

QUESTION PAPER DESIGN – 2014-15
HUMAN RIGHTS & GENDER STUDIES
CODE NO. 75

CLASS-XII								
TIME-3 Hours		Max. Marks – 70						
S.No.	Typology of Questions	Learning Outcomes & Testing	V. Short (1)	V. Short (2)	Short (4)	Long (6)	Total Marks	Weight-age
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 & Multi Disciplinary – (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 marks viva each)		6×1= 6	5×2=10	6×4=24	5×6=30	70(22) q. Project (30)	100%
	Estimated time (in minutes)		10	25	50	80	165 min+15min for revision	

Human Rights & Gender Studies – Code -075

Q.1	Human Rights & India. Myths Vs. Realities (L-2 HR)	(1)
Q.2	The Relevance and Need for Gender Studies (L-1 GS)	(1)
Q.3	The Role of Education, Media and Society (L-2 GS)	(1)
Q.4	Crime against women in Domestic & Public spaces. (L-5 GS)	(1)
Q.5	Equality of opportunity (L-3 HR)	(1)
Q.6	Human Rights and the Environment (L-5 HR)	(1)
Q.7	Equality of opportunity (L-3 HR)	(2)
Q.8	Legal and statutory Remediation and support (L-6 HR)	(2)
Q.9	Women empowerment Movements (L-4 GS)	(2)
Q.10	Role of Education, Media and Society (L-2 GS)	(2)
Q.11	Legal and statutory Remediation and support (L-6 HR)	(2)
Q.12	International Human Rights convention and agencies (L-2, HR)	(4)
Q.13	Human Rights and the Environment (L-5 HR)	(4)
Q.14	The Relevance and Need for Gender Studies (L-1 GS)	(4)
Q.15	Women empowerment Movements (L-4 GS)	(4)
Q.16	Investigation abuse, Harassment (L-5 GS)	(4)
Q.17	Legal and statutory Redressal and support (L-6 GS)	(4)
Q.18	Equality of opportunity (L-3 GS) OR Role of Education, Media and Society (L-2 GS)	(6)
Q.19	Crime against women in Domestic and Public spaces (L-5, GS) OR Human Rights and the Environment (L-5, HR)	(6)
Q.20	Gender and Development (L-3, GS) OR Equality of opportunity (L-3, HR)	(6)
Q.21	Human Rights and the use of Natural Resources (L-4, HR) OR Women Empowerment Movements (L-4, GS)	(6)
Q.22	Legal and statutory remediation and support (L-6, HR) OR Gender and Development (L-3, GS)	(6)

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:

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

Assessment of Project Work

The marks will be allocated under the following heads.

1.	Introduction and Project Synopsis	2 marks
2.	Visual and overall presentation (variety of content)	4 marks
3.	Analysis/explanation and interpretation (Clarity of understanding)	3 marks
4.	Bibliography	1 mark
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.

Suggested Topics for Project Work Class-XII

Human Rights

1. Myths Vs. Realities – Human Rights in the Indian scenario.
2. Protection of Rights of the differently abled.
3. Role of NGO's in affirmative action – in facilitating equality of opportunity.
4. Rehabilitation of displaced people. (By development projects)
5. Legislative cases – RTI, constitutional amendment for violation of Human Rights.
6. Role of women to save environment. (How environment important for human survival and is an important Human Right. Eg. Chipko Movement)

Gender Studies

1. Women's movements – In India and in the World. (Any one decade eg. 1980's, 1990's)
2. Role of Education, Media (A comparative study can be taken in context of a developed and a developing country)
3. Social and Economic Development – Correlation with gender.
4. Various women empowerment movements.
5. Crime against women in Domestic/Public spaces.
6. Redressal mechanisms – personal law, labour law, constitutional amendment etc. to safeguard the rights of women.

Guidelines to Teachers

Each project is the result of a lot of hard work. The teachers must ensure that the project work assigned to the students is discussed at different stages right from assigning topic, draft review to finalization. Students should be facilitated in terms of providing relevant material and suggesting websites. The 30 periods assigned for project should be suitably spaced from April to September for classes XI and XII so that students can prepare and submit the projects in time. Project topics should preferably be given to students before summer vacation. Project report should be hand written.

(Eco friendly materials can be used by students)

The following steps are suggested:

1. The teacher should design and prepare a list of 10-12 projects and should give an option to a student to choose their project as per the interest of the student.
2. The topic should be assigned after discussion with the students in the class to avoid repetition and thereafter should be discussed at every stage of submission of the final project work.
3. The teacher should closely supervise the compilation of project work and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
4. For Class XII CBSE has suggested topics for project work. For Class XI teachers may use their discretion and choose topics related to chapters.

5. Evaluation of the Projects will be as per Board's instructions, to ensure quality in the project work.