	a) conduct a content/input/title analysis of the T-LM if possible b) discuss the T-LM with SHs

respectfully presented in teaching and learning materials.			areas are evenly and respectfully represented in T-LM		

Teacher Performance

1. Teachers' approach is child centered, more than 75% of the time.			1. teacher's approach is never friendly to children 2. teachers approach is sometimes friendly to children 3. teachers approach is friendly to boys 4. teachers approach is always friendly to children	a) check whether the commonly accepted child-friendly pedagogy including classroom behaviour is followed b) check whether any section of the students feel neglected	a) hold discussion with the teachers on the necessity of a child-friendly attitude b) hold discussion with the community, particularly the parents on the necessity of child-friendly attitude.
2. Teachers are sensitive to student's needs.			1. teachers do not demonstrate sensitivity to children's needs 2. teachers demonstrate sensitivity to boy's needs 3 teachers are sensitive to girls' needs 4. teachers are sensitive to children's needs	a) check what are the needs of children of various age groups, schools sections, and backgrounds b) check whether there are institutionalized ways to meet such demands c) Check whether needs of adolescent girls [and also boys] are taken care of. d) Check whether teachers are sensitive to the children's needs with regard to; 1. hunger 2. health 3. physical upkeep 4. hygiene 5. personal/social problems 6. remedial learning needs	a) discuss with SHs the special needs of children b) hold discussion on help and cooperation needed from out side the school [ICDS, Health Department etc,] to meet the special needs of children
3. Teachers provide equal opportunities for girls and boys.			1. teachers do not provide equal opportunities for boys and girls 2. teachers do provide equal opportunities for boys 3.teachers do provide equal opportunities for girls 4. teachers do provide equal opportunities for boys and girls	a) check whether girls and boys are encouraged in terms of achievement-motivation equally b) whether providing inspiration to both boys and girls equally are credited in favour of teachers formally or informally	a) discuss with teachers the need to promote equal opportunities for both boys and girls b) discuss the need for teachers being unbiased and without prejudices
4. Teachers provided with			1. teachers have not taken any training after they joined	a) check the details of GST b) check whether the teachers find	a) discuss with the teachers the concept of GST

the opportunity to participate in gender sensitization seminar within the past 3 years.			2.more male teachers have taken Gender Sensitization Training [GST] 3.more female teachers have taken GST 4. male and female teachers have taken GST **This can include any kind of exposure or training or workshop.**	the components of GST acceptable	b) discuss with the other sections of SHs, the GST

Outside the Classroom

Process Indicators	*SMART*	*Target Group (A,B,C,D) & priority (1,2,3)*	*Ratings on a scale of 1 - 4*	*Means of Verification*	*Remarks*

Library and Laboratory

1. Books are evaluated for gender bias.			1. deliberate gender bias in text and pictures 2. gender bias in texts 3. gender bias in pictures 4. no gender bias	a) check the content/titles of selection of books which are commonly borrowed from the library/acquired for the library b) check the pictures in a selection of books commonly borrowed/acquired c) check library records to find out which are the books that are borrowed commonly and by whom [to check whether there is any preference according to gender]	a) discuss whether use of library/reading corner is necessary in all sections of the school b) conduct content/title analysis of books if necessary c) discuss how and who make the selection of books for the library d) discuss whether a state level list of books to be bought for the school libraries do exist
2. Books and learning materials account for gender specific needs and preferences.			1. books and LMs [learning materials] do not account for gender specific needs and preferences 2. books do account for but other LMs do not 3. other LMs do account for but not the books 4. books and LMs do account for GSN and preferences	a) check whether LMs such as maps, charts, displays etc, are easily accessible to both boys and girls b) check whether there are books which will give useful information on the physical problems that girls students have to face c) check whether the LMs are displayed in such a manner that girls who are likely to be of a shorter stature are not handicapped	a) discuss the need for books and LMs to positively help gender specific needs and preferences b) find out whether any group feels handicapped in using any LMs
3. Girls and			1. girls and women do not participate in selection of	a) check on who makes the selection of books	a) discuss with the SHs on books selection, b) also discuss with the SHs on the need for taking

			books 2. female teachers alone participate 3. mothers of children participate 4. girls and women associated with the educational process participate	b) if a committee is to make the selection, check the gender parity in that committee c) check whether the girls' requirements are discussed as a priority item in the selection of books	into consideration the special requirements of girls in ordering books
women participate in the selection of books.					

Facilities

1. Provision of clean separate toilets for girls and boys as well as men and women faculty.			1. no toilet facilities 2. toilet facility for men/boys 3. toilet facility for women and girls 4. toilet facility for both men and women/boys and girls	a) physically check whether toilet facility exists and in what condition are they b) check on the provision for cleaning the toilets regularly and adequately c) check whether the toilets are located in a safe place	a) discuss the necessity of clean and separate toilets for girls and boys with the SHs b) discuss whether there are any State or National Programme within which the toilet facilities can be acquired
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.			1. GF, Age Appropriate [AA] toilet facilities are not provided 2. girls are not allowed to make use of toilets as and when they require 3. toilet facilities are provided but they are not adequately private and do not facilitate menstrual hygiene 4. GF, age appropriate toilet facilities are provided and they ensure privacy and facilitate menstrual hygiene	a)check whether the materials necessary for menstrual hygiene are regularly provided for girls b) check whether the necessity of age specific, GF, exclusive toilets are recognized in the school community c) check whether children particularly girls are allowed to complain if there are any short comings	a) discuss the importance of age specific GF toilets with the teachers, management and parents b) discuss what kind of administrative facilities are required to take appropriate action if the children complian
3. Access to a clean water source is available.			1. no access to water 2. no access to clean water sources 3. water source unclean but it is partially cleaned [boiled/use of chlorine etc,] before using in the toilets 4. access to clean water source	a) check whether there is any water supply and on the source of water [whether it is clean enough to be used] b) check on facilities to clean water if it is taken from an unclean source so that the use of unclean water do not lead to skin diseases, scabies etc,	a) discuss the need for clean water with SHs b) discuss how the institutions outside the jurisdiction of the school can be made to cooperate in providing clean water: if necessary

Cultural Activities, Music and Drama

1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.			1. girls and boys separately participate in stereotyped activities 2. girls and boys separately participate in activities with specific gender biases 3. girls and boys separately participate in activities which go beyond stereotypes 4. Mixed groups of girls and boys participate in activities that go beyond stereotypes Examples are important.	a) participate in select cultural activities to see whether there are stereotyping b) check with teachers on how selections are made both in terms of personnel and content of activities c) check with teachers and students whether non-stereotyped performances are appreciated in the community	a) discuss the necessity of having non-stereotyped cultural activities with SHs

Games and Sports

1. Playground is used by boys and girls.			1. no playground facilities 2. separate playground for boys and girls 3. common playground but boys and girls have separate timings 4. playground rules are made for gender friendliness Location is safe – can be seen by teachers Girls feel safe and secure.	a) physical verification b) check with school authority and teachers [particularly the in charge of sports] how are playgrounds utilized c) check whether playground are in a safe area where there are constant supervision	a) discuss with SHs the necessity for gender friendliness in using the playground and enlist the support of the parents towards that b) safety of the playground and sports facilities has also to be discussed
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.			1. no opportunities 2. boys alone have opportunities 3. girls alone have opportunities 4. boys and girls have equal opportunities	a) check whether participation is equally allowed between genders b) check whether coaching and other preparatory facilities are provided equally among genders	a) discuss with the teacher/s in charge of sports and other extra curricular activities on opportunities for participation b) discuss with the students what kind of facilities they would require c) discuss what kind of facilities are required for physically handicapped children
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping			1. games do not promote TB, Cooperation and SF and do not avoid SS 2. games promote TB, Cooperation and SF but only among boys 3. games promote TB, Cooperation and SF but there is no mixed teams 4. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.	a) check with the teachers the type of games promoted in the school and type of team selection b) check whether collective achievements are preferred to that of individual achievements	a) discuss the need to have mixed teams with SHs b) discuss with the SHs the need to prefer common achievements to individual achievements

through mixed teams.					

School Assemblies

1. School assembly is a proactive environment, promoting gender-friendly behavior.			1. School Assembly is not held 2. School Assembly is not a proactive environment 3. School Assembly promotes boys alone 4. School Assembly a proactive environment, promoting gender-friendly behavior.	a) Check whether school assemblies are held regularly b) check whether assemblies are dominated by HT and teachers c) check whether girls and boys get equally complimented, rewarded and acknowledged for their achievements in assembly d) check whether the school assembly is flexible enough for the students to express themselves	a) discuss with HT and teachers the pattern of holding assembly b) discuss with the students how they feel about the assembly: whether there are gender biases felt
2. School assembly offers opportunity to build leadership skills among boys and girls.			1.School assembly does not offer opportunity to build leadership skills among boys and girls. 2. School assembly offers opportunity to build leadership skills among boys alone 3. School assembly offers opportunity to build leadership skills among girls alone 4. School assembly offers opportunity to build leadership skills among boys and girls.	a) check with teachers the opportunities offered to boys and girls for leadership skills in school assembly, and whether they are offered without gender bias b) check with boys whether they accept naturally the leadership roles assumed by girls in common forums like school assemblies	a) discuss with SHs the need for gender-free opportunities for children in acquiring leadership roles b)discuss the need for reversing the stereotyped thinking that could be widespread among boys in not accepting girls in leadership roles

Health and Nutrition

1. Girls and boys have equal access to a source of safe drinking water.			1. Girls and boys do not have access to source of drinking water. 2. Boys get precedence over girls in access to safe drinking water. 3. Girls get precedence over boys in access to safe drinking water. 4. Girls and boys have equal access to a source of safe drinking water.	a)check the source of drinking water b) check whether drinking water is purified c)check whether[if the source from which water is taken is distant from the school] the girls have any difficulty in access to it	a) discuss the importance of safe drinking water for the whole school community with SH b) discuss how the community and parents can help in providing safe drinking water
2. Iron tablets and other nutritional supplements are provided.			1. Iron tablets and other nutritional supplements are not provided. 2. Iron tablets and other nutritional supplements are provided for boys alone 3. Iron tablets and other nutritional supplements are provided for girls alone 4. Iron tablets and other nutritional supplements are provided for both boys and girls.	a) check whether any identification process is employed to locate those who require iron tablets and other nutritional supplements b) check with the Anganavadi staff and ICDS staff whether their help is sought for supplementaries in adolescents girls' diets	a) discuss the need for supplementing the diets of age specific boys and girls and particularly adolescent girls b) discuss how parents community and other government departments can help
3. Orientation			1.no Orientation provided to parents to avoid gender discriminatory feeding practices	a) check with HT whether there are regular forums where the	a) discuss with parents the necessity for not discriminating against children on the basis of gender in

provided to parents to avoid gender discriminatory feeding practices.			2.no communication with parents on feeding practices 3. orientation given in not discriminating against boys in feeding practices 4. Orientation provided to parents to avoid gender discriminatory feeding practices	school authorities and the teachers can communicate with the parents b) check how such forums, if they exist, can be made use of for giving orientation c) check whether other channels such as house visits etc. can be utilized for giving orientation for parents	feeding practices b) discuss the need to have a wholesome, nutritious diet at midday meals in school
4. Linkages to health service providers exist.			1 no linkages to health service providers 2. occasional linkages to health service providers 3. occasional linkages to health service providers for boys alone 4. adequate linkages to health service providers for both boys and girls	a) check with the school authorities and nearby health providers whether there are regular channels of communication regarding of health conditions of students b) check with the school authorities what steps are initiated if an epidemic occurs in the community, to protect the students c) check with the school authority whether the midday meal preparation is open to inspection by public health authorities	a) discuss the need for regular linkages to health service providers with the school authorities. b) discuss the need to have a non-discriminatory attitude towards this programme c) discuss how to solve if there are any problems in maintaining adequate linkages
5. Frequent/ regular health check-ups are provided for girls and boys.			1. Frequent/ regular health check-ups are not provided for girls and boys. 2. Frequent/ regular health check-ups are provided for boys only. 3. Frequent/ regular health check-ups are provided for girls only 4. Frequent/ regular health check-ups are provided for boys and girls.	a) check whether regular check ups are held with the school authorities and health service providers b) check whether records of check ups are maintained properly c)check with school authorities how the quality of check ups are maintained d) check with school authorities whether there could be any discrimination	a) discuss the need for frequent/ regular health check ups among students with SHs b) discuss the need for the check ups not being discriminatory
6. Health records are kept for each child.			1. Health records are not kept. 2. Health records are kept only for boys 3. Health records are kept only for girls 4. Health records are kept for each child	a) check with the school authorities whether health records are kept, if so how it is done b) check with the school authorities how the information regarding the health conditions of children are collected c)check with the school authorities whether follow up actions are taken when found necessary	a) discuss the need for comprehensive health records with the SHs b) discuss the requirement of assistance and cooperation in this regard from the parents
7. Puberty			1. Puberty education and counseling is not	a) check with the teachers	a) discuss the need of PE/SE with the SHs particularly

education and individual counseling is available.			available 2. Puberty education and counseling at the group level is available 3. Puberty education and counseling are available only on occasions 4. Puberty education and individual counseling is available	whether puberty education / sex education are part of the school curriculum b) if PE/SE are not part of the curriculum then check, whether they are being conducted in the school c) check whether the school has the services of a properly qualified counselor d) check with the teachers whether the children are free to talk about their special problems with the counselor/ teachers e) check whether there are special classes/ courses in prevention of diseases	the parents b) discuss whether the teachers are ready and capable of handling such subjects c) discuss how necessary LMs can be acquired if PE/SE are not part of the curriculum d) discuss with the students whether they are getting age specific counseling
8. Girls have access to feminine hygiene products.			1. Girls have no access to quality feminine hygiene products. 2. Girls have access to non-quality feminine hygiene products. 3. girls can purchase on their own feminine hygiene products from the market 4. Girls have access to quality feminine hygiene products within the school	a) check with the school authority whether feminine hygiene products are stored within the school and provided for girls b) if they are not available within the school check whether the school authorities themselves will help the students to acquire such products from outside	a) discuss with the community particularly the parents and with the teachers the need for providing feminine hygiene products.

Field Visits

1. Girls participation is encouraged.			1. Girls participation is not encouraged 2.girls and boys are taken for field visits/picnics/excursions separately 3. field visits of which girls are part of are restricted to certain localities and functions alone 4. Girls participation is encouraged	a) check with teachers whether the school has regular field visits/picnics/ excursions b) check with the teachers children are encouraged to inter-mingle without any biases	a) discuss the necessity of having outings without discrimination for children, with the SHs particularly the parents b) discuss how the outside the school community particularly the parents can help in organising such outings
2. Mothers and/or female teachers accompany class on excursions.			1. Mothers and/or female teachers do not accompany class on excursions/sports meets/cultural meets outside the school 2. female teachers alone accompany class on excursions/sports meets/cultural meets outside the school 3. mothers alone accompany class on excursions/sports meets/cultural meets outside the school 4. Mothers and female teachers do accompany class on excursions /sports meets/cultural meets	a) check on the system of supervision on excursions/sports meets/cultural meets outside the school with the teachers b) check on the quality of the vehicle, dependability of transport staff, and safety of accommodation during excursions with the teachers	a) discuss the necessity of making outings from the school a safe and enjoyable occasion

			outside the school		
3. Adequate number of supervisors accompanies excursions to ensure safety and security.			1. Adequate number of supervisors do not accompany excursions to ensure safety and security 2. adequate linkages are not established in the locations where the excursion team go 3.Safety of accommodation, food and travel are not ensured 4. Adequate number of supervisors accompany excursions to ensure safety and security	a) check with the teachers what are the steps taken to ensure safety and security of excursions	a) discuss with teachers the necessity of assigning their duty of supervising excursions to dependable personnel b) discuss with the students the steps required to be taken so that both boys and girls will feel safe and secure on excursions
4. Parents, especially mothers participate actively in planning field trips.			1. Parents, especially mothers participate actively in planning field trips 2. fathers alone participate actively in planning field trip 3 mothers alone participate actively in planning field trips 4. mothers and fathers participate actively in planning field trips	a) check with the school authorities/teachers how field trips are planned b) check whether the teachers consider the participation of parents as a required factor	a) discuss how participation of parents in field trips can be a positive factor b) discuss how field trips can be made into a community affair

Security and Harassment

1. Escort programmes provided to ensure children's safety between home and school.			1. Escort programmes are not provided to ensure children's safety between home and school. 2. escort is provided by the parents themselves at their own expense 3. escort is provided for young children alone 4. Escort programmes provided to ensure children's safety between home and school	a) check with the school authorities whether the routes/paths taken by students to school are safe and secure b) check with the school authorities if police/ security guard patrolling if necessary is requested/arranged for	a) discuss the need for the make the children's traveling to school and back safe and secure by the whole community with SHs b) discuss with students [particularly girls] whether they feel frightened to travel through any special location
2. Policy Against Sexual Harassment and Bullying implemented.			1 no policy established against Sexual Harassment and Bullying 2. boys bullying other boys is banned 3. Girls bullying other girls is banned 4. a comprehensive Policy Against Sexual Harassment and Bullying is established.	a) check with school authorities/ teachers the Indian Supreme Court decision regarding appointment of a committee to prevent Sexual Harassment and to take necessary action if such a things happens, is followed in the school b) check with the students [Particularly with girls] what kind of actions they will consider as harassment c) check with the students what they consider as bullying/ ragging	a) discuss the need to have a comprehensive policy towards sexual harassment and bullying with SHs b) discuss a safe and sound system of reporting/complaining if any act of sexual harassment and bullying takes place

3. Committee on Sexual Harassment and Bullying includes members of the teachers, community & students.			1. Committee on Sexual Harassment and Bullying not formed 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	a) check whether a committee has been formed and if so who all are the members b) check whether the members of the committee are transparently selected	a) discuss the need for having student and community participation in such a committee b) discuss the relevance of having the committee members selected transparently with SHs
4. Committee on Sexual Harassment and Bullying is active.			1. Committee on Sexual Harassment and Bullying not active 2. the HT alone takes decision in such matters 3. a committee of teachers take decisions in such matters 4. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.	a) check whether a committee has been formed and if so who all are the members b) check whether the members of the committee are transparently selected	a) discuss the need for having student and community participation in such a committee b) discuss the relevance of having the committee members selected transparently with SHs
4. School provides a risk-free, comfortable environment for children.			1. School does not provide a safe, comfortable environment for children 2. school occasionally provide a safe, comfortable environment for children 3. school provide a safe, comfortable environment to boys alone 4. School provide a safe, comfortable environment for boys and girls	a) check with school authorities/ teachers on the environment within the school b) check with the students whether they feel unsafe or uncomfortable within the school: if so what are the reasons	a) discuss the need to make the school a safe and comfortable place for both boys and girls with teachers, community/ parents b) discuss the need to instill an element of sense of safety among children

Process Indicators			Ratings on a scale of 1 – 4	Means of Verification	Remarks
1. PTA/MTA established and holding regular meetings.			1. PTA/MTA is not established 2. PTA/MTA is established but not holding regular meetings 3. PTA/MTA is established but holds meetings only when a crisis occurs 4. PTA/MTA is established and holds regular meetings	a) Check school records to find out whether PTA/MTA is established and holds regular meetings b) check the agenda of PTA/MTA meetings to see whether they discuss issues without biases	a)discuss the need for PTA/MTA and them holding regular meetings with the SHs b) discuss the need for parents [particularly fathers] attending PTA meetings c) discuss with the teachers the need to have not only curricular matters but also co-curricular, extra-curricular and personal problems [of students] at the PTA/MTA
2. Community organizations work with the school to create an enabling and supportive school environment.			1. Community organizations do not work with the school to create an enabling and supportive school environment 2. Community organizations work occasionally 3. Community organizations are requested to work with the school only on occasions when the school authorities feel that they are needed. 4. Community organizations work with the school to create an enabling and supportive school environment	a) check with community organizations whether they feel it necessary to work with the school to create an enabling and supportive environment b) check with the teachers whether they welcome the participation by COs	a) discuss the need for school-CO interaction with representatives of both b) locate problems which inhibit the COs from participating in school environment-building
3. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school.			1. Regular community campaigns are not conducted to encourage parents to enroll all girls and boys in school. 2. campaign through posters and notices [literate means] are only resorted to. 3. campaigns confined to occasions when the school does not have the mandatory enrolment 4. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school	a) check with the school authorities whether any type of campaign for enrolment is undertaken b) check whether the campaigns and their results are recorded properly with the school authorities c) check with the school authorities whether steps are undertaken to see that the campaigns are held comprehensively, with the help of SDMCs, VECs	a) discuss with the representatives of local government, COs on the need to be of help in such campaigns b) discuss with the SHs, LGs and COs the need to see that the campaign covers both boys and girls equally
4. Community acts as a help in monitoring to ensure			1. Community does not act as monitor to ensure standards of equity within the school 2.the school authorities do not feel the need to have the community to monitor 3. the community is not aware that it can effectively play the role of a monitor	a) check with the school authorities and teachers whether they would welcome the community as a monitor b) check with the school authorities and teachers whether	a) discuss with the representatives of the community and SHs the need for community monitoring b) find out what inhibits community monitoring

standards of equity within the school.			4 Community acts as a help in monitoring to ensure standards of equity within the school	they consider the intervention of the community helpful or not c) check with the representatives of the community whether they are monitoring the standards of equity within the school and whether they think they are capable of doing that task	
5. The community, especially parents with school aged children, holds the school accountable.			1. The community, especially parents with school aged children, does not hold the school accountable 2. the community/parents hold the school accountable only when some major mishaps happen 3. the community/parents hold the school accountable when there are incidents of breach of discipline by the children of concerned parents 4. The community, especially parents with school aged children, holds the school accountable	a) check whether the school authorities are accountable to the community/parents b) check whether the transparency of school activities are formalized and institutionalized c) check with the teachers whether they would welcome the parents holding the school accountable	a) discuss the ways through which transparency of the school activities can be institutionalized and made communicable to the community/parents b) discuss the possibility of organising Social Audit [SA] for the school c) discuss the role that can be played by the LG, School Managing Development Committee [SMDC], Village Education Committee [VEC] in this matter
6. Women are represented on school management committee.			1.Women are not represented on school management committee 2.women are represented but not as women representatives but as representing other sectional interests 3. women are represented but only by nomination and therefore do not sufficiently represent all women's opinions 4. Women are represented on school management committee adequately	a) check with the school board whether women are represented: if not why b) check the decisions of the committee to see whether women grievances are adequately and qualitatively expressed in school committee	a) discuss the need for women's representation in SMCs b) discuss how women's representation can be made qualitatively high
7. Women in leadership positions on school committees.			1. Women are not in leadership positions on school committees 2. women are in leadership positions, but only as *Benamis* for other interests 3. women are in leadership positions but are highly out numbered by men 4. Women in effective leadership positions on school committees	a) check with school authorities on composition of school committees and its executives b)check with teachers and school committee members whether they would accept a woman in leadership positions	a) discuss the need for women leadership to ensure gender equality in schools with SHs [including SMCs]
8. Daycare facilities have been established at the school.			1. Daycare/Early Child Care [ECC] facilities are not established at the school. 2. facilities for looking after children while mothers work in schools have to be met by the expenses of concerned mothers 3. concerned mothers have to depend upon relatives to look after their children while they work 4. adequate Daycare/ECC facilities established at the school.	a) check with school authorities on daycare/ECC facilities	a) discuss with the community about the need of the community assisting in providing daycare/ECC facilities at the school b) find out whether there are departmental rules regarding daycare/ECC centers at schools c)find out whether the local government has facilities for DC/Aganvadies/ECC close to the school
9. School and			1. School and community do not have a shared	a) check with the school	a) discuss the possibilities of having a shared view of

| community have a shared vision of quality and equity of education. | | | vision of quality and equity of education.
 2. School and community do not have a shared vision of quality of education
 3. School and community do not have a shred vision of equity in education
 4. School and community have a shared vision of both quality and equity of education. | authorities their vision of quality and equity of education <br> b) Check with the community representatives their vision of quality and equity of education | quality and equity of education with the school community and representatives of the general community |

Footnote:

Process Indicators			*Ratings on a scale of 1 – 4*	*Means of Verification*	*Remarks*
4. All children's abilities to learn are affirmed, respected and encouraged		Need to include wording for parents.	1. boys/girls abilities to learn are not affirmed 2. Boys abilities are only affirmed 3.Girls abilities are only affirmed 4. Girls/boys abilities are affirmed	a) Collect teachers opinion/perception/views on boys/girls learning behaviour b) Check whether any obvious prejudices/biases exists c) Check whether there are special efforts taken to promote girls/ socially disadvantaged childrens learning d) Check whether teachers maintain personal dairies, registers to record specific learning deficiencies	a) Hold FGD with SHs, particularly teachers b) Enquire among select students whether anyone is feeling discriminated against. c)Observe whether there is any remedial support/ tutorial support offered d) Observe whether any innovative methods are implemented
5. Learning materials are free of gender bias.		1 Gender unfriendly 2. Unfriendly towards boys 3. unfriendly towards girls 4. Gender Friendly	a) Check, analyse the following with regard to GF, i) Curricular materials ii) Text books iii) Work books iv) Teaching aids v) Charts vi) Pictures vii) any other		
5. Teachers' overall (home and school) workload is		1. teachers work load very heavy 2. teachers work load	a) check whether the teaching-learning processes imposes undue work load on teachers in terms of training, refresher courses, learning new techniques etc, b) check whether the teachers feel that their job is a	a) discuss with the teachers their job requirements b) discuss with HT community, parents etc, on the need to keep the teachers work load within	

within their comfort level.		some what heavy 3.women teachers work load very heavy 4. teachers work load within their comfort level	burden c) check whether the additional work affect the female teachers particularly	their comfort level	