

38. HUMAN RIGHTS AND GENDER STUDIES

(Code No. 075)

Rationale

Today economic integration and advancement in communications have brought all parts of the world closer together, human rights are increasingly recognized as a unifying moral force that transcends national boundaries and empowers ordinary people everywhere to demand that their governments be accountable for the protection and promotion of their human rights. The mandate for human rights education is unequivocal: you have a human right to know your rights. According to NCF 2005, - *The concept of human rights has a universal frame of reference. It is imperative that children are introduced to universal values in a manner appropriate for their age. Reference to day-to-day issues, e.g. the problem of getting water, can be discussed so that young students become aware of issues related to human dignity and rights.* The Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." Article 30 of the UDHR declares that one goal of education should be "the strengthening of respect for human rights and fundamental freedoms."

The education systems need to reflect commitment to human rights. The specific objective that are desired to be achieved are:

- to create awareness and understanding regarding law and the administration of justice
- to create basic awareness about equality of opportunity and access to public services including education and health
- to sensitize and create better understanding about equality of opportunity in the access to justice according to different parameters such as gender, age, diversity of background etc.
- to create awareness regarding civic and social rights and responsibilities
- to create awareness regarding consumer rights (right to know, right to redress, right to information, right to public services free of corruption)
- to enhance understanding and sensitivity towards issues related to violence.
- to create awareness and sensitize towards identity (Linguistic, Cultural, Ethnic and Religions)

This course is intended to make students aware of the ways in which gender is "taken for granted" and how gender is learned, the implications of gender for our lives, and prospects for change so far as men and women are able to combine and/or reject elements of traditional masculinity and femininity. The course will look at gender within the context of different social institutions (e.g. the family, the workplace, education, etc.) and look at ways in which gender roles are maintained by these institutions, and/or effectively learned through socialization. Specific learning objectives are to:

- have an understanding of the history of gender and the division of labour based on this;
- attempt to consider which human behaviours are biologically motivated and which are a product of cultural differences;
- have a better understanding of oneself and the society in which one operates;
- understand the institutionalization of gender of politics, economics, language, family, and socialization;
- understand the concepts of gender stereotypes and sexism as a form of discrimination.
- generate and innovate with ideas including technologies to express themselves as citizens, consumers and imaginative beings

- develop personal skills that are transferable to a range of work options and life paths including self-discipline, problem solving, project management and the ability to work individually and collaboratively to achieve goals

The teaching of gender issues encompasses a wide range of questions, which are related to the underlying concepts of gender as they are evolved in various academic disciplines, epistemological approaches and institutional setting of modern educational systems on all levels. The question of how gender works in the educational system will be the subject of the course. The aims of a possible perspective in teaching gender are that gender always contains a socio-political and an academic aspect. Teaching gender also involves the potentials and the problems of gender being a universal individual experience, personal or social in the institutional setting.

Syllabus Outline

Class XII

One Paper

Time 3 hours

100 Marks

S. No.	Units	Periods	Marks
1	HR- Advanced Introduction To Human Rights	20	5
2	HR- Essential Rights for Human Development	70	20
3	HR- Redressal Mechanism	20	10
4	GS- Advanced Introduction To Gender Studies	20	5
5	GS-Gender Mainstreaming	40	15
6	GS- Studying Violations and Redressal Mechanism	20	15
7	Case Study/ Research Based Project/ Portfolio Assessment + Viva Voice	30	20+10=30
Total		220	100

Course Content

Section - 1: Human Rights

Unit 1: Advanced Introduction to Human Rights

Chapter 1: International Human Rights Conventions and Agencies

Chapter 2: Human Rights and India: Myths versus Realities

Unit 2: Essential Rights for Human Development

Chapter 3: Equality of Opportunity

- Significance of Equality.
- Human Rights of Persons with disabilities and Children with Special Needs.
- The Role of the Government, voluntary groups and NGOs in affirmative action.
- Studying the laws arising out violation of Rights related to the equality of opportunity.

Chapter 4: Human Rights and the use of Natural Resources

- Land and Water- conservation and the future

Chapter 5: Human Rights and the Environment

- Environment in Relation to Human Rights
- The Right to Rehabilitation of those displaced

- Role of women and the environment

Unit 3: Redressal Mechanism

Chapter 6: Legal and Statutory Remediation and Support

- Need
- Remedies and Support

Section - 2: Gender Studies

Unit 1: Advance Introduction to Gender Studies

Chapter 1: The Relevance and Need for Gender Studies- Gender Studies through the historical lens. Perspectives and Positions of Gender Studies.

Unit 2: Gender Mainstreaming

Chapter 2: Role of Education, Media and Civil Society.

Chapter 3: Gender and Development- Social and Economical.

Chapter 4: (Women's) Movements and Empowerment.

Unit 3: Studying Violations and Redressal Mechanisms

Chapter 5: Investigating Abuse, Harassment and Crime in Domestic and Public Spaces.

Chapter 6: Legal and Statutory Redressal and Support

- Delving deeper into the workings of redressal mechanisms
- Discussing about Statutory Bodies.

Case Study/ Research Based Project/ Portfolio Assessment + Viva Voice

No. of periods: 30

20 marks+10 marks = 30 marks

The purpose to prepare a portfolio or undertake work on a research based project or undertake a case study is to make students exhibit their efforts and achievements in one or more areas. It is expected that schools provide opportunities to students to participate, discuss, deliberate and investigate contemporary issues on relevant topics. **The project will be assessed through a *viva voce* also which carries 10 marks out of 30.**

Students will be expected to compile and collect material for the project/case study/portfolio which would be assessed on the following points:

- **Presentation:** efforts put in, meaningful material with aesthetic sense.
- **Variety of content:** a wide variety of content in the form of audio visual media, extracts from journals, art work, conference updates, photographs, writing samples, maps, charts, extracts of interview and reading logs etc.
- **Organisation of material collected has been presented with cogency and coherence.**
- **Clarity of understanding and good judgement to test internalization of knowledge.**
- ***Viva voce***

Prescribed Books

- Class XI- A course book on Human Rights and Gender Studies Part - I, CBSE.
- Class XII- A course book on Human Rights and Gender Studies Part - II. CBSE.

Question Paper Design 2017-18
Human Rights and Gender Studies
(Code No. 075)

Time: 3 Hrs		Max. Marks: 70					Class-XI-XII	
S.No.	Typology of Questions	Learning Outcomes & Testing	VSA-I (1)	VSA-II (2)	SA (4)	LA (6)	Total Marks	Weightage
1	Remembering - (knowledge based Simple recall questions, to know specific facts, terms, concepts, principles or theories, Identify, define, or recite, information)	<ul style="list-style-type: none"> ● Reasoning ● Analytical skills ● Critical thinking 	2	1	1	1	14	20%
2	Understanding - (Comprehension to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		2	2	1	1	16	23%
3	Application - (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)		1	-	1	2	17	24%
4	High order thinking skills - (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)		1	2	2	1	19	27%
5	Evaluation - (Appraise, Judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		-	-	1 (Value based)	-	04	06%
	Total - 2 Projects (10+5=15marks each)		6x1=6	5x2=10	6x4=24	5x6=30	70(22)+30 Marks for Project	100%
	Estimated Time (In minutes)		10	25	50	80	165 min+15 min for revision	

Project Work in Human Rights & Gender Studies (075)

Introduction: The education system needs to- reflect commitment to Human Rights. It teaches respect for these rights and freedoms. It also questions how gender works in the educational system. It aims to teach gender in a socio political and an academic aspect. The purpose is to sensitise the students to these basic issues, which will in turn make a difference to the society at large. The course will enable students to look at gender in the context at different social institutions eg. the workplace, the family, education etc. and look at ways in which gender roles are maintained. The course will also create awareness regarding civic and social rights and responsibilities and also to create awareness about the need for equality of opportunity.

Each project is a unique piece of communication, created by the project writers themselves. The element of creativity makes project work a very personal experience. The students are writing about aspects of their own lives and so they insert a lot of themselves in their project.

In addition to the written project, there should be debates, discussions or ^skits on various topics from the subject. It is very important for students to be vocal in their views of gender and equality of opportunity. It is imperative for each and every student to participate in these activities.

Objectives:

- To have a better understanding of oneself and the society in which one operates.
- To understand contemporary issues in society.
- To develop a global perspective and an international outlook towards different social institutions.
- To inculcate a spirit of inquiry and research.
- To get involved in the process of research work.
- To develop his or her capabilities while working independently and making it an enjoyable experience to cherish.
- To give a multi-disciplinary approach to topics.
- To observe what is happening without pre-judging w'hat is relevant to study and what is not.
- Inculcate important skills of team work, time management, information collection, processing, analysing and synthesizing relevant information to derive meaningful conclusion.
- To communicate and comprehend data in the most appropriate form to make project as informative as possible.

The mark will be allocated under the following heads.

1	Introduction and Project Synopsis	2 Marks
2	Presentation and development of the content	3 Marks
3	Analysis, interpretation, conclusions and suggestions/recommendation	4 Marks
4	Bibliography / Reference	1 Marks
5	Viva	5 Marks
	Total	15 Marks

Note: The students are to prepare 2 projects - one for Human Rights and one for Gender studies. Viva for both projects to be conducted simultaneously.

The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE or by parents anytime.