

CURRICULUM

Introduction

India is witnessing change and the youth today place considerable value on education in terms of both developing their abilities to think, analyze, process information and develop skills. It is in this context that secondary education is acquiring significance. Their aspirations are at all-time high. Universalization of elementary education through the Right to Education Act and the Sarva Shiksha Abhiyan reflect the commitments of the state in recognizing these aspirations and needs. Development of new opportunities through education is critical in responding to these emerging needs.

Engagement with concepts like gender as a social construct, equality and patriarchy needs to become part of school curriculum even at the secondary levels. Despite rich feminist scholarship in various fields this domain of knowledge has remained out of schools in particular and education in general. Experience of social activists, feminists and others, shows that building this understanding requires weaving gender in the content and pedagogy of the school curriculum in such a manner that the practice provides a lens to understand how gender operates in day today life and what its historical and structural roots are. Also, unless the day today experiences regarding gender are brought into the realm of classroom debates it is not possible to comprehend the structural inequities in the context of larger social reality, a pre requisite for any transformation.

Gender is an area of study in many disciplines, such as literary theory, anthropology, sociology, history, psychology, physical sciences, theatre and contemporary art studies, film theory, psychoanalysis, etc. These disciplines differ in approaches to how and why they study gender. For example, in politics gender could be viewed as a foundational discourse that political actors employ in order to position themselves on a variety of issues. Gender studies consider the significance of gender and sexuality across a broad range of cultural contexts, identities and histories. There is a strong emphasis on examining the sexual politics of representation and exploring the roles of visual cultures in disseminating ideas about gender. Similarly, in physical sciences, considered to be objective, there is a rich body of knowledge based on historical, sociological and philosophical researches in sciences that are throwing new insights and challenging the conventional wisdom on gender and science. The real challenge is to make a beginning by introducing the secondary level students with these new knowledge fields.

In the above context it is important to revisit NCF2005 and Gender Focus Paper (2005) and critically look

at the opportunities these provide for a gender just school curriculum and pedagogy. The guiding principles of the NCF 2005 provide the overall framework of education's commitment to democracy and the values of equality, justice and freedom, respect for human dignity and rights, concern for others and secularism. It sets the aims of education as those that reflect the current needs and aspirations of a society along with the broad human ideals. The curriculum is to provide adequate experience and space for dialogue and discourse to build such a commitment in children, promote independence of thought and action, a sensitivity to others well being, a rational commitment to values and enhance processes of constructing knowledge. (NCF: pg 10-11)

In consonance with these, the Gender Focus Paper (2005) too argues for a move to locating gender in the domain of knowledge and within the overall framework of understanding equality and equity as key dimensions of gender. It recommends a move to integrate gender as part of different disciplines in school education; it promotes a transformative vision of gender by underlining the aim of education as a 'project of possibility'. Thus, gender becomes an arena of inquiry and learning while promoting constitutional values. Both of these policy documents move gender beyond being merely concerned with the status of women and girls to an understanding and analysis of existing socio-economic and political phenomenon and society.

Rationale:

There is a need to develop new courses at the senior secondary level that have an interdisciplinary character, reflecting new research, ideas and concepts, bringing together social sciences, language and science in meaningful ways. There is also a crying need to enable students to process information emerging in an increasingly visual culture with the rise of media, information technologies in representing social change and values.

Another aspect is the increased visibility of women and girls in the public sphere. Significant reduction in gender parity index at the school level is indicative of girls accessing the school system. Work opportunities have expanded for women seeking technical training and skills although there is huge unevenness across states and within a state across rural and urban areas. Similarly, reservations for women in Panchayats have brought them in large numbers in the political sphere. Issues of violence too have become visible, as part of struggles by womens' groups and organization as well as the media and legal reforms initiated by the government. However, there is also unrest in different parts of the country and people are struggling for protecting their meager resources essential for their livelihood. In many of these, women are bearing the major brunt of the consequences of economic policies and are in the forefront of these struggles. Therefore, it is important that the secondary level students are initiated into a nuanced discourse on empowerment so that they are capable of dealing with very superficial and hollow populist notions of empowerment that they encounter in everyday life due to increased focus on gender. All this raises key questions on how do we now understand the role of both men and women in society and how do these changes tie in with our constitutional values related to equality, freedom and justice. Clearly, this exercise would have little value

unless it is located in the larger socio-political context.

OUTCOMES

This course will help increase the understanding of gender as a social construct that intersects with other social institutions and diverse identities. The course will help empower young men and women to become positive role models and to actively participate in the creation of an equitable, just and caring society. The objectives of the course will be to:

- sensitize learners to ways in which gender shapes our experiences;
- enable learners examine the complex intersections between gender and other identities such as sexuality, class, caste, race, ethnicity, age and ability in a multicultural and global context;
- highlight the contribution of men and women in diverse histories and struggles for sustainable development, political and human rights;
- help understand gender-based violence and to promote social justice through active engagement, dialogue and application of existing laws;
- explore representations of gender in media and popular culture.

POSSIBLE HIGHER EDUCATION AND EMPLOYMENT OPPORTUNITIES

The course provides a unique foundation for interdisciplinary study, as well as the pursuit of a wide variety of majors and careers in the arts, science, administration, education, social services, healthcare, law, and business. This course prepares learners for productive work in fields such as government, communications and media, law, public relations, human services, research, international relations, public health and other career fields.

Eligibility conditions

Age: 15 Years

Qualification: 10th pass

Medium of instruction: Hindi, English and Urdu,

Duration of the course: 1 year

Weightage:

Theory: 100 Marks

TMA: 20% Marks of theory

Scheme of studies: Theory (240 hours), TMA (self paced)

Scheme of evaluation: Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks).

Pass criteria: 33% in each component.

Module/Topics	Duration (In Hours).	Module Approach/ Description	Weightage (Marks)
1. Understanding Gender Studies: An Overview 1. Gender Studies An Introduction 2. Gender: Concept and Meaning 3. Gender in History (Pre-colonial period) 4. Gender in History (Colonial period)	40	This module introduces about concept of Gender Studies as discipline to learners. It acquaints the learner with the needs and rationale of studying Gender studies, its emergence as a discipline and the concept of gender. It further exposes the learner to status and role of women during ancient and medieval periods. The module also provides an insight about status of women during British rule and post-independent India. The learners also get exposure to understand various social reform movements and participation of women in freedom struggle.	20
2. Gender Issues and Social Change 5. Marriage Kinship and Family 6. Inequalities of Gender 7. Gender and Economy 8. Gender and Environment	48	This module familiarizes the learners about the various social institutions like marriage, family and kinship and also helps them to understand the gender differentials prevailing in these institutions. The module also enables the learners to understand various indicators of gender inequality and manifestation of gender inequality in different socio-economic contexts such as inequality in education, inequality in healthcare, discrimination at workplace, dowry, domestic violence and many others. It also	20

			highlights the status of women in the domain of employment and economy. The module is designed to discuss the impact of environmental degradation on human life in general and women in particular and various concerns related to women's health and quality of life due to environmental challenges. It also highlights the role played by humans in conserving natural resources and biodiversity and various environmental movements in India	
3.	Education and Gender	40		16
	9. Development of Women's Education in India		This module is designed to acquaint the learners with condition of women during pre-independence period and how various laws and movements affected women's education before and after independence.	
	10. Gender and Educational Policies		The module also discusses various educational policies emphasizing on how it ensures gender equity. The module also focuses on the role of government schemes and programmes and role of non-government organization in promoting education and gender equality.	
	11. Schemes and Programmes Towards Gender Equality			
4.	Gender, Health and Nutrition	32		14
	12. Gender and Access to Food		This module enables the learner to explore the relation between gender and food access and consumption particularly with reference to the Indian context. The module also seeks to aware the learners about issues and concerns of adolescent health, prevention of the use of intoxicant substances and anti-health behavioural functions, importance of maternal health and the necessity of dispelling myths and misconceptions related to reproduction.	
	13. Gender and Health - Reproductive, Mental and Emotional Well-being		The learner also get exposure to various Health Policies and Programmes that are	
	14. Health Policies and Programmes			

			directed at ensuring the wellbeing of girls and women.	
5. Gender and Law	40			16
15. Family Laws: Dowry, Marriage and Divorce			This module acquaints the learner with the various family laws: dowry, marriage and Divorce. The module seeks to make aware the learner about various laws and identify their potential in safeguarding the dignity and safety of women and children. The learner gets an exposure to various labour laws india and it's importance for gender justice.	
16. Laws for Women's Safety and Security				
17. Gender and Labour Laws				
6. Gender and Media	32			14
18. Gender and Language			The module seeks to highlight the relationship between gender and language and how one impacts the other. The module familiarizes the learner with the impact of print and visual media on gender equality and society in India. This module also discusses the role and impact of new media social change as an agent.	
19. Media representation of Gender				
20. New Media and Social Change				

Feed back on Lesson 1-20												
Lesson No.	Lesson Name	Was the content				Was the language		Were the Illustrations		What you have learnt is		
		Easy	Difficult	Interesting	Confusing	Simple	Complex	Useful	Not Useful	Very helpful	Somewhat helpful	Not helpful
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												