



FORMATIVE ASSESSMENT

Manual for Teachers

SOCIAL SCIENCE

HISTORY

GEOGRAPHY

POLITICAL SCIENCE

ECONOMICS

DISASTER MANAGEMENT

CLASS X



CENTRAL BOARD OF SECONDARY EDUCATION

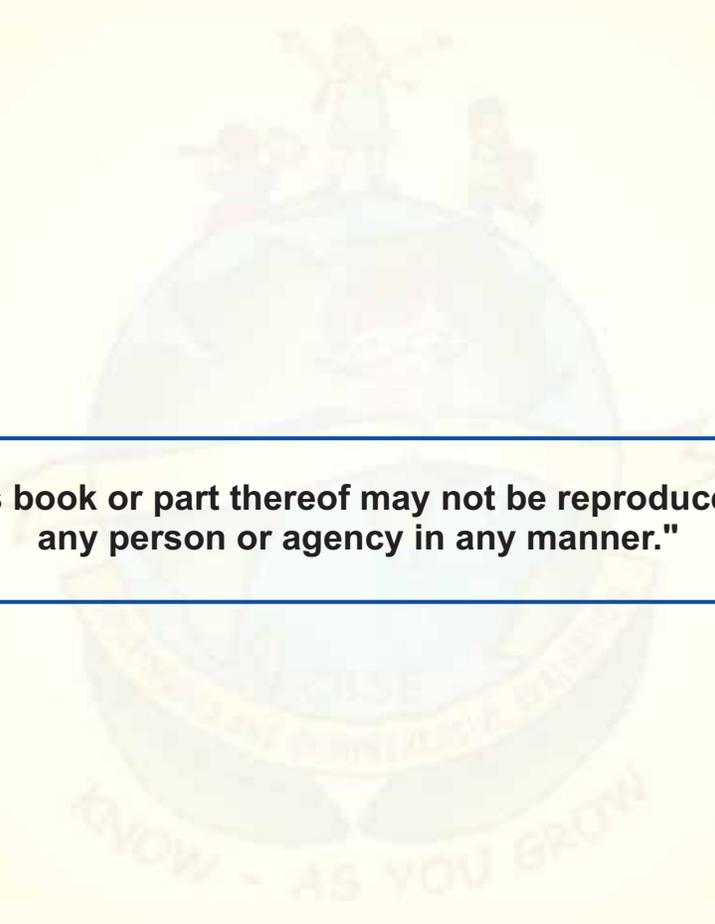
Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India

Teachers' Manual on Formative Assessment in Social Science, Class X

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक 'सम्पूर्ण प्रभुत्व-संपन्न समाज' के पथदर्शक लोकोत्प्रेरक गणराज्य बनाने के लिए, तथा उनके सम्स्त नागरिकों को:

सामाजिक, आर्थिक और राजनतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उ सना ष्ठी स्वतंत्रता,
पतिष्ठा और अव र की स्मता

प्राप्त कराने के लिए, तथा उ सब में, व्यक्ति की गरिमा और राष्ट्र की एकता और अ ण्डा सुखिश्चित करन वाली बंधुता बढ़ाने के लिए दृढसंकल्प होकर अप इस संवि णीसभ्र में अज तारीख 26 न बर, 1949 ई० को एतद्वारा इस् संवि ण को ध अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (यालीस्र्वां संशोधन अधिनियम, 1976 की धारा 2 द्वारा (.1.1973) से " भुत्व स्मन्न लोकोत्प्रेरक गणराज्य" के स्थान प पतिष्ठापि । त
2. संविधान (यालीस्र्वां संशोधन) अधिनि म, 1996 की धारा 2 द्वारा (.1.1973 से) " ण्ट्र क्रीरकता" के स्थान प पतिष्ठापि । त

भाग 4 क

मूल कर्तव्य ।

5 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य हेगे कि ष्व -

- (क) संविधान का पालन करे और उसके आद ाँ, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आद करे; र
- (ख) स्मन्नता के लिए ह रे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आद ाँ को हृद में संजोए रखे और उसका पाल करे; न
- (ग) भारत की प्रभुता, एकता और अखंड ा की रक्षा करे आर ढैसे अक्षुण्ण रखे; ा
- (घ) दश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निमाण करे जो धर्म, भा ा और प्रदश या वेर्ग पर आधारित सभी भेद ा व सेध परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरु हं; ङ
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का मह व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नद , और विन्य जीव हं, रक्षा कैरे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति द ाभाव य रखे; ा
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञ नार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और ढिसा से दरं रह; ू
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हए प्रयलु और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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PREFACE

At the centre of the transformation that School Education is undergoing presently is the new perspective to assessment and its relationship to the teaching-learning process. It is widely agreed that assessment influences what is taught and how teaching and learning are delivered. There is also a widespread belief among educational researchers and practitioners that assessment can and often does constrain rather than enhance learning outcomes. If we restrict our choices of teaching and learning activities to exercises that simply rehearse for examinations, then we run the risk of failing our learners during the teaching and learning process as a whole. Another pitfall in working towards assessment is that learners may concentrate simply on doing the bare minimum needed in order to guarantee a pass.

Hence the challenge of changing the traditional system of examination and evaluation has emerged as a major focus. By introducing Continuous and Comprehensive Evaluation at the secondary level in all its affiliated schools, CBSE has sent out a clear message that assessment must take into account all the aspects of the personality development of the learner and that since learning is a continuous process, assessment also has to be continuous. CCE fundamentally shifts the focus from testing to learning by perceiving assessment as an integral part of the overall framework of teaching and learning. It follows from this that when incorporated into classroom practice, assessment tends to lose its individual identity, getting subsumed into the instructional process.

Such a conceptualization necessitates a greater thrust on formative assessment. It must be said, at this stage, that though many schools have been practicing CCE and as a consequence, formative assessment procedures for classes I - VIII for many years, the overall thrust still continues to be to use assessment for 'measuring' rather than 'enhancing' learning. In other words, there has been a general lack of conceptual clarity with regard to the formative assessment practices among stakeholders as a result of which, many apparently formative assessment tools and procedures have, in effect, been summative in nature, ie, exercises to gauge, at a particular point in time, student learning relative to content standards. Although the information gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process.

It brings us to the vital need of strengthening formative assessment because our overall aim is to facilitate learning by improving the teaching- learning process on the basis of information gathered from assessment.



In this sense formative assessment is a part of the instructional process, underpinning the importance of student involvement. Students need to be involved both as assessors of their own learning and as resources to other students bringing into focus the importance of self and peer assessment besides teacher assessment. Research shows that the involvement in and ownership of their work increases students' motivation to learn. The most significant advantage of formative assessment is that it makes learning an enjoyable experience because of student involvement, enhanced learning and unobtrusive techniques of assessment.

Summative assessment constitutes a public recognition of achievement and we are fairly familiar with most of the tools and procedures of summative assessment. However, many teachers may find it a challenge to develop effective formative assessment tools; they may also experience some difficulties in integrating them with classroom instruction. In order to provide conceptual clarity in this regard and to place some illustrative examples of formative assessment tasks in the hands of the teachers, the Board is bringing out a series of Manuals for classes IX and X in all the major subjects. This manual on Social Science - is one of them. The tasks exemplified in this Manual are of different types such as Cross word puzzles, Debates, Matching Items, who am I, Flow charts and Multiple Choice Questions. It also contains sustained writing tasks to be attempted by students. The tasks provided are varied and cater to the different multiple intelligences.

It is fervently hoped that teachers and students will derive maximum benefit from these publications. By studying the contents carefully and by using the tasks in classroom teaching, teachers would be able to build their capacity not only for enhanced learning to take place but also for preparing their own materials to add value to curriculum delivery. Certain practical guidelines have been included in the manuals to enable schools and teachers to implement formative assessment within the CCE framework as proposed by the Board for classes IX and X.

This document has been prepared by a group of Social Science teachers and I record the sincere appreciation of the Board to each of these contributors. I also convey my appreciation to Ms. Sugandh Sharma, Education Officer for conceptualizing and coordinating the task of deciding the content and bringing out the manual.

I sincerely hope that with the availability of rich materials, teachers will be able to implement the CCE scheme in the right spirit in all the schools affiliated to CBSE. Comments for improvement of the manual are always welcome.

VINEET JOSHI
Chairman



Continuous and Comprehensive Evaluation

Education aims at making children capable of becoming responsible, productive and useful members of a society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. The aim of education simultaneously reflects the current needs and aspirations of a society as well as its lasting values and human ideals. At any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values.

An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide classroom practices. Conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Alongside is the development of theories that children have about the natural and social worlds, including themselves in relation to others, which provide them with explanations for why things are the way they are and the relationship between cause and effect. Attitudes, emotions and values are thus an integral part of cognitive development, and are linked to the development of language, mental representations, concepts and reasoning. As children's metacognitive capabilities develop, they become more aware of their own beliefs and capable of regulating their own learning.

Characteristics of learning

- All children are naturally motivated to learn and are capable of learning.
- Understanding and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning.
- Children learn in a variety of ways-through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing themselves in speech or writing-both individually and with others. They require opportunities of all these kinds in the course of their development.
- Teaching something before the child is cognitively ready takes away real learning. Children may 'remember' many facts but they may not understand them or be able to relate them to the world around them.
- Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each other. Art and work provide opportunities for holistic learning that is rich in tacit and aesthetic components. Such experiences are essentially to be learnt through direct experience and integrated into life.



- Learning must be paced so that it allows learners to engage with concepts and deepen understanding rather than remembering only to forget after examinations. At the same time learning must provide variety and challenge, and be interesting and engaging. Boredom is a sign that the task may have become mechanically repetitive for the child and of little cognitive value.
- Learning can take place with or without mediation. In the case of the latter, the social context and interactions, especially with those who are capable, provide avenues for learners to work at cognitive levels above their own.

Place of Evaluation in the Curriculum

A curriculum is what constitutes a total teaching-learning program composed of overall aims, syllabus, materials, methods and assessment. In short it provides a framework of knowledge and capabilities, seen as appropriate to a particular level. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching learning process.

If properly understood, evaluation or assessment will not be perceived as something administered by the teachers and taken by the learners on the conclusion of a period of learning. When evaluation is seen as an end of the learning exercise, both the teachers and the learners will tend to keep it outside the teaching-learning process, rendering assessment broadly irrelevant and alien to the curriculum. Further such a perception associates anxiety and stress with evaluation for learners. On the contrary, if evaluation is seen as an integral part built into the teaching learning process; it will become continuous like both teaching and learning. When evaluation is subsumed into teaching-learning, learners will not perceive tests and examinations with fear. It will lead to diagnosis, remediation and enhancement of learning.

The scope of evaluation in schools extends to almost all the areas of learners' personality development. It should include both scholastic and co-scholastic areas, i.e. it should be comprehensive in nature. This is in line with the goals of education. Evaluation is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies.

In view of getting a complete picture of the child's learning, assessment should focus on the learner's ability to -

- learn and acquire desired skills related to different subject areas.
- acquire a level of achievement in different subject areas in the requisite measure
- develop child's individual skills, interests, attitudes and motivation
- understand and lead a healthy and a productive life.
- monitor the changes taking place in a child's learning, behaviour and progress over time.



- respond to different situations and opportunities both in and out of school.
- apply what is learned in a variety of environments, circumstances and situations
- work independently, collaboratively and harmoniously.
- analyze and evaluate.
- be aware of social and environmental issues
- participate in social and environmental projects and causes.
- retain what is learned over a period of time.

Thus assessment is a useful, desirable and an enabling process. To realize this one needs to keep the following parameters in mind -

The need to:

- assess the learner.
- use a variety of ways to collect information about the learner's learning and progress in subjects and cross curricular boundaries.
- collect information continuously and record the same.
- give importance to each learner's way of responding and learning and the time it takes to do so.
- report on an ongoing continuous basis and be sensitive to every learner's responses.
- provide feedback that will lead to positive action and help the learner to do better

In the assessment process, one should be careful NOT to:

- label learners as slow, poor, intelligent etc.
- make comparisons between them.
- make negative statements.

Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of a students' development. It is a developmental process of a child which emphasizes on two fold objectives. These objectives are continuity in evaluation on one hand and assessment of broad based learning and behavioural outcomes on the other.

The term '*continuous*' is meant to emphasise that evaluation of identified aspects of students '*growth and development*' is a continuous process rather than an event, built into the total



teaching-learning process and spread over the entire span of academic session. It means *regularity of assessment, diagnosis of learning gaps, use of corrective measures and feedback of evidence to teachers and students for their self evaluation.*

The second term '*comprehensive*' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. *Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of a variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like :*

- Knowledge
- Understanding/Comprehension
- Application
- Analysis
- Evaluation
- Creativity

Objectives of CCE are:

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students' achievement and teaching - learning strategies on the basis of regular diagnosis followed by remedial instruction
- To use evaluation as a quality control device to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centered activity.

Features of CCE are:

- The '*continuous*' aspect of CCE takes care of '*continual*' and '*periodicity*' aspect of evaluation.
- Continual means assessment of students in the beginning of instruction (*placement evaluation*) and assessment during the instructional process (*formative evaluation*) done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term (*summative*)



- The '*comprehensive*' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth.
- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes, and Values.
- Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of a unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions followed by retesting.
- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and checklists.

Source - Examination Reforms, NCERT

The functions of CCE are:

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of learner's progress (ability and achievement with reference to specific scholastic and co-scholastic areas).
- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction.
- By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how he/she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction in which more emphasis is required.
- Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes, and value systems.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

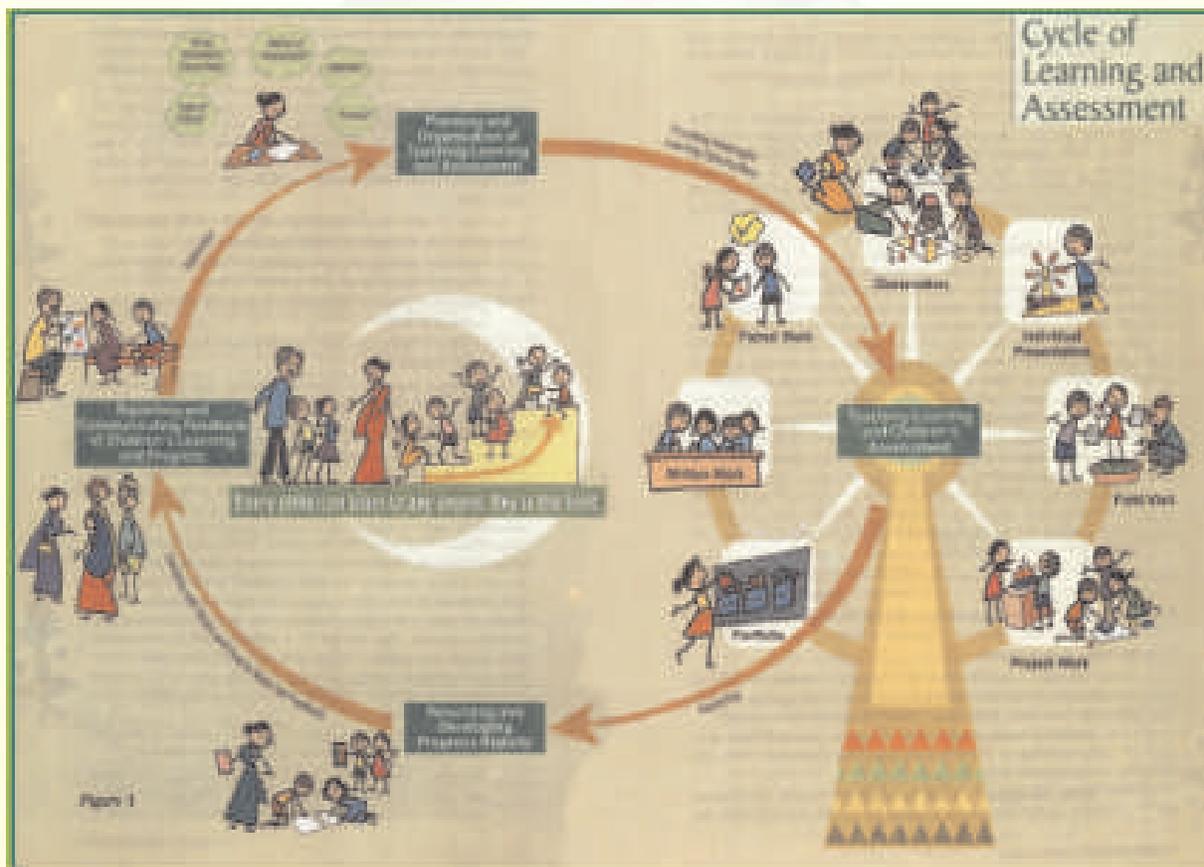
Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement



if any, and may take remedial measures of instruction in which more emphasis is required. Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in a sudden drop in their achievement. If the teacher, child and parents do not come to know about this sudden drop in the achievement and the neglect in studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

It is this that has led to the emergence of the concept of School Based Continuous and Comprehensive Evaluation.



Source : Ncert



Scholastic and Co-scholastic Assessment

In order to have Continuous and Comprehensive evaluation, both scholastic and co-scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing, changing and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers daily reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. Weekly, fortnightly, or quarterly reviews (depending on the learning area), that do not openly compare one learner with another and are positive and constructive experiences are generally recommended to promote and enhance not just learning and retention among children but their soft skills as well.



School Based Continuous & Comprehensive Evaluation

There has been a consistent move towards reducing the load on the student by making public or board examination stress free. Over the decade there has been a high pitched race towards more marks and thus more competitiveness among students and schools.

The move of the CBSE to replace marks with grades is a step in the right direction. The paradigm shift is to empower schools by creating a workable school based continuous and comprehensive scheme.

School Based Continuous and Comprehensive Evaluation system should be established to:

- reduce stress on children
- make evaluation comprehensive and regular
- provide space for the teacher for creative teaching
- provide a tool of diagnosis and remediation
- produce learners with greater skills

Position Paper on Aims of Education - NCF 2005, NCERT

Aims of School Based CCE

- Elimination of chance element and subjectivity (as far as possible), de-emphasis of memorization, encouraging Comprehensive evaluation incorporating both scholastic and co-scholastic aspects of learners development.
- Continuous evaluation spread over the total span of the instructional time as an integral built-in aspect of the total teaching-learning process.
- Functional and meaningful declaration of results for effective use by teachers, students, parents and the society.
- Wider uses of test results for purposes not merely of the assessment of levels of pupils' achievements and proficiencies, but mainly for its improvement, through diagnosis and remedial/enrichment programmes.
- Improvement in the mechanics of conducting examinations for realizing a number of other allied purposes
- Introduction of concomitant changes in instructional materials and methodology.
- Introduction of the semester system from the secondary stage onwards.
- The use of grades in place of marks in determining and declaring the level of pupil performance and proficiency.

The above goals are relevant for both external examination and evaluation in schools



Characteristics of School Based Evaluation :

- Broader, more comprehensive and continuous than traditional system.
- Aims primarily to help learners for systematic learning and development.
- Takes care of the needs of the learner as responsible citizens of the future.
- Is more transparent, futuristic and provides more scope for association among learners , teachers and parents.

School based evaluation provides opportunities to teachers **to know the following about their learners:**

- What they learn
- How they learn
- What type of difficulties / limitations they face in realising learning objectives together
- What the children think
- What the children feel
- What their interests and dispositions are.

The focus has shifted to developing a deep learning environment. There is a paradigm shift in the pedagogy and competencies of ‘controlling’ to ‘enriching’ to ‘empowering’ schools.

Traditional Schooling	Enriching Schooling	Empowering Schooling
<ul style="list-style-type: none"> ● Teacher centred ● Subjects and classes ● Sorting and ranking individuals <p>Competency:</p> <ul style="list-style-type: none"> ● Memory ● Competitive 	<ul style="list-style-type: none"> ● Student centred ● Self Directed ● Continuous assessment <p>Competency:</p> <ul style="list-style-type: none"> ● Critical thinking ● Collaborative ● Creative 	<ul style="list-style-type: none"> ● Experience centred ● Virtual authenticity ● Multi literacies <p>Competency:</p> <ul style="list-style-type: none"> ● Risk taking ● Ethical ● Interactive

There are four Assessment Paradigms

Assessment of Learning

Most commonly, assessment is defined as a process whereby someone attempts to describe and quantify the knowledge, attitudes or skills possessed by another. Teacher directedness is paramount and the student has little involvement in the design or implement of the assessment process in these circumstances -



- Summative
- Teacher designs learning
- Teacher collects evidence
- Teacher judges what has been learnt (and what has not)

Assessment for Learning

The assessment for learning involves increased levels of student autonomy, but not without teacher guidance and collaboration. The assessment for learning is sometimes seen as being akin to ‘formative assessment’ and can be seen as informing teaching. There is more emphasis towards giving of useful advice to the student and less emphasis on the giving of marks and the grading function -

- Teacher designs learning
- Teacher designs assessment with feedback to student
- Teacher assesses what has been learnt (student develops insight into what has not)

Assessment as Learning

‘Assessment as learning’ is perhaps more connected with diagnostic assessment and can be constructed with more of an emphasis on informing learning. Assessment as learning generates opportunities for self assessment and for peer assessment. Students take on increased responsibility to generate quality information about their learning and that of others -

- Teacher and student co-construct learning
- Teacher and student co-construct assessment
- Teacher and student co-construct learning progress map

Assessment for learning and assessment as learning activities should be deeply embedded in teaching and learning and be the source of iterative feedback, allowing students to adjust, re-think and re-learn.

Assessment in Learning

The assessment in learning places the question at the centre of teaching and learning. It deflects the teaching from its focus on a ‘correct answer’ to focus on ‘a fertile question’. Through the inquiry, students engage in processes that generate feedback about their learning, which come from multiple sources, and activities. It contributes to the construction of other learning activities, lines of enquiry and the generation of other questions -

- Student at the centre of learning
- Student monitors, assesses and reflects on learning
- Student initiates demonstration of learning (to self and others)
- Teacher as coach and mentor



Teachers and students need to understand the purpose of each assessment strategy so that the overall assessment 'package' being used by learners and teachers accurately captures, generates and uses meaningful learning information to generate deep learning and understanding.

Purpose of Assessment

- To ascertain what learning, change and progress takes place in the child over a period of time in different subjects of study and other aspects of the child's personality.
- To find out the needs and learning style of every learner.
- To devise a teaching-learning plan that is responsive to the individual needs and learning styles.
- To improve the teaching-learning materials by adding value.
- To help every learner find out their interests, aptitudes, strengths and weaknesses so that the learner can evolve effective learning strategies.
- To measure the extent to which curricular objectives have been realized.
- To enhance the effectiveness of the teaching-learning process.
- To record the progress of every learner and communicate it to parents and other stakeholders.
- To maintain a dialogue between the teacher and the student and also the parents as a collaborative endeavor for overall improvement of the system.
- To involve the learners in the process through peer and self assessment.

Different stages in Assessment

Examination is not assessment; it is only one of the tools of assessment. As we have seen above, assessment is an integral part of the teaching-learning process and hence cannot be seen as the final stage in isolation. The overall aim of assessment is to gather information to improve the teaching-learning process. So it has certain distinct stages.

Stage - 1: Gathering information about and evidence of the extent of effectiveness of teaching and learning

We gather information in a variety of ways, using a number of tools. Observation, conversation and discussion, assignments, projects, different types of tests etc are some of the methods and tools we use for collecting information.

Stage - 2: Recording of Information

The information gathered has to be systematically recorded because it constitutes not only rich inputs that have to be used for improving teaching and learning but also evidence to support the conclusion we come to about the progress made by the students. In order to make



the recording effective, we must use different recording devices such as learner profile, anecdotal records, case studies, report books etc. It is essential that the information is recorded in both quantitative and qualitative terms along with well thought out and objective observations by the teacher. It is also necessary to keep samples of students' work as evidence to support the report of the teacher. The most important aspect of good recording and reporting is that it shows the progress of the learner in different domains over a period of time.

Stage - 3: Analysing and Reporting the Information Collected

The recorded information constitutes valuable feedback that the teacher, the student and the parents should use to enhance the learning process. To do this, the gathered information has to be analysed periodically so that the teacher can draw conclusions about how a child is learning and progressing. Such analysis and the grading that is done is actually a mapping of the progress of students in a learning environment. Analysis and review also leads to unambiguous statements about the strengths of every child and the aspects requiring further improvement. The report has to be communicated to the learners and their parents so that they are able to collaborate with the teacher to take the necessary steps for improving learning. It is essential that the child is encouraged to compete with self rather than with others. One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. Research shows descriptive feedback to be the most effective instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning and specific input on how to reach the next step.

Stage - 4: Using the Information for Improvement

Assessment should result in improvement. Though the student, the teacher and the parents are all stakeholders in this paradigm, it is the teacher who has to take the initiative to use the analysis of information on each learner to enhance learning. This calls for reflective practices. Some questions that the teacher could ask himself/ herself are:

1. Are all the learners involved in the activities of the class?
2. Are there learners who face problems in coping with the pace and flow of the teaching - learning process?
3. What are their problems and how should I help them?
4. Is there something in my teaching strategy that has to be modified to make the class learn better? How should I go about it?
5. Are there some learners who are not challenged by the materials and methods and hence lose motivation quickly? How should I respond to their special needs?
6. Are there some lessons/ chapters/ units that pose difficulties to many learners? How should I add value to these portions of the syllabus?
7. Have I identified certain common errors, mistakes and instances of lack of conceptual clarity from the information collected and analysed? How should I go about an effective programme of remediation?



8. Is my classroom time management effective? What are the changes that I could introduce to make it more learner and learning oriented?
9. Am I getting adequate support from the school management, my colleagues, the parents and the community? How can I involve all the stakeholders more actively in what I am doing for the benefit of my learners?
10. What are my own needs of professional development? How can I fulfil them in a continuous manner?

Such reflective questions will help the teacher modify and refine the programme of teaching to achieve the learning objectives as well as to enhance his/ her professional competence continuously.

By now it is well established that learning is a continuous process and it involves informal, formal and non-formal modes. It is also widely acknowledged that children learn by constructing their knowledge and it makes learning a process that takes place within the children rather than without. In this paradigm of constructivism, the teacher ought to recognize the importance of different stages of learning i.e., the initial stage where the existing knowledge of the learner is seen as the entry level, the second stage where new knowledge is understood and accommodated with the existing knowledge and the third stage where the constructed knowledge as a 'whole' is tested by the learner by applying it to real life situations for making sense of the world and the self and for drawing conclusions, problem solving, decision making etc. What constitutes knowledge at the third stage automatically becomes the learner's existing knowledge for further learning and thus it is a cyclical process.

The main purpose of assessment is to enhance the effectiveness of the learning process and hence it has to be integrated appropriately with every stage of learning. Since learning is continuous, assessment also must be continuous. Otherwise the learner will not be able to know whether she/ he is proceeding along the right lines, what is the stage at which he experiences difficulties, what are the new inputs and strategies that are required to successfully continue the process of construction of knowledge and what is the help that is expected from the teacher.

Similarly the teacher also has to know at what stage of learning each learner is at a particular point of time, what are the changes that are to be made to the teaching strategies to make every child learn effectively and what further help can be provided. For instance, when a child in class I comes to school, it is probable that the child has not had any formal schooling earlier. It does not mean that the child has no prior knowledge because learning, as has been pointed out earlier, can be through informal and non formal modes too. So the teacher's duty is to identify the prior knowledge of the child while dealing with a particular concept or skill. It is only then that the teacher can facilitate the process of construction of knowledge by each learner.



To ascertain the prior knowledge of the learner, the teacher has to adopt many tools and techniques, including questions. In the same manner, during the process of learning as well as at the subsequent stage of application of knowledge to real life, the teacher has to continuously assess the learner to facilitate a smooth process of accommodation, assimilation and extension.

From the above, it may be apparent that assessment, which is in essence formative, has to be integrated with the teaching-learning process. Formative assessment by definition, is the process of finding out the felicity with which a learner is able to 'form' concepts and skills and hence it is process rather than product oriented. When assessment is divorced from the process of construction of knowledge, it ceases to be an effective learning-enhancing procedure. Hence teachers, principals, students and other stakeholders are to read this manual keeping in mind the broader prospective of the entire teaching- learning process instead of limiting it to assessment even though the manual is on formative assessment.

It is to be understood then that all assessments, if they are to be effective, ought to be formative. However, there are subtle differences between formative and summative assessments which are more procedural than absolute. We can safely say that the broad frame work of formative assessment consists of a larger sub set of formative and a smaller sub set of summative assessments. Even a summative assessment could be used formatively when the information gathered from the summative assessment is used to improve the pedagogy, the materials and the assessment tools. When assessment is seen predominantly as formative, learners will be able to enjoy learning and they will not experience undue stress. On the other hand, when we give importance to only year-end or term-end summative tests or examinations, as has been the practice in many schools till recently, the system will throw up situations like the following:

- The examination time table was announced yesterday. When I went home and showed a copy of the time table to my mother, she got very excited. She gave me a lot of instructions about what I should and should not do. TV was out as was chatting with friends. Examination jitters and nerves suddenly gripped the entire household. When my father returned from office, he too joined the frenzied discussions which were all about preparation, hard work, marks and the frightening consequences of poor performance. I didn't sleep that night.

- Shruti

- When I started writing the answer, my mind went completely blank. On the answer sheet in front of me I saw my father's face. He was telling me how important it was that I should do much better than my elder sister who he called a 'wash out'. In this trance like state I also heard my grandfather saying that if I didn't do well, his dreams would be shattered. Infact they all said that this was the foundation of my life.

- Deepak



- I am under a lot of stress ever since the time table for the examination was announced. If the Board results are not upto to the expectations, my performance will be assessed and I will be given junior classes from next session. I feel very frustrated and hassled. I should take some special classes and make the dull students practice many sample question papers. Let them also learn answers to important questions by heart. I should somehow make them get good marks. Otherwise I will not hear the end of it.

- Kavita, a teacher.

Aren't we all familiar with such outpourings? Education ought to liberate children from fear, anxiety, stress, insecurity and humiliation and lead them to enlightenment. But, over the years we have turned this sublime process into a mundane instrument for material gains. When scoring marks, gaining admission, landing a job and creating wealth come to constitute the main purpose of education, it creates intense competition and consequently, enormous pressure on children. If we want to make learning an enjoyable experience for every child, the challenge of changing the traditional system of examination should be accorded top priority.

MINDSET: We have got so used to the examination driven education system that any attempt to put alternatives in place is received with doubt and even skepticism. The examination - oriented education has created a well-defined paradigm whose main features could be identified as the following:

- Learning is geared towards appearing in an examination that usually comes at the end of the academic session.
- So, teachers and students see assessment as something that comes after the stage of learning, i.e., first children learn and then they will be examined.
- Since formal examinations are based on prescribed syllabi, teaching and learning becomes text book based where the teacher's job is only to transact the information included in the text book.
- Learning becomes synonymous with storage and retrieval of information with very little scope for individual thinking, originality and creativity.
- Since examinations are conducted in the remote future, teachers and students tend to be relaxed initially and get increasingly anxious towards the end.
- The build-up of stress becomes scary to students and they hardly ever look forward to examinations (unless of course they see them as the final obstacle before the release of tension and anxiety).
- In this paradigm the teacher does not necessarily focus on the process of teaching - learning since it is only the final product that is going to be assessed as the student's performance in the examination.



- The student can and often does postpone learning till the last minute. On the one hand learning ceases to be continuous and on the other it becomes unrealistically daunting due to the accumulated volume of learning to be attempted within a limited period.
- Students who have mastered the knack of cramming within a short period do well and those who lack this ability fare badly.

The above features, among all others that are often discussed and well known to all the stakeholders, have created a mindset that stems from the following beliefs.

- If there is no examination, teachers will not teach and students will not learn.
- Examination system is very comfortable for teachers because mostly they have only to teach the text books and prepare the students for the examinations at some distant future.
- If teachers have to take up continuous and comprehensive assessment, they have to put in more work. Hence status - quo is more comfortable.
- Assessment, if restricted to only the scholastic subjects, is a lot simpler than when it includes all the aspects of the student's personality.
- When assessment comes only at the end, teachers do not have the need to reflect on their practices and review them for causing better learning. It also means that no value addition is imperative to the materials and methods.
- **The Changing Scenario:** Now the mindset has to change because, the world over, the child is seen as the centre of the teaching-learning process. Assessment should take into account individual differences in terms of socio-cultural and economic background, learning strategies, styles and aptitudes. While the belief that 'one size fits all' has to be discarded, there is a need to individualise the teaching-learning process that is constantly improved to help every child learn, albeit in his/ her own way. It means that assessment should go hand in hand with the teaching-learning process, providing rich inputs to the teacher and the students to continuously enhance the effectiveness of the process. This can be achieved if
 - ❖ assessment is integrated with teaching-learning
 - ❖ the teacher uses assessment for ascertaining the strengths and weaknesses of the materials, the methods and the learners
 - ❖ the teacher makes use of assessment to improve his own teaching and the learning of every student
 - ❖ the learner gains an insight into his learning style and strategies and uses this insight to improve his learning.



Scholastic Assessment

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creativity in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain.

In order to improve the teaching learning process, Assessment should be both Formative and Summative.

Formative and Summative Assessment

Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non threatening, supportive environment. It involves regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

Features of Formative Assessment

- is diagnostic and remedial
- makes the provision for effective feedback
- provides the platform for the active involvement of students in their own learning.
- enables teachers to adjust teaching to take into account the results of assessment
- recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- recognizes the need for students to be able to assess themselves and understand how to improve
- builds on students' prior knowledge and experience in designing what is taught.
- incorporates varied learning styles into deciding how and what to teach.
- encourages students to understand the criteria that will be used to judge their work
- offers an opportunity to students to improve their work after feedback,
- helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

- '... often means no more than that the assessment is carried out frequently and is planned at the same time as teaching.' (Black and Wiliam, 1999)
- '... provides feedback which leads to students recognizing the (learning) gap and closing it ... it is forward looking ...' (Harlen, 1998)



- '... includes both feedback and self-monitoring.' (Sadler, 1989)
- '... is used essentially to feed back into the teaching and learning process.' (Tunstall and Gipps, 1996)

Summative Assessment is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on them to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

Features of Summative Assessment

- Assessment of learning
- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.
- Summative assessment methods are the most traditional way of evaluating student work.

Summative Assessment

- "Good summative assessments--tests and other graded evaluations--must be demonstrably reliable, valid, and free of bias" (Angelo and Cross, 1993).
- '...assessment (that) has increasingly been used to sum up learning...' (Black and Wiliam, 1999)
- '... looks at past achievements ... adds procedures or tests to existing work ... involves only marking and feedback grades to student ... is separated from teaching ... is carried out at intervals when achievement has to be summarized and reported.' (Harlen, 1998)



Scholastic Assessment (Part I A)		
Formative Assessment (Flexible Timing)		Summative Assessment (Written-End of term)
Tools	Techniques	
<ul style="list-style-type: none"> ● Objective type ● Short Answer ● Long Answers ● Questions ● Observation schedule ● Interview schedule ● Checklist ● Rating scale ● Anecdotal records ● Document Analysis ● Tests and inventories ● Portfolio analysis 	<ul style="list-style-type: none"> ● Tests ● Assignments ● Quizzes and Competitions ● Projects ● Debates ● Elocution ● Group discussions ● Club activities 	<ul style="list-style-type: none"> ● Objective type ● Short Answer ● Long Answers

Implications for the Teaching Community

The on going process of transformation of school education in general and evaluation practices in particular has re-defined the teacher's role. Some of the major implications are as follows:

- Teaching practices can no longer be a mechanical routine. Since formative assessment is an integral part of the classroom teaching, the teacher has to devise ways and means to use the feedback for improving curriculum transaction.
- Teaching the text book will not be the main mode of classroom practices. Value addition in terms of interactive tasks, co-operative assignments and projects and integration of new content will be required to involve all the learners in the teaching-learning process.
- Since formative assessment requires the teacher to devise appropriate tools and procedures that are specific to a unit or lesson taught, it will become imperative for the teacher to constantly add new materials and strategies to his/ her repertoire. It will also mean that the lesson plan becomes dynamic and constantly changing according to the needs of the lesson and the learners.
- The teacher has to become a true knowledge worker, referring to sources, reading new materials, discussing curriculum-related issues with colleagues and experts, writing materials and taking up research.



- Teaching can no longer be a six or seven hour job. It is a profession and the practitioner has to prepare himself/ herself every day not only in the school but also outside the school.
- Recording and reporting will necessarily become more detailed because a number of parameters sometimes ignored or only weakly attempted have to be included effectively. Teachers will be required to devote adequate time on a regular basis for formative assessment and its recording. It also means that teachers should develop tolerance for complexity and ambiguity.

In short, the mindset has to change and the teaching community should develop a greater sense of accountability.

The Changing Paradigm

Introduction of Continuous and Comprehensive Evaluation has brought about a sea-change in the classroom. The main aspect of this change is the fact that assessment is becoming an integral part of the teaching-learning process. CCE and formative assessment are not new concepts and many schools have been practicing them for a long time now. However, assessment of scholastic and co-scholastic areas using a range of tools and indicators has provided the evaluation process a firmer scientific base as well as credibility. Similarly, though formative assessment has been part of the evaluation practices followed by schools, it has not been systematically used to identify learning gaps and for remediation. In a sense the system of unit tests, assignments and projects being used to reflect continuous assessment of learning has become more 'summative' in nature because the feedback is hardly used for improving the teaching-learning practices. It is necessary hence, to understand the concepts of formative assessment and summative assessment in proper perspective so that we are able to not only construct tools accordingly but also use them for the purposes for which we construct them.

What is Formative Assessment?

Let us look at a task:

Subject: Social Science

Class: VIII

Topic: Women, Caste and Reform

Task: Dramatization

Procedure:

1. Students will be divided into groups. They will in their groups, discuss and prepare a short skit on any of the social ills prevalent in the Indian Society at different periods of time.
2. The social ills may include Sati, Child Marriage, Female Infanticide, Denial of Education to Women and Gender Disparity.
3. Each group will prepare a small skit and perform it. Each student will be asked to speak some dialogue.
4. After the presentation, students will have a discussion.



Learning Objectives:

- To enable the learners to gain an insight into the social evils prevalent in India at different periods of time.
- To provide an opportunity to the learners to reflect on social evils and verbalize their feelings.

Skills:

To develop in the students the ability to

- Write scripts
- Deliver dialogue
- Act
- Work in teams

Assessment

The performance of the groups will be assessed on the basis of content, dialogue-delivery and clarity of concept.

Time:

- Discussion and script writing: 2 periods;
- Presentation: 1 period

Follow up:

The presentations could be discussed by the class. Wherever the concept is not clear, teacher could encourage students to give their comments. The teacher could also revisit any part of the lesson that has not been clearly understood by the students.

Is this a formative or summative assessment task?

It has the following features:

- The main objective is to enable the learners to gain an understanding of the concept of social evils perpetrated against the girl child and the woman in India at different periods of time.
- The task is part of the teaching-learning of the topic of women, caste and reform.
- The task involves students in group interaction and presentation.
- After the task is completed, the teacher gives feedback for improvement. Also, if needed, the lesson may be reviewed.
- Assessment is done on the basis of well-defined criteria.
- The task is done in the classroom as part of the lesson.
- The main purpose is not to measure the knowledge of the learners. The task aims to provide conceptual clarity to the learners through experiential learning.
- It also encourages further learning.



These attributes are at the heart of Formative Assessment.

Let us now look at the following questions given in a test:

What are the different social evils prevalent in Indian society at different times? How have they affected girl children and women? Write your answer in about 200 words.

This is a typical question that figures in a summative test or examination. Here the main aim is to measure the extent of knowledge of the learners in the lesson tested. The answers of the learners will be marked or graded on the basis of value points and a marking scheme. The information collected by the teacher may not be used to diagnose the problems faced by learners or for remediation since the test is usually conducted after completing the unit or lesson.

However, if a short quiz or test is conducted on the topic when the lesson is in progress to ascertain the learning gaps for the purpose of providing further help to learners, it will be formative in nature. **So, by and large the way in which a tool is used, i.e. for enhancing learning or for ascertaining and measuring the extent of learning, decides whether it is for formative or summative purpose.**

For our own conceptual clarity let us look at the attributes of Formative and Summative Assessment in detail.

Formative Assessment

- Formative Assessment is the assessment that takes place during a course or programme of study.
- It is an integral part of the learning process.
- It is often informal, i.e., it is carried out by teachers while teaching.
- It provides feedback to both teacher and learner about how the course is going and how learning can be improved during the course.
- It helps teacher and learner answer the following questions:
 - Are the learners doing what they need to do?
 - Are the teaching and learning strategies chosen by the teacher in need of modification?

When the cook tastes the soup, that's formative;
when the guests taste the soup, that's summative.”

- Robert Stakes.



Summative Assessment

- Summative Assessments are given periodically to determine at a particular point in time what students know and do not know.
- Summative Assessments are usually associated with standardized tests such as Board Examination, Half-yearly and Annual Examination and even Unit Tests.
- They are spread out and occur after instruction every few weeks, months or once a year.
- Hence they are tools to help evaluate the effectiveness of programmes, school improvement goals, alignment of curriculum and student placement.
- Since they are used to 'sum up' learning they are called Summative Assessments.
- They are always formal in nature.
- These assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process.

● Formative Assessment is assessment
for
LEARNING.

● Summative Assessment is assessment
of
LEARNING.

● Formative Assessment is
PEDAGOGY.

● Summative Assessment is essentially
EVALUATION.

● Formative Assessment can be
thought of as
'PRACTICE'.

● Summative Assessment can be
seen as
PERFORMANCE AFTER PRACTICE.

● A good comprehensive assessment programme balances
formative and summative assessments.



What is NOT Formative Assessment?

It is seen that under the guise of continuous evaluation schools conduct a series of 'tests'. There are tests for almost every day of the week or every month of the academic session. The argument put forth is that only by conducting frequent tests continuous assessment can be ensured. However, such practices can hardly be called formative assessments because they are not integrated with the teaching-learning process. Nor is the information collected by the teachers from such tests effectively and systematically used for improving the teaching-learning process.

Case Study

Students of class IX are given the following project in science:

Project on Communicable Diseases

- Collect information about communicable diseases by referring to books and journals and surfing the internet.
- Present the information in a folder with illustrations, pictures and photographs.

- The folders should be submitted for evaluation within 15 days.
- The folders will be evaluated on the following criteria:
Content, Neatness of Presentation and Illustration

Students complete the task individually and submit the folders by the dead line. Teacher grades the work of the students as per the assessment criteria.

Question:

- Is it a good formative task?
 - How are the students helped by the teacher and peer groups in doing the task?
 - What are the objectives of the project?
 - To assess the student's ability to collect information and present them?
- Or
- To enable the students to deepen their learning?

If the purpose is to help the learners acquire a deeper understanding of the topic of the project then the project should be organized differently.

- Teacher should discuss the project with the learners.
- They will explore ways in which information could be gathered, understood and adapted.
- Provide scope for group work so that learners study the topic collaboratively and help and support each other.



- Teacher monitors the entire process at regular intervals, giving feedback for correction, modification and refinement.
- Besides submitting a folder, the learners are also required to make a presentation to the class or take a viva voce.
- Assessment is done by involving the learners in peer assessment.
- The information gathered by the teacher and the learners is used to improve and further the teaching-learning process.

One major concern with regard to such projects and assignments is that the teacher has very little scope to ensure that they are done by the students themselves. It is now common knowledge that projects and assignments can be 'bought' from shops. Instances of parents doing the projects are also not uncommon. Furthermore, downloading information from the internet also leads to very little learning.

Hence, to use projects and assignments as effective tools of formative assessment, the teacher should take certain precautions:

- Make the learners do the task **as far as possible** in the school itself under the direct supervision of the teacher.
- Discuss the project with the learners and monitor their progress at every stage.
- Involve them in the assessment process through self and peer assessment.
- Give descriptive feedback as an instructional strategy to move students forward in their learning.
- Help students link their classroom learning with the task and their experience.
- Follow it up with activities like revisiting some of the concepts, explanations etc.

What does this Manual contain?

After the introduction of CCE in schools affiliated to CBSE in class IX during 2009-10, the Board felt it necessary to provide a holistic picture of CCE to all the stakeholders, particularly the teachers. Hence a Teacher's Manual on Continuous and Comprehensive Evaluation - Class IX & X was brought out. Besides giving detailed information about the scheme of CCE, fundamentals of assessment of co-scholastic and scholastic areas, dimensions of school-based assessment and tools and techniques of evaluation for formative and summative purposes have also been included in the manual. The term-wise split up of weightage for formative and summative assessments has also been provided in the manual.

As a sequel to this publication, the Board decided to bring out a series of manuals to provide exemplar and illustrative materials on Formative Assessment in Languages, Mathematics, Science and Social Science for classes IX and X. Detailed guidelines with specifications for Summative Assessment have already been provided to schools. It is the formative assessment that needs to be strengthened and hence these manuals.



Objectives of the Manual on Formative Assessment

1. To clarify the concept of formative assessment within the broad framework of CCE.
2. To integrate formative assessments (FA 1, FA 2, FA 3 & FA 4) with the materials prescribed and classroom procedures.
3. To help teachers and learners use formative assessment for enhancing the teaching-learning process.
4. To provide a rich source of formative assessment tasks for the units/ lessons in Languages, Mathematics, Science and Social Science for classes IX and X.
5. To help teachers use the Formative Assessment tasks given in the manuals for generating further tasks on their own.
6. To enable teachers to gain conceptual clarity with regard to Formative and Summative Assessments.
7. To motivate teachers to build their capacity to add value to materials and methods.
8. To help teachers plan and manage time effectively.
9. To provide guidelines to schools to record formative and summative assessments in a systematic manner.
10. To provide scope for teacher development in the area of assessment as well as for consultations and enrichment.
11. To initiate a healthy and meaningful interaction between different stakeholders on CCE and the place of formative assessment in this scheme.
12. To make the teaching - learning process enjoyable for both the teachers and the learners.

Content:

The manual contains the following broad areas.

1. Formative Assessment & Summative Assessment: Concept and distinction.
2. What are NOT good formative assessment practices.
3. Overall framework of Formative Assessment with split up of units, time frame, periodicity, number of tasks for each formative assessment, calculation of weightage and recording, analysis and follow-up.
4. Formative Assessment Tasks for different units/ lessons in Languages, Mathematics, Science and Social Science for classes IX & X.



Overall Framework of Formative Assessment in Classes IX & X - Scholastic Areas.

Scholastic Part 1 (A)

Evaluation of Academic Subjects in Class IX & Class X.

Six assessments are proposed. These are valid for most schools, however they can be varied or adapted with written communication to the Board.

Type of assessment	Percentage of weightage in academic session	Month	Term wise weightage
FIRST TERM			
Formative Assessment-1	10%	April-May	FA 1+2= 20%
Formative Assessment-2	10%	July-August	
Summative Assessment-1	20%	September	SA 1= 20%
SECOND TERM			
Formative Assessment-3	10%	October-November	FA 3+4= 20%
Formative Assessment-4	10%	January- February	
Summative Assessment-2	40%	March	SA 2= 40%
<p>Total Formative Assessments = FA 1 + FA 2 + FA 3 + FA 4= 40%</p> <p>Smmative Assessments = SA 1 + SA 2= 60%</p>			

The following points have to be noted by teachers and students (For Classes IX & X).

- There are two formative assessments each in the first and second term.
- Each Formative Assessment is again divided into smaller assessments (class assignments, quiz, projects, written tests) which can carry different marks.
- Each formative assessment has a weightage of 10% which can be arrived at by taking an average of all tasks or the best three or four.
- The total weightage of all the four formative assessments is 40%.
- The time-frame, split up of syllabus as per the four formative assessments, and the minimum number of suggested tasks for each formative assessment have been given in the



annual planner for each subject. The annual planner is only suggestive and schools can adapt it as per their needs.

Formative Assessment and Classroom Teaching.

The formative assessment tasks have been designed keeping the following principles in mind:

- Formative assessment is an integral part of classroom practices. So they have been related to the syllabus to be transacted.
- The tasks generally specify the following:
 - Unit/ Lesson
 - When to conduct the task.
 - Approximate time required for each task.
 - Objectives of the task.
 - Task specifications.
 - Procedure for conducting the task including preparation, if any.
 - Criteria for assessment
 - Feedback and follow-up.

Teachers, however, have the freedom to make minor modifications in the overall design of the task to suit their requirements.

The most important aspect to be kept in mind is that these tasks are meant to be integrated with the teaching-learning process, i.e. **while** teaching a unit/ lesson (**and NOT after**). Also the follow up in terms of providing further help to clear doubts, remove problems faced by learners and make modifications in teaching methods and strategies has to be given utmost importance. Hence FA tasks will figure in the teaching plans developed by teachers.

Split-up of Syllabi

To facilitate smooth implementation of CCE, CBSE has already provided split-up of syllabi for all the subjects term-wise. This manual has further sub-divided the syllabi reflecting the name and number of units/ lessons covered for FA 1, FA 2, SA 1, FA 3, FA 4 and SA 2. Though the weightage for each of the four Formative Assessments is 10%, the number of units/ lessons may vary for each of these depending on the time available in the annual academic calendar. Teachers are advised to study the suggested annual calendar at the beginning of the academic session and collaboratively design their own annual plan making any minor modifications they feel necessary to suit their specific needs. However it is necessary that the overall scheme is



retained to ensure that continuous and comprehensive evaluation is carried out in its true spirit.

Summative and Formative Assessments

In the first term the weightage given to formative assessment (FA 1 + FA 2) is 20%. The weightage given to SA 1 is 20%. Schools should assess the students in the entire syllabus meant for the first term in SA 1. What it means is that there may be one or two units that are transacted after FA 2. These units will be included for assessment in SA 1. Similarly, in the second term, the rest of the syllabus will be assessed in SA 2. It implies that teachers need not be unduly concerned about assessment of the units/ lessons that are taught after conducting FA 4. These units/ lessons along with the others meant for second term will be covered by SA 2 for 40%. It is also to be noted that if any unit/ lesson has not been formatively assessed due to time constraint, it will be assessed summatively at the end of each term.

Procedure for Formative Assessments

- The suggested split up of syllabi will be followed by teachers for formative assessment.
- The minimum number of formative assessment tasks as suggested in the annual plan have to be conducted. However, teachers can give more than the minimum number of tasks depending on the need and time available.
- The performance of students in each task will be assessed on the basis of assessment criteria given.
- The total of marks obtained by each student in the formative tasks will be calculated and reduced to 10 marks. For instance, if three tasks of 5 marks each have been given for FA 1 and a student obtains 3, 3 and 2 in these tasks, the total obtained by the student will be 8 out of 15. The weightage for 10 will be $(8 \div 15) \times 10 = 5.33 = 5 = \text{Grade C}$ (The total will be rounded off to the next whole number if the decimal is 0.5 or more. If less, it will be ignored). Similarly the mark will be calculated for FA 2, FA 3 and FA 4 and the total will yield the marks in formative assessment out of 40% marks for the whole academic session.

Record Keeping

It is absolutely essential that teachers maintain a clear record of the formative assessments conducted because they will be verified by CBSE from time to time. The following points have to be kept in mind while recording FA.

- Individual report book as suggested by CBSE has to be maintained in addition to student report form.
- A separate consolidated marks register must be maintained reflecting the following for each student.
 - Tools of Formative Assessment (quiz, MCQs, debate, group discussion, creative writing, presentation etc) must be recorded.



- Maximum marks, marks obtained and weightage for 10 marks for each of the four formative assessments must be maintained.
- Cumulative total in FA must be calculated and recorded.

Schools may devise a suitable format for the marks register. Many schools are computerising the entire process of recording the assessments. While evolving such a programme, care may be taken to ensure that all the relevant particulars are included in the programme.

- Recorded evidence of student performance and teacher/ self/ peer assessment has to be collated and maintained so that queries of parents may be answered based on such evidence. In this context the importance of student portfolio gains significance. It is suggested that every student maintain a portfolio consisting of the best of their written work in each subject. These should include the work submitted as draft as well as the edited and improved versions to demonstrate the progression of learning over a period of time. Teacher will find it convenient to open individual student portfolio folders at the beginning of an academic session, discussing with students the importance of and the procedure for maintaining the portfolios.
- It is to be noted that the assessment has to be reflected in the report book only as grades. The grades will be on the 9 point grading scale as given below.

91 - 100	A1
81 - 90	A2
71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	D
21 - 32	E1
00 - 20	E2

- The marks in the consolidated marks register will be calculated to arrive at the weightages for different FAs & SAs and the equivalent grades will be entered in the Report Book. What it means is that the assessment of each task in FA and each SA test will be carried out in terms of marks which will be entered in the consolidated Marks Register. Grades to be entered in the Report Book once in each term will be calculated accordingly from the consolidated Marks Register.
- Apart from the above records, schools will also maintain a Results Register for each section which could be consolidated for primary and secondary classes at the end of the academic session.



Task Types Appropriate for Formative Assessment

The Teacher's Manual on CCE throws much light on the types of assessment tools available to the teacher. It also mentions that all the tools are not appropriate for formative assessment. In this manual an attempt has been made to clarify what is NOT formative assessment. Since the purposes of formative and summative assessments differ, the tools have to be chosen carefully. However, as a general rule, the following will help teachers in making a decision in this regard:

- Formal Paper Pencil tests are not always suitable for formative assessment because schools tend to make use of them more for summative rather than for formative purpose.
- Similarly, Projects and Assignments that need much work outside the school and class hours also may not be ideal for formative assessment. The reasons are obvious:
 - Without proper monitoring, these tasks may lose their validity and credibility. (Students may just copy or download from the internet. Parents and others may actually do the projects and assignments. Now a days projects and assignments could be bought from 'Education Shops'!)
 - **To be formative, the tasks should involve collaboration, discussion, reflection and improvement.**

On account of these reasons, projects and assignments should be very carefully used as tools of formative assessment. However, in the hands of imaginative and resourceful teachers, they may become effective formative assessment tools.

- What can be effectively assessed through formative assessment cannot be assessed through summative assessment. Speaking and listening skills, presentation skills and practical skills and all the co-scholastic areas have to be assessed formatively.
- By combining formative and summative assessments all the aspects of a learner's personality development can be comprehensively covered.

Some of the Precautions that can be taken

- a). Give realistic projects and assignments. Don't give topics like:
'Survey of Moghul Architecture.

It will invariably lead to 'Cut & Paste' practices. On the other hand, it will be realistic to expect students to attempt the following on their own:

Choose any one example of Moghul Architecture. Collect information and pictures on the monument. Write a brief report in about 2 pages giving the following details:

- Name of the Monument.
- Period when built.
- Who built it.
- The purpose (History of the Monument)
- Salient Architectural features.
- Its present state.



- b) It is not enough if we make the project or assignment simple and realistic. In order to ensure that further learning has taken place and that the students are able to link new knowledge with what they have learnt in the class, the teacher could interview each student on the project. The interview, if conducted imaginatively, could be very brief but at the same time give proof of the student's own research and presentation.
 - c) Make projects a group activity so that it can be done in the classroom itself. Groups will decide, with the teacher's help, what projects they will work on, division of the project into smaller units, allotment of smaller units among members etc. It means that project work should be discussed in the class to make it work.
 - d). Fix a time frame and interact with groups to see where they are at different stages, what they are doing and whether they need any help. This will instill seriousness of purpose, besides motivating the students to take up their work with keen interest.
5. As pointed out earlier, the formative and summative tools are determined by the purpose for which they are used.
- a. If the purpose is to formally ascertain at a given point in time what students know and do not know, then it is summative.
 - b. If the purpose is to informally get information regarding how the course is going, how learning can be improved during the course itself, what are the challenges faced by individual learners and how the teacher should address them, then it is formative.

So it is the purpose of the tools that usually determines whether it is for formative or summative assessment. Having said this, we can still make an attempt to identify assessment tools that are more suitable for formative assessment than for summative assessment. Since summative assessment is formal and is usually a paper-pen test, what cannot be assessed by such means can be assessed only through formative assessment tools.

Suggested Tools for Formative Assessment.

Language

- Listening Comprehension
- Reading Comprehension
- Debate/ speech/ Group Discussion/ Role Play /Presentation
- Dramatization/ Dialogue/ Conversation/ Commentary
- MCQs/ Quiz
- Grammar Exercises.
- Writing/ Completing a poem, story, script, play, diary entry etc.
- Web Charts, Concept Mapping
- Visual Representation
- Letter, E-mail, data interpretation, article, bio sketch and dialogue completion

It is suggested that at least one out of four tasks should be used for assessing conversation skills in the form of listening comprehension or conversation.



Mathematics

- Data handling and analysis.
- Group projects
- Problem solving
- Maths Lab Activities
- Quiz/ oral questions
- Experiments
- Presentations
- Chart, model making
- Visual Representation
- Simple and interesting assignments
- Mathematical puzzles based on various theorems.

It is suggested that for Mathematics at least one activity out of four should be used for assessing performances in maths lab activities.

Science

- Experiments
- Information gathering and deducing
- Presentations on science concepts/ experiments
- Investigations for stated problems
- MCQs and Science Quiz
- Simple and interesting assignments
- Group assignments and projects.
- Model Making
- Science symposium/ seminar.
- Preparation of various compounds/ salts
- explanation of different natural phenomenon using scientific principles.

It is suggested that for science, at least one out of four formative assessments in the year are experiments.

Social Science

- Written assignments involving inference, interpretation and evaluation
- Commentaries
- Simple projects (group & individual)
- Presentations (group & individual)
- Quiz and MCQ's
- Models and charts.
- Debates
- Symposium/ Seminar
- Conducting intervenes of historical figures
- Role plays
- Dramatization of historical events

It is suggested that in social Science at least one out of four activities should be based on project.



In addition to the tools listed above teachers can devise other informal ways in which formative assessment can be done. For instance observation of student's performance in the class (participation, answering questions etc) can also be used effectively for formative assessment. Written tests have not been included in the above list because they tend to become formal and hence are more suitable for summative assessment. Moreover, if written tests are also used for formative purposes, there will be a tendency to use them more often as they are relatively easy to construct and administer. This will lead to an increase in the stress level of students. They are better used for summative assessment. This, however, does not prevent teachers from holding one minute tests, open book tests and concept-based questions expecting written answers during the course of teaching a unit or lesson. The answers have to be analysed and discussed to provide conceptual clarity and address gaps in learning. Some of the formative assessment tasks included in this manual involve a fair bit of writing. However, they are all to be attempted in the class with scope for feedback.

How to use this Manual

As already mentioned, this manual contains a number of formative assessment tasks for classes IX & X in all the main scholastic subjects. Teachers can make use of them in a planned manner not only to assess learning but also to enhance the effectiveness of their own teaching. Some suggestions for the effective use of the formative tasks are given below:

a. Planning

At the beginning of the academic session teachers of the same subject can consult each other and draw out a plan of formative assessment for the entire session. A suggested annual planner is given for each subject in the manual. The annual plan drawn up by each school should include the following details:

- How many formative tasks will be used for FA 1, FA 2, FA 3 and FA 4. (The number of tasks should not be less than the minimum suggested)
- The identified tasks from the manual (Teachers are, however, free to add their own tasks to the ones given in the manual)
- While deciding/ choosing the tasks, care should be taken to select a variety so that knowledge and skills are covered comprehensively and there is no scope for monotony to set in. For example, in languages, the different skills like reading, writing, speaking and listening and language areas like literature and grammar have to be covered in formative assessment. The plan could distribute tasks over the four formative assignments in such a way that all these aspects are assessed at least twice or thrice in a session. Similarly the tasks may be chosen in other subjects in such a way that they assess different skills and competencies using a variety of modes of assessment.

b. Classroom Strategies

Since the tasks are to be integrated with classroom instruction, teachers have to embed them in their lesson plans.

Task specification as given in the manual may be used by teachers in the following manner:



Objectives: These specify the learning outcomes for each task and hence help teachers and learners in developing a focus. They are also meant to be kept in mind at the time of assessment.

Procedure: A task may need some preparations on the part of the teacher. These are included under 'Procedure'. The different steps to be followed, precautions to be taken and suggestions for collecting information are also provided under this heading.

Criteria for Assessment

In order to make the assessment objective and systematic, specific criteria have been provided for each task along with suggested marks. It is essential that the teachers put up these criteria or read them out to the class before commencing a task. Learners should know on what basis they will be assessed. It will also give them task clarity. The scores obtained by students in each of the tasks conducted must be recorded. The record of assessment should also be maintained. Wherever a written product emerges, it may be made part of the student portfolio.

Feedback/ Follow Up

This is a crucial stage in formative assessment. The performance of students gives valuable information about their understanding, conceptual clarity, problems faced and gaps in learning. Based on this information, teachers could give feedback and undertake follow up activities for remediation and enrichment. The information will also enable teachers to modify their practices for enhanced effectiveness of learning.

Some Challenges

Teachers may face certain challenges in integrating formative assessment with teaching. This may be due to

- Large class size
- Scarcity of time
- Constraints imposed by logistics
- Strategy to assess group/ pair tasks.

With the help of proper planning these challenges could be overcome. Some suggestions are given below:

Large Class Size

- Choose tasks that involve group work and pair work.
- Tasks that require written answers from the learners could be peer assessed.
- Answers to MCQs and other objective type questions could be marked by students themselves by exchanging their work sheets as the teacher calls out the answers.



- All the students in a class need not be assessed in one period. It means that the tasks may be distributed among groups of students so that the teacher is able to assess them in different periods. The implication is that in large classrooms all the students need not be assessed in all the tasks. By planning the tasks carefully, all the skills can however be covered by rotating the tasks among groups of students.
- It follows from this that all the students need not be involved in the same task at a time. In order to cater to multiple intelligence, teachers could adopt a flexible approach with regard to giving tasks to students. For instance, students good in written work may be given tasks different from students good at practical work.
- While framing the time table some double periods could be provided in each subject. Tasks involving debates, presentations, group discussions, dramatization, role plays etc could be conducted during the double periods.

Time Management

Since the number of teaching periods for each subject is pre-determined, teachers may feel that conducting formative assessment tasks within the allotted periods may prove to be difficult. However, it is to be borne in mind that formative assessment is to be built into the teaching-learning process and it only represents a change in the methods to be adopted for curriculum transaction. By reducing explanations and frontal teaching, adequate time could be found for tasks and activities. Some other suggestions are:

- Proper planning will result in efficient time management.
- Complete the preparations for each task well before the class begins so that there is no wastage of time.
- Use self and peer assessment strategically.
- Train learners in the initial part of the term to collaborate with each other and the teacher. Over a period of time they will be able to maintain efficiency and brisk pace.
- It is essential that the scoring sheet with names of students is prepared at the beginning of the academic session as per the annual plan. Columns for FA 1, FA 2, FA 3, FA 4 may be provided along with details of the tasks selected for each assessment and the maximum marks so that recording of scores does not take much time.
- Train the students in maintaining their portfolios. A folder may be maintained for every subject in which the best written products could be filed by each student. When students are helped to take responsibility for record keeping, it will ease some burden on the teachers besides leading to better time management.

Logistics

Photocopying of worksheets may not be feasible in all the schools. Teachers have to adopt a few strategies to overcome this problem.



Suggestions

- Only elaborate worksheets and those with diagrams and pictures need to be photocopied.
- Wherever possible, the worksheet can be put up on the blackboard.
- If technology is accessible, worksheets could be projected with the help of an LCD projector.
- MCQ's and objective type questions could be read out and students instructed to write only the answers on a sheet of paper.
- Instructions for pair work, group work and whole class work could be read out once or twice.
- Share with the Principal and school administration the requirement of photocopies in advance so that the school makes adequate arrangements.
- Always use both the sides of the sheet of paper for photocopying. It may mean that more than one task is photocopied on a single sheet. After the students complete one task the sheets may be collected and redistributed for the next task.
- Whenever possible, worksheets could be shared by two or more students.
- Train the students to observe economy in the use of paper/ worksheet.

Strategy to assess group/ pair tasks.

Initially teachers may find it a little difficult to assess group/ pair tasks because the product is usually from more than one student. Some suggestions are given below to help the teachers in this regard:

- Wherever possible group and pair tasks could be broken down into smaller areas and each member of the group could be assigned an area.
- Where the above is not feasible, the contribution of each student to group work has to be observed and monitored.
- Usually after group discussion a presentation is to be made by each group. Care may be taken to rotate the presentation among all the students so that over a period of time all are given an opportunity to present the group's views.
- Group tasks may be assessed for the entire group/ pair. It means that members of each group may get the same mark/ grade. However, in pair tasks it is easier to assess the performance individually.
- Since formative assessment is informal, group tasks may be assessed on broad parameters such as participation, contribution and effectiveness of each member of the group.
- It is necessary that the teacher monitors group tasks properly to ensure that every student is participating and no student dominates.



Conclusion

This document has laid emphasis on teacher-preparedness, planning and co-ordination. It is suggested that at the time of drawing out an annual plan, the principal interacts with each subject committee and helps the teachers prepare a plan of action ensuring that assessment is integrated with the teaching-learning process.

It may be necessary to prepare detailed lesson plans for each unit/ lesson besides the overall plan for the first and second term. While the lesson plan should essentially be an innovative tool evolved by each teacher depending on the concepts to be taught, the needs of the learners and other socio-cultural factors, it is perhaps advisable to include certain broad areas in the lesson plan to make it reflect the integration of continuous and comprehensive evaluation. While these broad areas, along with the format of the lesson plan could be decided by each school, the following components could be included to ensure holistic planning:

- Content/ topic/ lesson.
- Concepts/ skills
- Instructional Objectives.
- Levels - entry, process, integration, exit.
- Tools of assessment with specific questions
- Remediation.

It is also suggested that the formative tasks may be assessed for ten marks or multiples of ten to facilitate easy calculation of weightage. Similarly, self evaluation by students could be encouraged by integrating ICT and developing student self-access tools. While it will provide ample scope for learner autonomy, it will also reduce the burden on the teachers. Finally a word about projects. This document specifies that projects should, as far as possible, be done in the school itself. But certain projects that call for extensive research and work involving hands and using different materials may be difficult to be carried out within school hours. Since the main concern is about the genuineness and credibility of the work submitted for assessment by the students, if adequate care is taken by the teacher in monitoring the project work, students may be allowed to do some part of it outside the schools. Detailed guidelines on the precautions to be taken in this regard have been provided in this manual. By making the projects realistic and simple, teachers can ensure authenticity of the work of students.



Continuous & Comprehensive Assessment and Evaluation in Social Science

In Social Sciences the comprehensive and continuous evaluation has opened up a truly alternative way to assess and evaluate learning by children. The process is such that it is meant to encourage continuous review of the learning process and develop regular working and study habits among student. This would help in developing the attitude to not to look only for external motivation through grades but also enjoy the process of acquiring knowledge without consciously being aware of it. This approach is more participative with teachers sharing with the children how they are to be evaluated and support the process (to choose projects, guide debates, help with references) and give feed back(suggest ways to improve and change) and parents helping(through their own experiences, by visits and reading).

Until recently Social Science was viewed as providing unnecessary details about the past. It was also felt that the examination paper rewards the memorisation of these superfluous 'facts', with the children's conceptual understanding being largely ignored. This view now needs to be changed, for the CCE provides the space to guide the learning process.

Studying Social Science is vital for many reasons. It enables children to

- understand the society in which they live - to learn how society is structured, managed, and governed, and also about the forces seeking to transform and redirect society in various ways.
- appreciate the values enshrined in the Indian Constitution such as justice, liberty, equality and fraternity and the unity and integrity of the nation and the building of a socialist, secular and democratic society.
- grow up as active, responsible, and reflective members of society.
- learn to respect differences of opinion, lifestyle, and cultural practices.
- question and examine received ideas, institutions, and practices.
- know their roots and learn to appreciate it
- accept the need to protect and conserve environment.
- develop good human values and the spirit of tolerance and appreciate the role of India in today's world

To ensure that these processes are attained during the process of learning, a mechanism to evaluate has been evolved. In the Comprehensive, Continuous Evaluation model proposed it is important to understand that the evaluation can only be useful if teaching is done in a more organised, planned and activity based manner. The development of assignments, quizzes, tests and activities must be so organized that it will



1. Assist students to explore their interests and aptitudes in order to choose appropriate University courses and/or careers.
2. Encourage them to explore higher levels of knowledge in different disciplines.
3. Promote problem-solving abilities and creative thinking in the citizens of tomorrow.
4. Introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and to generate new insights and knowledge in the process

To do this it is important that equal teaching time and marks be allocated to the various components in the social sciences like facts, dates, events, laws, locations, trends and patterns and theories. It is also important that a right balance should be maintained in the distribution of themes among the different disciplines, and wherever possible interrelationships should be indicated.

The giving of marks and grades have to be planned using a rubric of criteria which are to be known to the student and the parents so that there is no ambiguity about the meaning of the scores. The teacher alone is not the sole evaluator as there are inputs by the learner also and ample opportunity to improve the quality of the work. It is however unfortunate that a good approach is soon trashed because of the indifference to the marking and the need to "give grace marks" as the quality of learning is not up to the mark .

Assessment is a very important component of any learning process and it should not test only the memory but also understanding and application skill of a student and the exercises should be such that are interesting for students. The proposal shown here is a tentative allocation of marks to the different units of the syllabus in Social Sciences 2010 - 2012

Social Science : Allocation of marks to different topics.

CLASS IX

	UNIT	TERM 1	TERM 2
1	India and the Contemporary World I	18	18
2	India-Land and the People	18	18
3	Democratic Politics I	18	18
4	Understanding Economic Development I	18	18
5	Disaster Management	8	8
TOTAL		80	80

Formative Assessment 1+2, 3+4	20%	20%	40%
Summative Assessment 1,2	20%	40%	60%
TOTAL	40%	60%	100%



CLASS X

	Unit	TERM I	TERM 2
1	India and the Contemporary World II	20	20
2	India-Resources and their development	20	20
3	Democratic Politics II	20	20
4	Understanding Economic Development II	20	20
5	Disaster Management (only through project and assignments)	-	
TOTAL		80	80

Formative Assessment 1+2, 3+4	20%	20%	40%
Summative Assessment 1+2, 3+4	20%	40%	60%
Total	40%	60%	100%

Class IX	Projects / exhibitions	Assignments/Debates	Unit tests	Term Tests
1	1 (5)	1(5)	1 (10)	1 (80)
2	1 (5)	1(5)	1(10)	1 (80)
	10	10	20	

Here is a list of possible ways to create Assignments to assess different aspects of learning and faculties of the mind

<ul style="list-style-type: none"> ● Abstract ● Advertisement ● Annotated bibliography ● Biography or autobiography ● Brochure, poster ● Case analysis ● Chart, graph, visual aid ● Cognitive map, web or diagram ● Debate ● Definition ● Description of a process ● Diagram, table, chart 	<ul style="list-style-type: none"> ● Dialogue ● Diary of a real or fictional historic character ● Essay exam ● Fill in the blank test ● Flowchart ● Group discussion ● Instructional Manual ● Inventory ● Laboratory or field notes ● Letter to the editor ● Matching test
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<ul style="list-style-type: none"> ● Materials and methods plan ● Mathematical problem ● Multimedia or slide presentation ● Multiple-choice test ● Narrative ● News or Feature story ● Notes on reading ● Oral report ● Outline ● Personal letter ● Plan for conducting a project 	<ul style="list-style-type: none"> ● Poem, play, choreography ● Question ● Review of book, play, exhibit ● Review of literature ● Rough draft or free writing (writer writes "Start" (a thesis statement and outline or list of ideas for developing)) ● Statement of assumptions ● Summary or precis ● Word problem
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For project guidelines, the teachers should also refer to the Circular No. 18 dated 21/07/2006 and circular No. 20/08 dated 14th May' 08.

Some care to be taken when doing such assessment as that the teacher is now much more responsible and accountable for the reliability of the evaluation. Heads of institutions have to set up a system of checks and measures so that there is no exploitation of the children for the sake of marks. These checks and balances need to be set up before the assessment is set up and all teachers concerned with the children's learning must be involved. The Head of Institution and the academic coordinators would be directly accountable for ensuring that the proposal has a fair trial. Further review based on the feedback from the experience of the teachers and the challenges faced by them needs to be incorporated into developing a better and more functional Comprehensive Continuous Evaluation. Since there are 5 subjects it is important that the assessments are spaced at times which would not make them too frequent or too hard for the learners.

ASSIGNMENTS - THEIR CHARACTERISTICS AND TYPES

Clarity about the use of different techniques of evaluation is invaluable as it clearly defines the usage. The following words are given so that there is no ambiguity about the expectations in the work assigned.

Information words ask you to demonstrate what you know about the subject, such as who, what, when, where, how, and why.

- **define**-give the subject's meaning (according to someone or something). Sometimes you have to give more than one view on the subject's meaning
- **explain**-give reasons why or examples of how something happened
- **illustrate**-give descriptive examples of the subject and show how each is connected with the subject
- **summarize**-briefly list the important ideas you learned about the subject



- **trace**-outline how something has changed or developed from an earlier time to its current form
- **research**-gather material from outside sources about the subject, often with the implication or requirement that you will analyze what you have found

Relation words ask you to demonstrate how things are connected.

- **compare**-show how two or more things are similar (and, sometimes, different)
- **contrast**-show how two or more things are dissimilar
- **apply**-use details that you've been given to demonstrate how an idea, theory, or concept works in a particular situation
- **cause**-show how one event or series of events made something else happen
- **relate**-show or describe the connections between things

Interpretation words ask you to defend ideas of your own about the subject. Do not see these words as requesting opinion alone (unless the assignment specifically says so), but as requiring opinion that is supported by concrete evidence. Remember examples, principles, definitions, or concepts from class or research and use them in your interpretation.

- **assess**-summarize your opinion of the subject and measure it against something
- **prove, justify**-give reasons or examples to demonstrate how or why something is the truth
- **evaluate, respond**-state your opinion of the subject as good, bad, or some combination of the two, with examples and reasons
- **support**-give reasons or evidence for something you believe (be sure to state clearly what it is that you believe)
- **synthesize** -put two or more things together that have not been put together in class or in your readings before; do not just summarize one and then the other and say that they are similar or different-you must provide a reason for putting them together that runs all the way through the paper
- **analyze**-determine how individual parts create or relate to the whole, figure out how something works, what it might mean, or why it is important
- **argue**-take a side and defend it with evidence against the other side

These verbs are used here in the illustrative sample assignments :

1. Identify opposing viewpoints on a controversial social issue of the reasons to separate Telengana and to keep it united with Andhra Pradesh and document how the viewpoints vary of
 - Those who live in Telengana
 - Those who live in Andhra Pradesh



- The government
 - The farmers and artisans and factory workers
 - The planters and rich farmers and industrialists
2. Look at the newspaper articles about this important event or issue from several newspapers. Compare how the issue is covered in different newspapers and try to explain discrepancies.
 3. Look at the different paintings given in the textbook , make a chart to show its time period or style. Explain the artwork from different angles, like theme, reflection of the reality at that period, possible art styles, and materials.
 4. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

When giving an assignment it is important that the student is guided regarding what is to be done and what are the ways to do so.

6. In case of a heat stroke, show through a mock show how you will provide first aid to the victim.
7. In case of an electrocution what must be done to the victim to rescue and give him relief? Express through a mock show or provide instructions to your classmates.
8. In case of a fire in a school/residential building what should be the plans for rescue. Write a manual to make readily available plans and also demonstrate the same.
9. In a train accident find out how the rescue team operates. Write details about their plans and surviving skills.
10. How would you find out about the safety from fire in your local market or shopping street? Who would you ask, and what would you find out? Do a survey and make an Information chart.
11. **What are the issues involved in the development of a global market? (approximately 850 words)**

Task 1

The question asks you to do two things: first to describe the development of the global market, and second to describe its main effects.

In your first paragraph, you will need to set the scene by describing briefly what the global market is. You should include some comment on the process of globalisation, and some reference to the changes that it has brought about in trade between areas of the world.

Then spend some time describing the effects of the global market before coming to a conclusion in which you sum up what you have said.



TEST QUESTIONS

Questions are commonly used in tests and these are more specific, related to thinking skills and facts, and can be responded to in a short time. The marks too are specified and the response is evaluated only on the aspects identified in the marking scheme. This needs to be mentioned as there is often a confusion whether spelling of terms and names in Social sciences needs to be marked in a social science answer. Well, yes, if the test is a formative test and it is intended that test takers should improve in spelling. This criteria may be dropped in a summative test if there is seen an improvement in spelling. This holds true for good writing, correct grammar and stating of examples etc. Essentially a social science teacher sees language development as a major area of social science expression and writing. Some questions here illustrate the range that questions can cover in thinking abilities

Knowledge based

1. How does a tornado occur?
2. What is the difference between conventional and non conventional energy resources ?
3. Explain the concept of separation of powers.

Opinion based

4. How does a society benefit by educated and healthy people?
5. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

Fact and inference

6. Minerals are easily identified by colour , but it is not always possible to make a correct identification. Why?

Understand and reason

7. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Multiple choice question formats can also be used effectively in formative evaluation. It is futile to have just 5 or 6 questions in a test which also has other forms of questions. Multiple choice type are most effective to evaluate all levels of thinking. However there are many stages of review and improvement before they can be used. There is really no point in using badly made multiple choice questions when better free response questions can be framed.

Some examples of multiple choice questions are given below:

1. The English philosopher John Locke argued that life, liberty, and property are
 - A natural rights that should be protected by government.
 - B political rights to be granted as determined by law.



- C economic rights earned in a capitalistic system.
 - D social rights guaranteed by the ruling class.
2. Between 1815 and 1848, the Congress of Vienna and the Concert of Europe suppressed nationalism by
- A ensuring a balance of power between nations.
 - B promoting democratic institutions.
 - C sharing colonies among the great powers.
 - D establishing international economic ties.
3. Gandhiji used his philosophy of nonviolent noncooperation in an effort to
- A form a Marxist government in India.
 - B convince his fellow Indians to support the Allies in World War II.
 - C persuade Pakistanis to separate from India.
 - D achieve India's independence from Great Britain.
4. In an area where a river has cut deep into Earth, there are several layers of very different rock exposed. The oldest rock layer is most likely to be the layer that is
- A below the other layers.
 - B the thickest layer.
 - C the most rich in fossils.
 - D igneous intrusive rock.

Projects, Exhibitions, Presentations, Debates and Group Discussions.

The other methods of assessment are those that can be classified as projects, exhibitions, presentations, debates and group discussions. It is suggested here that the group discussions and debates be a follow on after the assignments so that the ideas are well articulated. The worth of these ways of collecting and processing information cannot be denied. It provides space for children to gain in confidence, learn to be succinct and make any topic interesting and relevant to the world they live in.

A well-conducted debate facilitates the development of critical thinking, a paramount goal of education at any level. It stimulates student interest in investigating controversial contemporary issues and assists in greater mastery and retention of the subject material. It fosters appreciation of the complexity of public problems and tolerance of differences in the ways to go about solving them. The educational debate can improve oral and written speech composition and delivery. It provides opportunities for cooperative learning, class participation, and development of leadership potential



Whether it be a debate, an exhibition or a presentation it is important that evaluation includes the following aspects

1. **Selection of an issue** : Its relevance, the context whether social, political, or humanitarian, the purpose whether for information, awareness building or problem solving. For example Child labour in modern India - could be a topic that is to be taken. It could be an issue that has relevance in that particular school or community. Even if a child is not affected directly all children see child labour around them.. It is possible to encourage children to arrive at an understanding specifically with reference to the state policy and the issue of wages, etc.
2. **Break the issue into parts.** Once the learner has chosen the project there will have to be inputs given for the learner to delve further into. The issue needs to be broken into smaller parts for example the laws regarding child labour in the State, the conditions of work being done, some surveys and photographs of the life of the children in the shops, factories or as self employed persons, the role of Non governmental organisations, the role of the State, etc.
- 3 **A list of relevant vocabulary words associated with the issue needs to be given** so that the terms are not used loosely for example child rights, the meaning of abuse of children , the word juvenile and its social and legal meaning etc.

Pick readings , articles, photographs that will be accessible and also challenging is entirely up to the teacher and this should be done carefully keeping in view the child's capacity to read, and comprehend.

Have a culminating activity. There should be something that students do with their information about the event. This could be writing an informative or persuasive essay, working on a group presentation or project, engaging in roundtable discussions or debates, or any other ending activity. Perhaps students could write letters to the editor of a newspaper stating their position on an issue, or write responses to an editorial that they read, agreeing or disagreeing with the author.

When presenting a debate or making a presentation it is important that the learner

- Answers the Other Side's Arguments
- Make own Arguments Seem Important
- Use Evidence to Support one's ideas

In History for example a group discussion could be on the "The Declaration of Rights of Man and Citizen was historic not only for France but also for the entire world."

Pre-discussion preparation:

Teachers are to give the topic to the students a week in advance.

Children read from the textbook and collect additional information on various related aspects.



Discussion should be conducted under the following points :

- The background.
- Nature of the Declaration.
- Its impact on the polity, economy and society of France.
- Its impact on other countries with special reference to India.

Learning Outcome : The student will be able to :

- Comprehend the nature of the Declaration
- Analyse its impact on France and other countries
- Identify similarities between the Declaration of Rights and the Fundamental Rights in the Indian Constitution.

In Geography there could be a debate on "Ownership of forest areas are best left with forest dwellers".

This would be possible after a study of the textbook in Political Science, History, Geography, and newspaper articles on the condition of forest area dwellers today, mining development and its fall out, wild life conservation and related issues.

Exhibitions

Exhibitions ask students to demonstrate what they know by presenting the products of their work and defending the results of their learning. Exhibitions often combine several components, such as a research paper, portfolio, design product (a model, graphic, or dance), and an oral presentation. The best exhibitions are given before an audience of teachers, parents, classmates and/or community members, who examine and ask questions about the student's work and process. Knowing that their work will be publicly critiqued is a strong motivator. Preparing students for exhibitions requires teachers to focus on research, analytical and communication skills in the context of the content they are covering. The result is that students gain not only subject knowledge, but also the tools and self-confidence to demonstrate their knowledge in an authentic way.

Below is an evaluation rubric for exhibitions and or a poster exhibition or a power point computer presentations.

The exhibition emphasized, illustrated, or gave examples of, all of the major points in the written paper.

5 4 3 2 1 0

The exhibition demonstrated a depth of research on the student's topic and/or characteristics of learning other than reading and writing skills.

Give examples:



1.

2.

3.

5 4 3 2 1 0

The exhibition was visually appealing to the audience and enhanced the content of the report.

5 4 3 2 1 0

The exhibition demonstrated creativity and original thinking on the part of the student.

5 4 3 2 1 0

Power Point Presentation

The student used consistent formatting for titles and body copy on all slides in the PowerPoint Presentation or displays made. Title and body text size were clearly readable to the audience, and the use of font styles was not distracting to the presentation itself.

5 4 3 2 1 0

The student used color appropriately in the PowerPoint presentation so that text was easily readable (dark background/light text; light background/dark text) and graphic elements were coordinated into the color scheme.

5 4 3 2 1 0

Graphic elements, transitions, and sounds were used appropriately and were not distracting to the content of the PowerPoint presentation.

5 4 3 2 1 0

His/ her PowerPoint presentation was free of spelling and grammatical errors, with creative and appropriate use of language and narrative style.

5 4 3 2 1

PROJECT WORK ASSESSMENT

In the assessment techniques the project has an important place as it is given by every student and a long period of time is given to complete the same. The design of the project has to follow the same criteria as that of the debate. However the project must enable the teacher to be able to convey to the learner that the completion of the project is not the only aim but the process that s/he follows is very important. Often it is seen that the teacher allows the children to submit less than standard work, The teacher may in such a situation provide feedback and allow the student to submit again and show the child alternative ways to organize the work . It would be wrong to think that the project marks are a way to upgrade the poor score that the child already has in the tests etc. This is not entirely a correct view while



there is merit that the project must be judged on some very clear standards as listed here. It is also imperative that adults and teachers convey that they expect nothing but good work but all effort must be put to help a child too to achieve the standards.

The following table provides a rubric for Evaluation of a Project Work.

	Analysis	Disciplinary Concepts	Elaborated Written Communication
Excellent Work	Substantial evidence of analysis. Most of your work includes analysis. At least three statements indicate that you have successfully generalized, interpreted, tested, or synthesized specific information.	You have used social science concepts to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information. The use of ideas illustrates exemplary understanding.	You have provided substantial and accurate elaboration for two or more important statements. The details, qualifications, and nuances are expressed within an overall coherent framework intended for the reader, and relevant to the topic. The response is so rich as to be worthy of display as an outstanding example of writing in social science.
Meets Expectations	Moderate evidence of analysis. A central portion of your work contains analysis. At least two statements indicate you have successfully generalized, interpreted, tested, or synthesized specific information.	You have used social science concepts to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information. The use of ideas is somewhat limited and/or shows some flaws in understanding.	You have provided some elaboration for two or three important statements OR provided substantial elaboration for one statement. In either case, the details, qualifications, and nuances are expressed within an overall coherent framework intended for the reader, and relevant to the topic, and without major inaccuracies.



	Analysis	Disciplinary Concepts	Elaborated Written Communication
Approaching The standards set	Some evidence of analysis. A small, but not central portion of your work includes analysis. At least one statement shows you have successfully generalized, interpreted, tested, or synthesized specific information.	You have included social science concepts, but their use is significantly limited and/or shows significant flaws in understanding	You have provided reasonably accurate elaboration for at least one important topic.
Unacceptable work , needs to be redone	No evidence of analysis. Almost all statements consist of recording or reporting specific information, without evidence of you organizing it or reflecting on it; OR virtually all analysis offered is unsuccessful or in error	Your work includes virtually no social studies concepts, or the use of any that are included shows almost no understanding.	You provide virtually no information or provide only disjointed details. OR, you provide discrete claims, broad generalizations, slogans, or conclusions, but none are elaborated.

All of us who are involved with teaching must understand the importance of the whole system and the need to be ethical and integrated as evaluators. Unless and until each step and stage of the assessment process is followed carefully it would be a useless exercise resulting in a waste of time. The evaluation report is now based on a wider sample of work and hence would be more reliable. Its validity will be the fairness of the report about the child's capability and pace of progress.

Integrating the different assessment techniques to evaluate the learner

The most important part of having so much evidence of the child's learning through assignments, unit tests, projects, debates, exhibitions, is that developing some of the qualities of inquiry, investigation, reasoning and organizing can be verified. The continuous evaluation (unit tests, assignments, and other formative techniques of assessment) would provide a basis for organizing the remedial inputs.

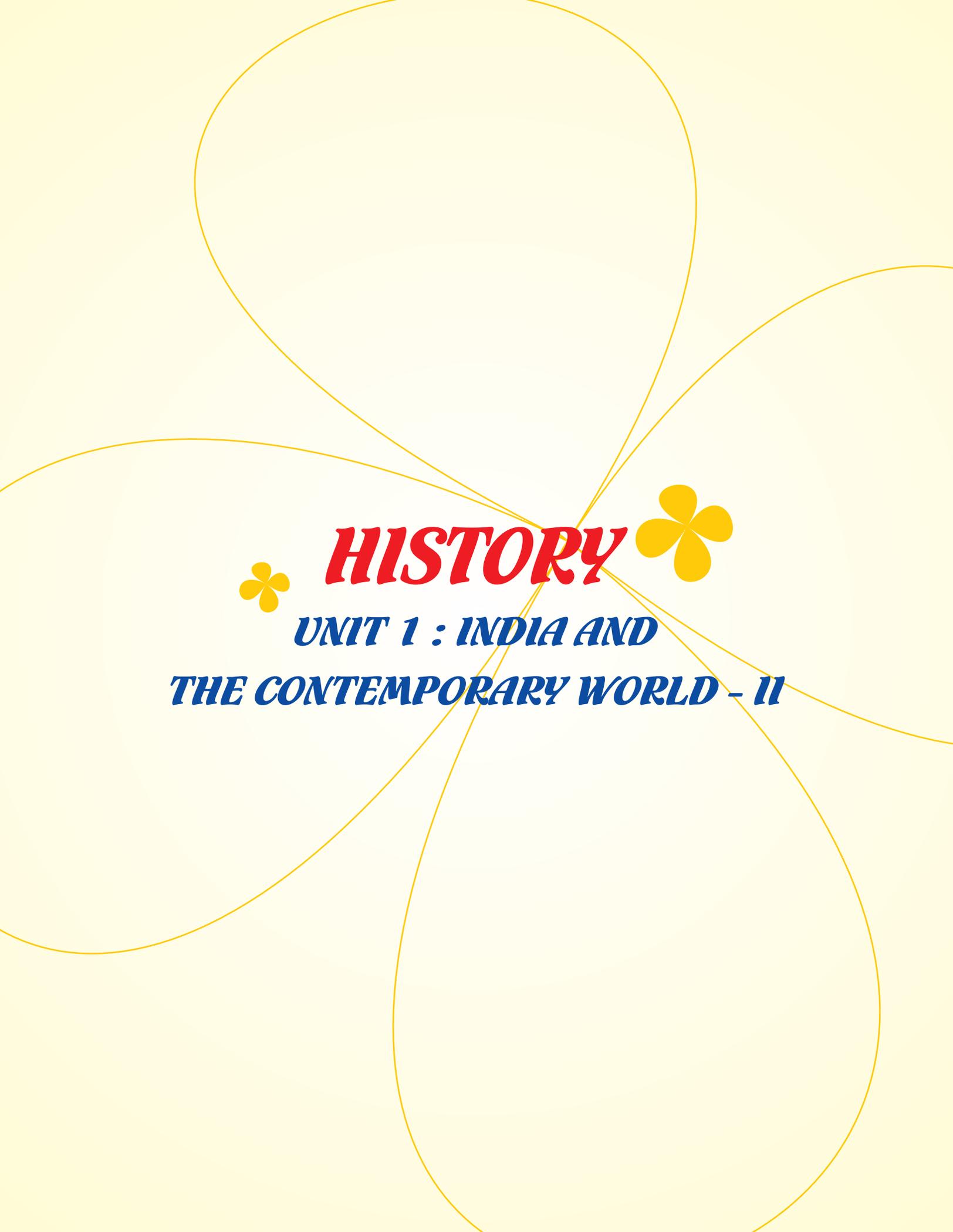


With such evidence about the development of the faculties, it would now be possible to use the summative evaluation more as a means to rank, promote and select. The raising of the standards of the learning would be consciously done herein, as there would be more opportunity to create thinking opportunities in a learning class room and not just create a stressful examination

As suggested earlier, teachers collect considerable information, both objects, reports, project books and observation based on direct interaction, and do make portfolios year to year to update student progress. More structured portfolios, explicitly connecting teacher understanding about curriculum, evidence, profiling and updating, to monitor progress over time could focus teacher's attention on the nature of information that is being collected, and permit a more focused and systematic approach to enable teachers, students and parents access to a body of assessment evidence showing progression (regression or stabilising) over time.

A word of caution about keeping the evaluation standards reliable It is a fact that an analysis of results in these subjects for the years 2006 and 2007 examination indicated that the internal assessment by many teachers in different schools in respect of a very large number of students bears very little correlation to the levels of learning outcomes as judged by their performance in Board Examination in the corresponding subjects. The Board has viewed this phenomenon with grievous concern since it renders the fundamental merits of the change in paradigm questionable. This defeats all good objectives that motivated these interventions. Instead of establishing that the internal assessment has been continuous and comprehensive it has manifested a very huge divide by failing to reflect the internal efforts of the school in the external result. Personal monitoring of the process of internal assessment on the part of head of the school will certainly add immense value to this academic endeavor of utmost significance and importance.





HISTORY

***UNIT 1 : INDIA AND
THE CONTEMPORARY WORLD - II***

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THE CONTEMPORARY WORLD - II

CHAPTERS

TERM-I April - September 2010

Section-II : Livelihoods, Economies and Societies

Any Two

- 4 The Making of a Global World.
- 5 The Age of Industrialisation
- 6 Work, Life and Leisure.

Section - III : Every day Life, Culture and Politics.

Any one

- 7 Print Culture and the Modern World
- 8 Events and Procedure es

TERM-II

Section-I : Events and Processes

Any One Of Chapters 1 And 2, Chapter 3 Is Compulsory

- 1 The Rise of Nationalism in Europe
- 2 The Nationalist Movement in Indo-China.
- 3 Nationalism in India

CHAPTER 4

The Making of a Global World

Introduction

In this chapter, the teacher will focus on the meaning and nature of globalization. S/he will trace the pattern of globalization in ancient as well as in the modern world and explain (a) the nature of expansion and integration of world market in 19th and 20th century, (b) trade and economy between the two world wars and shifts after 1950s. The teacher will also sensitize the students to implications of globalization for livelihood patterns through a case study of post war international economic order (1945 to 1960s).

Learning outcomes

After the lesson is taught the students should be able to

- ✿ Comprehend that globalization has a long history.
- ✿ Understand the meaning and pattern of globalization;
- ✿ Analyze the implication of globalization for local economies;
- ✿ Trace how globalization had been experienced differently by different social groups.

Tools of Formative Assessment

The teachers are free to use any well planned and innovative tool to reinforce teaching or to assess the student's performance. Given below are the various examples of formative assessments which would help the teacher in making teaching effective and interesting.

Recapitulation Questions

1. Use the clues and give one word answers.
 - i. A disease which was more powerful than weapons
 - ii. A fabled city of gold
 - iii. Fusion music popular in Trinidad
 - iv. South American food which became a staple food in Europe
 - v. Devastating cattle disease
2. Match the words in column 'A' with suitable options in column 'B'

A	B
Silk routes	Institution set up to finance postwar reconstruction
G-77	Carnival in Trinidad
Canal colonies	Pre-modern trade links
World Bank	Countries demanding a new international economic order
Hosay	Semi-desert wastes in the Punjab transformed by irrigation



3. Give the correct answer for the incorrect statements
 - (a) Cowries were a form of currency in the ancient world.
 - (b) With the introduction of Corn Laws, food could be imported cheaply into Britain.
 - (c) The system of hire purchase led to a growth in the purchase of consumer durables.
 - (d) During the nineteenth century Indian manufactured goods flooded the British markets.

4. Short Answer Questions
 - (a) Examine the impact of the discovery of the sea route to America by Christopher Columbus on the rest of the world.
 - (b) Discuss the impact of globalization on the following: economy, culture and sports.

Reference : Read the chapter on globalization in your economics text.

- (c) Examine different factors which led people to migrate to the continents of America and Australia in the nineteenth century.

Ask your friend : How long has your family lived in the present town? If they have migrated to the present location, which factors prompted them to do so.

Do the same exercise with your parents.

Individual and group Activities are important as these help the students to enhance their learning by doing and increase student involvement

Activity 1: Field Trip

Learning Outcomes :

The teacher will organize a visit to a factory which manufactures goods on assembly. The selected students who visit the factory will be able to do the following :

- ✿ get a firsthand experience of assembly line method;
- ✿ comprehend the Procedure of assembly line method;
- ✿ develop the skill of collating data and reporting.

Procedure :

- ✿ Observe the Procedure of production
- ✿ Find out the wages of the workers. Talk to them to find out their working conditions.
- ✿ Find out from the employer the Labour Act and provisions which they should follow.
- ✿ Make field notes.
- ✿ Write a report on their factory visit.

The Supplementary activities

- (a) The students can prepare a Power Point presentation showing each stage or the method.

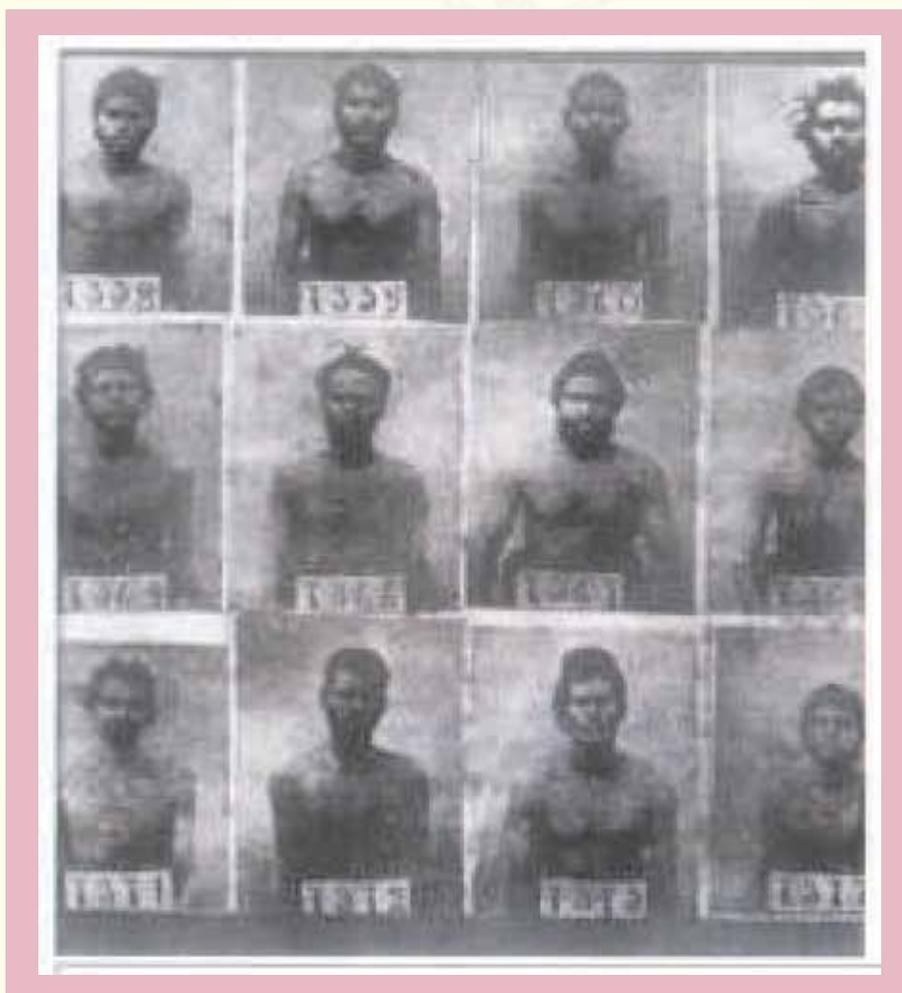


(b) Some can show the same by means of a flow chart.

- ✿ After collecting reports from all students, the teacher will discuss the main findings of the visit in the class.

Activity 2: Picture Comprehension

- ✿ This activity will enable the students to learn the importance of individual identity in one's life.
- ✿ Develop creative expression.
- ✿ Develop empathy.



- ✿ On the basis of this picture imagine yourself to be an indentured labourer - number 7367. You have now grown old in Trinidad.
- ✿ Write a letter to your grandson telling him about your emotions when you lost your name and your identity was just a 'number'.



Assessment Criteria

This activity may be given to all students of the class. The letters would be assessed by the teacher on the following criteria :

- ✿ Creative expression
- ✿ The ability to understand the importance of having an individual identity.

Activity 3: Collage Making**Learning Outcomes :**

By doing this activity, the creative talent of the students may be displayed. The students will be able to :

- ✿ Identify the multinational companies.
- ✿ Understand the impact of globalization on the psyche of the people.

Procedure :

The teacher will direct the students to:

- ✿ Collect pictures/ wrappers of products manufactured by multinational companies in India.
- ✿ Categorize pictures depicting their popularity
- ✿ Present them artistically.

Assessment Criteria :

Assessment will be done on following :

- ✿ Wide coverage to products manufactured by multinationals in India.
- ✿ Impressive presentation.

Activity 4 : Project (Group activity)

Topic : Globalization in the 19th century

Major pointers :

- a. Flow of trade (especially goods)
- b. Flow of labour (migration)
- c. Movement of capital (both short term and long term investments across continents)
- d. Each area could be taken by a group of 5/6 students.

All groups give presentation to the class along with the material they use (say, pictures of goods, maps / sketches, pictures with titles given by them followed by reports about them). Power point presentation can also be prepared if infrastructure is available.



**Teacher support :**

- ✿ Identifying the areas of work under each head (for example, role of technology, say a refrigerated ship).
- ✿ Working with each group in helping them decide the content and helping them procure material through library.

In cases where the resources in the school are limited, focus on the text and pictures and their interpretation. This is also to fight the perception among students that collecting more information is more learning. Besides maximum utilization of the text and discussion, the students should also be encouraged to explore on individual level to collect information about any given project.

Activity 5 : Learning through Maps

Familiarizing students with Atlas by various fun activities and extension of the text information will help them develop their spatial skills. They start questioning and slowly develop an understanding of the settlement patterns, migration, impact of abundant/limited natural resources and their impact on human beings. This exercise also helps them look at Atlas as one basic source and try to see the information given in other textbooks of social sciences (e.g. mapping contemporary globalization in economics and in geography).

Learning Outcomes :

After doing this exercise, the students will be able to do the following :

- a. Observe the boundaries;
- b. Watch coverage of 'weather' in a few channels (assuming that children have access to television). If this is not possible in case of some schools, this can be skipped.
- c. What is the pattern of boundaries of any continent / country / district?
- d. Do you see the same pattern within the fig.10?
- e. Guess the reasons for using different colours for different countries.
- f. Guess the reasons for using different colors and various shades? (Go back to Atlas)

Assessment Criteria

Student's responses may be assessed on following criteria :

- ✿ Ability to study maps
- ✿ Ability to identify relevant matters and compare with similar maps;
- ✿ Understanding of national resources, boundaries, settlement pattern, etc.

Follow up

If the teacher finds any shortcoming in the group, s/he should take a little time out to explain necessary points.



The Age of Industrialization

CHAPTER 5

Introduction

In this chapter, the teacher will explain the factors and forces that helped in the emergence of industrial age. S/he would comment upon the distinction between the forms of industrialization in Britain and in India. The students would be sensitized to relationship between handicrafts and industrial production and formal and informal sectors. The teachers would also help the students to understand the nature of livelihood of workers through case studies.

Learning Outcomes :

After reading the lesson, the students will be able to

- ✿ Discuss two patterns of industrialization, one in the imperial country and another in India, a colony.
- ✿ Trace relationship among different sectors of production
- ✿ Distinguish between impact of industrialization on England and on India.

Some questions are given below as examples to help the teacher make many more innovative questions and activities. These make the teaching flexible and interesting.

1. Strike the 'odd one' out from the following :

- a. Skinning Jenny
- b. Flying shuttle
- c. Dyer bucket
- d. Water frame

Note : Give the reason for your choice of 'odd one'.

2. Match the term in column 'A' with suitable remarks given in column 'B'

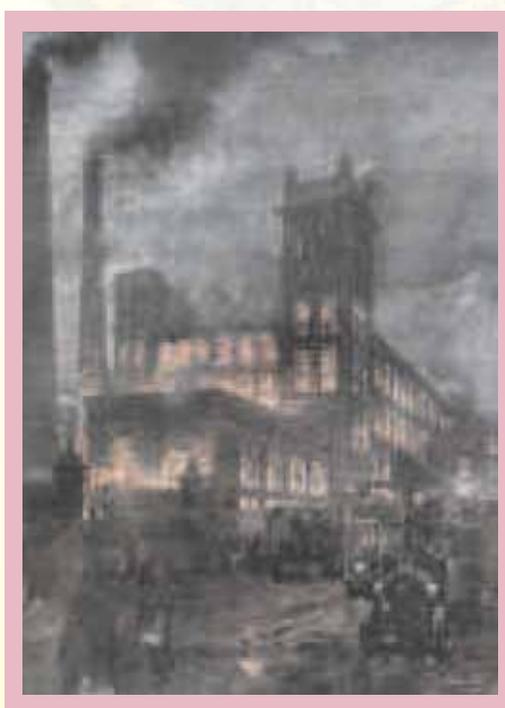
	A		B
a.	Sepoy	i.	A person employed by the company to recruit workers
b.	Orient	ii.	Association of craftsmen or merchants for supervision and control of quality of crafts.
c.	Gomastha	iii.	The countries to the east of Mediterranean
d.	Guild	iv.	Indian soldier of the British army
e.	Jobber	v.	An official appointed by the company to work as its agent to supervise wearers and collect supplies.

3. Write true (T) or (F) false in the space provided along side.

- (a) Manchester merchants began selling cloth to India.
- (b) Dwarka Nath Tagore was an early entrepreneur of Bombay.
- (c) In North India, the Elgin Mill was set up at Kanpur.
- (d) The first cotton mill was set up in Bombay in 1820.

Short answer questions

- 4 Identify the two most dynamic industries in Britain in the early phase of industrialization. What would be the most plausible reason for the growth of these industries?
- 5 How did East India Co. try to eliminate existing traders and brokers from cloth trade? Do you think these practices are still prevalent in some areas in Indian trade? Give examples.
- 6 Analyze the reasons for improved production of Indian handicrafts and increased productivity in the early decade of 19th century.
- 7 Trace the relationship between the American Civil War (1860) and increase in export of Indian raw cotton to England.
- 8 After the First World War, why did Manchester fail to recapture its old position in Indian market? Identify the major reasons.
- 9 On the outline map of India shade the areas which come under the Carnatic and Bengal.
- 10 Show the thriving Indian cotton trade before the age of machine industries on a map of Asia.
- 11 With the help of a flowchart, explain the role of Indian bankers and merchants.
- 12 With the help of the pictures given in the text, summarize the major ideas of the age of industrialization. Give your own headings for the pictures which convey the essence.



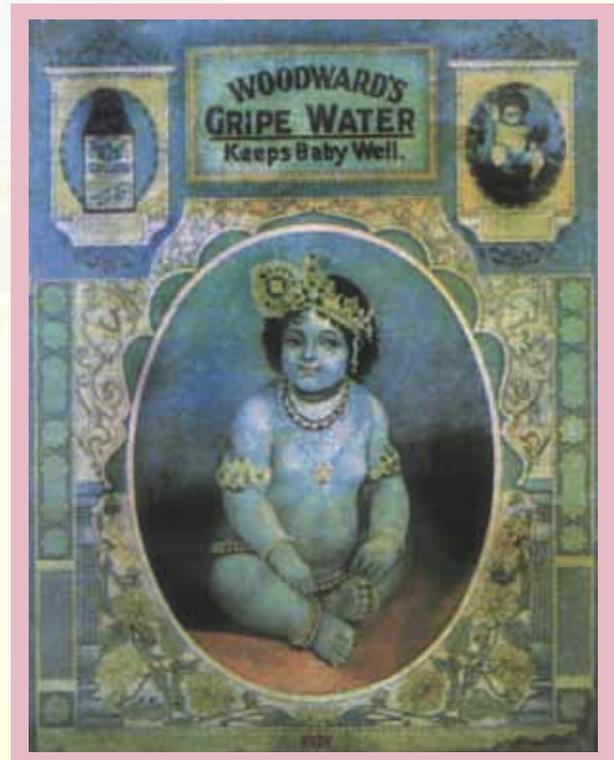


- Give a title to both the pictures if you were a reporter in 19th century England.
- What would be your titles if you were reporting about the same pictures in 2010? In both the cases write a brief report on the pictures.

Activity 1: Picture Comprehension

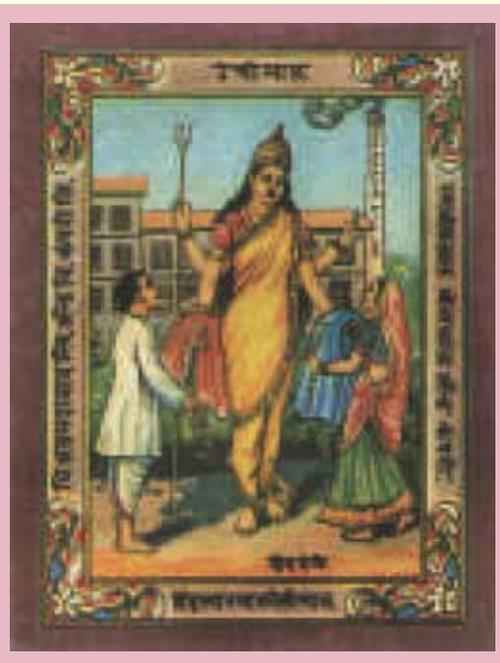
Gripe water calendar of 1928 by M.V. Dhurandhar

The image of baby Krishna was most commonly used to popularize baby products.



An Indian mill cloth label;

The goddess is shown offering cloth produced in an Ahmedabad Mill and asking people to use things made in India.



Sunlight soap calendar of 1934.

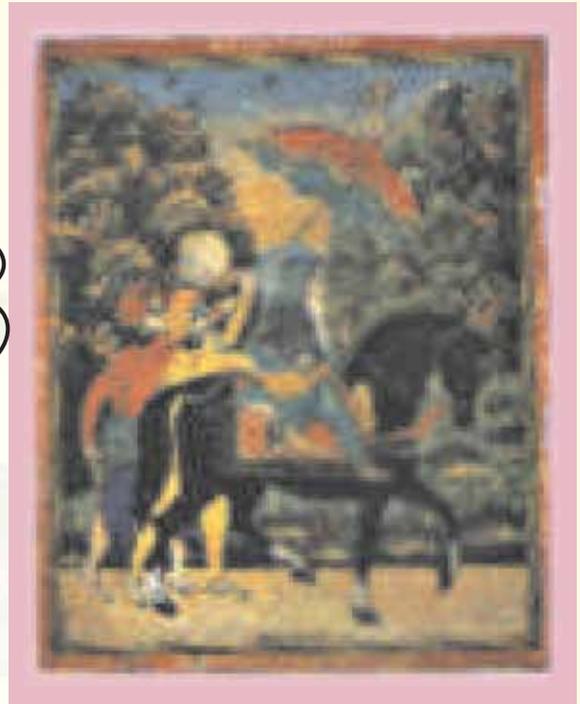


Here God Vishnu is shown bringing sunlight from across the skies.

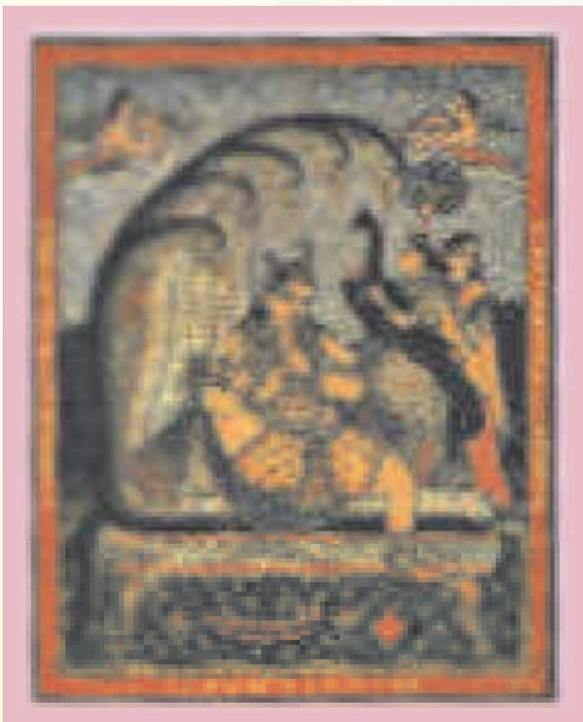


Manchester labels, early twentieth century :

Images of numerous Indian gods and goddesses -Kartika, Lakshmi, Saraswati - are shown in imported cloth labels approving the quality of the product being marketed.



Maharana Ranjit Singh on a Manchester label.



Historic figures are also used to create respect for the product.





Learning Outcomes :

After completing the task the students will be able to

- ✿ identify the common features of these advertisements
- ✿ comprehend the probable reasons for selecting these images for advertisements
- ✿ explain the advantages of advertisement
- ✿ point out the differences between earlier and present day advertisements.

Procedure

Look carefully at the various pictures of advertisements given on page 124 from Fig 25 to 28 and answer the following questions.

- a. What is the common feature in these advertisements?
- b. What could be the probable reasons for using these images or figures?
- c. Do you think that advertisements really help in increasing the sale of the product?
- d. Identify the differences between the techniques and content of advertising between earlier and present strategies.
- e. Which pictures / images are used in contemporary India to sell baby products? List a few products.
- f. "When Indian manufacturers advertised the nationalist message was clear and loud." (Ref. : pg. 125)
 - (i) What do you understand by the 'nationalist message'?
 - (ii) Do you think the Indian manufacturers today would use 'nationalist message' to sell their products? If they were to use would it be effective?

Assessment on the basis of learning outcomes. Follow up whenever necessary.

Activity 2 : Debate

Topic : "Industrial Development vs. Environmental Protection".

Learning Outcomes :

After the debate the students will

- ✿ Have clearer understanding about industrial development and need for environmental protection.
- ✿ Develop oratory skills.
- ✿ Learn to express opinions and appreciate diverse views.
- ✿ Develop analytical skill.

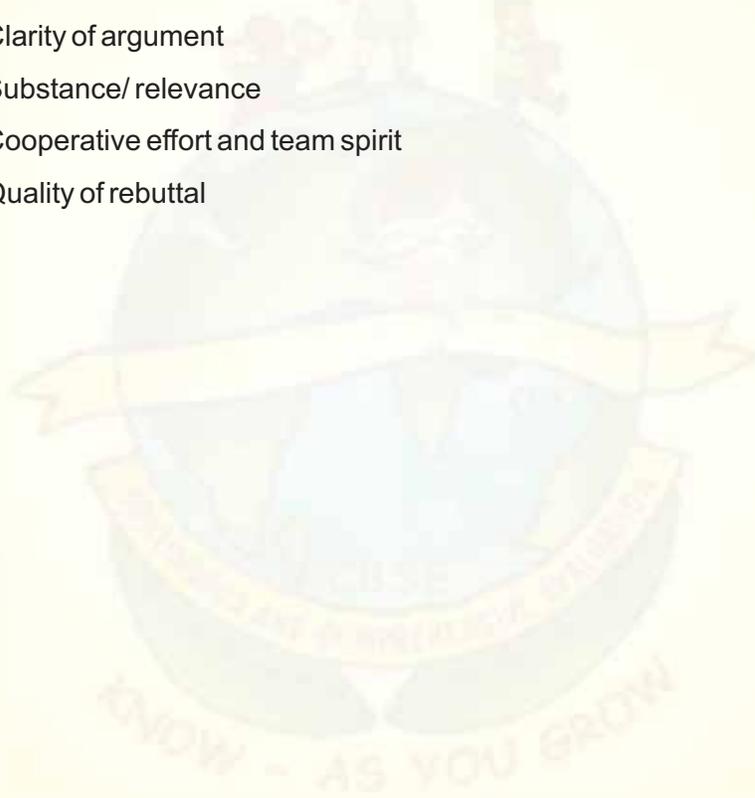
Procedure

The students of the class are to be divided into 5 to 6 groups.

- ✿ Each group will be assigned specific responsibilities such as collection of data, information, charts, photographs, etc.
- ✿ They can help the speaker by giving their inputs.
- ✿ Each group should select two speakers, one to speak for the motion, one against it, on behalf of the whole team.
- ✿ Other members of the group can participate through rebuttal.

The teacher can act as the moderator. The team of three judges (other teachers are invited) may judge on the following parameters shared with the students in advance:

- a. Clarity of argument
- b. Substance/ relevance
- c. Cooperative effort and team spirit
- d. Quality of rebuttal



CHAPTER 6

The Making of a Global World

Introduction

In this chapter the teacher will focus on

- (a) Patterns of urbanization
- (b) Migration and growth of towns
- (c) Social change and urban life
- (d) Merchants, middle classes, workers and urban poor.

The teacher will teach the pattern of urbanization of 20th century London and Bombay through case study. S/he will explain the role of leisure and entertainment in urban life.

Learning Outcomes :

After reading through this chapter a student will be able to:

- ✿ Distinguish between the pattern of urbanization in London and Bombay;
- ✿ Comprehend that urbanization and industrialization complement each other;
- ✿ Appreciate the need for leisure and entertainment in urban life;
- ✿ Learn about planned development of cities.

Note : Some objective type and short answer questions have been provided below to be used as simple tools for recapitulation of the lesson taught. The teacher can prepare similar interesting questions for quick testing or class quiz.

Thought provoking short answer questions help in developing skill of reasoning and in developing analytical skills.

1. Write true or false. Replace the wrong answer with the right answer.
 - a. Ancient cities could develop only when there was surplus food supply to support non-food producers.
 - b. In the late 18th century, a large number of women were employed in factories.
 - c. There was a widespread fear of social disorder after the Russian Revolution of 1900.
 - d. The principle of garden city was developed by Haussmann.
 - e. The first section of underground railways was opened on 10th January, 1863, between Paddington to Farrington Station in London.



2. Match the following terms / names of column 'A' with suitable option from Column 'B'.

A		B	
a.	Hausmann	1.	Made the first Hindi movie
b.	Bombay	2.	A large densely populated area of a state or country
c.	Metropolis	3.	Beautified the city of Paris.
d.	Akhara	4.	Was known as the city of dreams
e.	Dadasaheb Phalke	5.	Traditional wrestling ground

3. Quiz Questions

- By whom was Debganer Martye Aagaman written?
- What is the name of the reform movement against alcoholism?
- By whom was the Garden city of New Earswick designed?
- By what name was the multistoried structure divided into smaller one room tenement known?
- Who is the author of 'Dombey and Son' written in 1848?

4. Short answer questions

- Establish relation between industrialization and rise of modern cities in England.
- Who were listed as criminals by Henry Mayhew and why were they called criminals? What steps did the authorities take to discipline them?
- Explain the steps taken to decongest the city of London in 19th century?
- What were the reasons for the increasing concern of the city dwellers for providing houses for the poor? To what extent were these philanthropic in nature?
- How did the working population of London prove to be both a threat and an opportunity?

5. Write your impression of any city you visited.

Suggestions: It should include the following

- ✿ Transport
- ✿ Cleanliness
- ✿ Entertainment
- ✿ Economic activity
- ✿ Occupations
- ✿ Clothes
- ✿ Landscape



6. Look at the figure given below:



- Explain the change visible in the given figure?
- What could have been the reasons for this change?
- What could have been the consequences of this change?
- What could have been the pressures faced by the local government?

Encouraging students to construct from their guesses and also base it on the text they read is an effective pedagogic approach. They can see that there is space for thinking and interpretation.

Suggested Activities.

Activity 1 : Narrative Writing

Topic : Women in London

Task - Imagine yourself to be a woman in the 19th century London. In a narrative describe the changes you have seen in your lifetime.



Learning outcomes :**By means of this activity a student will be able to**

- ✿ Comprehend the living condition of a woman in 19th century London.
- ✿ Develop power of observation and creative expression.
- ✿ Develop the ability of logical presentation.

Procedure

All the students would be asked to write the narrative. After 30 minutes the teacher will collect the narratives from all students.

After assessing the teacher may select five interesting narratives and read them out in class. The teacher can then organize a general discussion on different views expressed in the narratives.

Assessment :

Teacher will assess all students of the following criteria:

- ✿ Quality of the narrative
- ✿ Creative expression
- ✿ Knowledge about the life of women of 19th century London.

Activity 2: SURVEY**Community as the source****Learning Outcomes :****By doing this activity, the students will be able to :**

- ✿ Create awareness about surroundings
- ✿ Develop the skill of conducting survey and collection of data
- ✿ Develop the analytical skill and reporting procedure (refer to guidelines)

Procedure**The students will conduct a survey on the basis of the following points :**

- ✿ Look around. Identify the occupations you see in your city / town. What kind of skills do the people practicing these skills have?
- ✿ Identify low-skilled labour from your list.
- ✿ How important is this particular skill for a smooth life?
- ✿ Do they have regular / round the year employment?
- ✿ What are the needs and demands of these groups?

This can be done in groups. A common write-up shared with the other groups. This should be followed by discussion.



Activity 3 : Flow Chart

Learning Outcomes :

This activity will enable the students to

- ✿ Collate relevant facts,
- ✿ Develop organizing and presentation skills,
- ✿ Understand the complex Procedure of urban development.

Procedure

The students will prepare a flow chart explaining the various stages of emergence of Bombay as a major city. Highlight the reclamation projects, population patterns, major industries and so on. The students may display the same through power point presentation.

Activity 4 : Poem Reading & Comprehension

'The Many Sides of Bombay'

My father came down the Sahyadris

A quilt over his shoulder

He stood at your doorstep

With nothing but his labour

...

I carried a tiffin box
to the mill since childhood

I was cast the way

A smith forges a hammer

I learned my ropes

Working on a loom

Learnt on occasion

To go on strike

My father withered away toiling

So will I, and will my little ones

Perhaps they too face such sad nights

Wrapped in coils of darkness

The students may be asked to answer the following questions :

- ✿ What overall impression does this poem give?
- ✿ According to the poet what kind of life does a migrant lead in Bombay?



- ✿ What future does the city hold for the next generation?
- ✿ Do you think that the condition depicted in the poem is expected for all migrants?
- ✿ Does the city of Bombay today reflect social mobility in all walks of life?

Activity 5 : Map study

Procedure

- ✿ Teacher should provide the map / sketch of their city / village / metro.
- ✿ From the map provided, familiarize the students with symbols used, physical features and landmarks of their locality.
- ✿ More such maps of different cities could be collected as a resource material and questions framed to interpret the information provided.
- ✿ Use the maps provided in other social science textbooks.

Activity 6 : Group Discussion

Topic

Feasibility of state intervention in personal matters of citizen.

Learning outcomes :

This activity will enable the students to :

- ✿ Think logically,
- ✿ Analyze and appreciate others' views;
- ✿ Express opinions;
- ✿ Develop critical thinking skills and reasoning.

Procedure

Read the excerpt from Box 2 page 147 from your text.

"In 1986, in the National Day Rally speech (in Singapore) Lee Kuan Yew's recalled his experiments with planning - "...we would have made economic progress, if we had not intervened on very personal matters: who your neighbour is, how you live, the noise you make how you spit or what language you use. We decide what is right. Never mind what the people think - that is another problem" (excerpt from box 2 page 147).

The reading of the passage clearly indicates that the beautiful city of Singapore is the result of state intervention in personal matters.

Note : The teacher can use this paragraph to initiate a lively group discussion on the feasibility of state intervention in personal matters of citizens. To what extent a government can intervene? Where should the line be drawn and what is the relevance of this in a large country like India? Children should be encouraged to make notes for further discussion later.

(Read the guidelines and parameters given for group discussion)



CHAPTER 7

Print Culture and Modern World

Introduction

In this chapter, the teacher will focus on the history and development of print culture in Europe and explain and trace the growth of press in India. The teacher will also establish relationship between print culture, public debate and politics.

Learning Outcomes :

After reading this chapter, the student will be able to:

- ✿ learn about the history of development of print in Europe;
- ✿ comprehend the role and impact of print revolution;
- ✿ establish link between print culture and circulation of ideas;
- ✿ get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper debate on important events and issues of the past.

Note : Some objective type and short answer questions are given below to use as a base for making further questions and activities to make lesson interactive and interesting.

I. Match the names /terms given in Column A with suitable statement in Column B

A		B	
a.	Martin Luther	i.	Formed by Roman Catholic Church for trying heretics
b.	Inquisition	ii.	Brought out Bengal Gazetteer
c.	Gangadhar Bhattacharya	iii.	Author of Ramcharitmanas
d.	Ram Mohan Roy	iv.	Protestant Reformation
e.	Tulsidas	v.	Published Sambad Kaumudi

II. Mark the incorrect response and then replace these with correct only:

- a. Batala in Central Calcutta was well known for publishing less expensive books.
- b. Rashundari Devi wrote an autobiography known as 'Amar Jaban'.
- c. Pandita Ramabai, a Bengali author wrote about the miserable life of the upper class women.
- d. Kashibaba, a Kanpur Mill worker wrote 'Chhote aur Bade ke sawal' in 1938.
- e. The Vernacular Press Act was passed in 1878.



- III. Quiz (can be an oral or written exercise)
- Who wrote *Gulam Giri*, which criticized the injustice of caste system?
 - By whom was the first Printing press set up in Goa?
 - On what material were the manuscripts written in ancient India?
 - By what name were the cheap penny books known in England?
 - Who was the first Governor General who encouraged publication of newspapers in India?
- IV. Short answer questions
- How did the print culture help in increasing condition for the French Revolution?
 - Analyze the reasons for the increasing involvement of women in reading and writing books.
 - Invention of printing press by Johann Gutenberg led to revolution in the realm of ideas. Justify.
 - Why was there a strong criticism from some scholars against indiscriminate publication of all types of books?
- V. Source based questions

Read source and answer the questions that follow :

This is how Mercier describes the impact of the printed word, and the power of reading in one of his books.

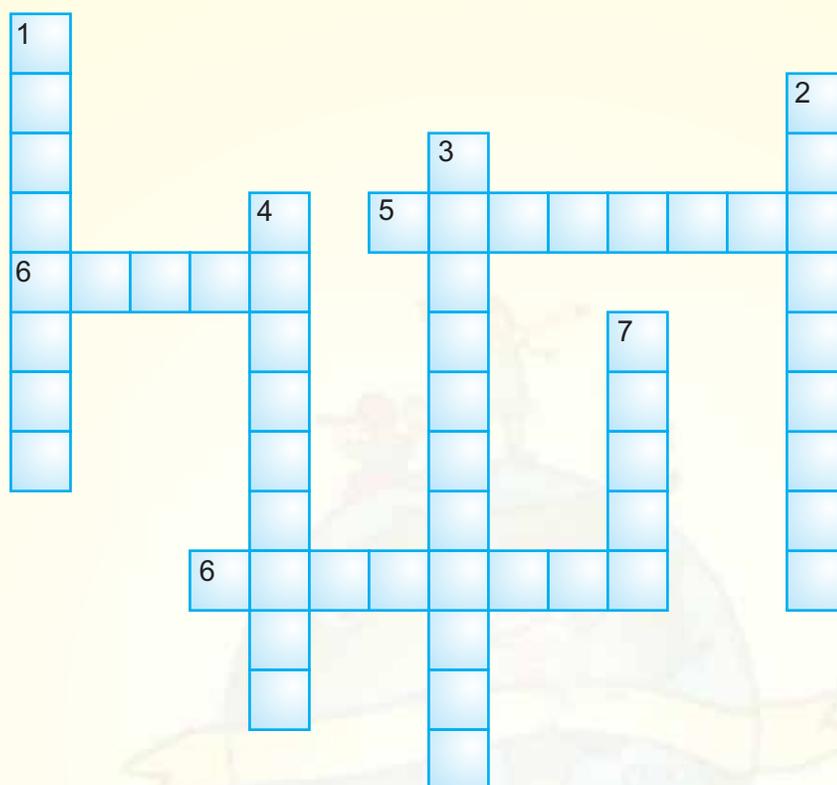
'Anyone who had seen me reading would have compared me to a man dying of thirst who was gulping down some fresh, pure water ... Lighting my lamp with extraordinary caution, I threw myself hungrily into the reading. An easy eloquence, effortless and animated, carried me from one page to the next without my noticing it. A clock struck off the hours in the silence of the shadows, and I heard nothing. My lamp began to run out of oil and produced only a pale light, but still I read on. I could not even take out time to raise the wick for fear of interrupting my pleasure. How those new ideas rushed into my brain! How my intelligence adopted them!'

- From whose writing is this source taken?
- With whom does the author compare the reader of books?
- How does the author describe the state of a voracious reader engrossed in reading?
- From this passage what attributes of a reader are highlighted?

Different activities are suggested here to make teaching interesting and flexible. Activities help learning by doing and increase student involvement.



Activity 1 : Cross word puzzle



Complete the empty grid with clues provided below to solve the puzzle.

Clues**Down**

5. The oldest Indian language
6. Legal scholar of Islamic law.
8. Name of a French Philosopher.

Across

1. The name of a colonial official who introduced English education in India.
2. The name of the inventor of printing press
3. Stylized decorative writing
4. Italian explorer who visited China and India in 13th century.
7. The first printed book in Europe



Activity 2 : Picture comprehension

J.V. Schley, L'Imprimerie, 1739

**Learning outcomes :**

This activity will enable the students to

- ✿ Explore the ideas behind artist's imagination;
- ✿ Understand the relationship between the painting and themes;
- ✿ Develop the creative talent of the student;
- ✿ Identify various objects present in the painting.

Procedure :

This is one of the many images produced in early modern Europe, celebrating the coming of print. You can see the printing press descending from heaven, carried by a goddess. On two sides of the goddess, blessing the machine, are Minerva (the goddess of wisdom) and Mercury (the messenger god, also symbolizing reason). The women in the foreground are holding plaques with the portraits of six pioneer printers of different countries. In the middle ground on the left (figure encircled) is the portrait of Gutenberg.



The students will study the picture and answer questions based on the picture:

- What event is being celebrated in this painting?
- From where and by whom was the printing machine brought according to the painter?
- Which two goddesses blessed the event and why?
- Why do you think, were these goddesses chosen by the painter for blessing the event.
- Identify and mark the picture of Gutenberg in the painting.
- Name the person who perfected printing machine in New York.
- Discuss the significance of the print media in intellectual development.

Work in pairs; Ask students to frame 5 questions which they want to ask their classmates.

Activity 3 : Debate

Topic:

"The Future of Reading"

OR

"Print media or Electronic Media"

Learning Outcomes :

By doing this activity the students will be able to develop:

- ✿ Oratory skills
- ✿ The organization of facts,
- ✿ Logical expression,
- ✿ Reasoning skill.

Procedure :

The students of class should be divided into 5/6 groups. Two speakers from each group will be selected to speak for and against the motion

Assessment criteria

Student of each group will be graded on the following points :

- Clarity of argument
- Content relevance
- Cooperative effort
- Quality of rebuttal

Follow up

At any point, if the teacher feels that there is a lack of understanding at any point; the teacher should follow up with a remedial activity.



Novels, Society and History

CHAPTER 8

Introduction

In this chapter the teacher will focus upon the emergence of novel in the West. S/he should explain that novels are the most modern and popular form of literature. The teacher will also highlight the relationship between the novel and the changes in modern society. The teacher will also discuss early novels in 19th century India and also explain how novels reflect a picture of contemporary society. The chapter also deals with the contribution of women authors both in the west as well as in India.

Learning Outcome :

After reading the chapter, the students will be able to

- ✿ trace the history of emergence of novels as a form of modern literature
- ✿ show that these novels reflect historical and social changes and shape the forces of change
- ✿ get familiarized with some of the ideas of writers who have had a powerful impact on society
- ✿ get acquainted with the names of well known authors and their works.

Here are some objective type and short answer questions for quick recapitulation. The teacher may use the following questions as base to generate more innovative questions to recapitulate students learning:

1. Identify famous characters from novels (mentioned in your textbook), after reading the following clues. Write the name of the character, the name of the novel and the name of the author etc.
 - a. He is a blind 'untouchable' beggar who struggled against the forcible take over to his land and for setting up a tobacco factory.
 - b. She is an intelligent and educated upper caste woman who challenged the existing practices and married an educated man outside her caste.
 - c. He was shipwrecked on an Island, rescued a native, and named him 'Friday', without even bothering to ask his name.
 - d. He was a successful and independent minded grain merchant who had his own style of conducting business.
 - e. She was an independent and assertive young girl who challenged the hypocrisy of elders.



2. Match the names of the books given in column 'A' with the names of author in column 'B'

A		B	
a.	Kadambari	i.	Bankim Chandra Chattopadhyay
b.	Pariksha-Guru	ii.	Rokeya Hossein
c.	Sewasadan	iii.	Banabhatta
d.	Durgeshnandini	iv.	Srinivas Das
e.	Padmarag	v.	Premchand

3. Strike the odd one out and explain your rationale:

(a)

- (i) Jane Austen
- (ii) George Eliot
- (iii) Charlotte Bronte
- (iv) Thomas Hardy

(b)

- (i) Germinal
- (ii) Oliver Twist
- (iii) Hard Times
- (iv) Treasure Island

4. Short answer questions :

- (a) Examine the reasons for increasing popularity of novels in 18th century.
- (b) Do you like serialized novels better than regular novels? If so give the reasons for it. If not, why?
- (c) To what extent do the novels reflect the condition of contemporary society? You can give example from the description given in your text.
- (d) Source based question

"Dear children, don't read these novels, don't even touch them. Your life will be ruined. You will suffer disease and ailments. NO. No. You must become mothers; you must lead happy lives; this is the divine purpose."

This extract is from a Tamil essay published in 1927.

Read the passage and answer the following questions :

- * Which group of children is being addressed in the passage?
- * Examine the nature of happy lives mentioned by the author.



- ✿ In your opinion, what were the real reasons for dissuading these children from reading?

Here are some suggested individual as well as group activities. These are planned to make learning more interesting, effective and interactive.

Activity : 1

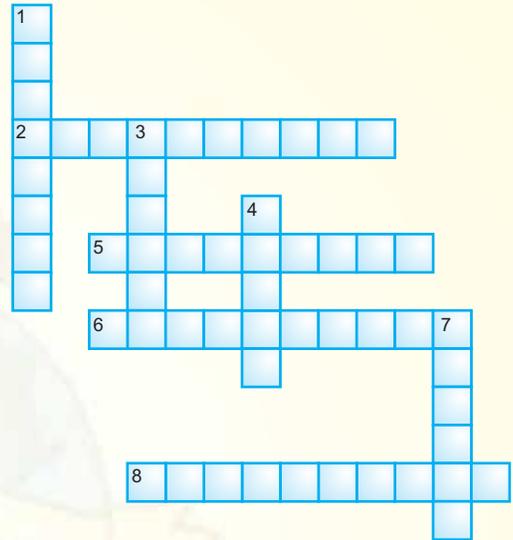
Crossword puzzle

Across

- A book written in the form of series of letters.
- Traditional art of story telling
- A format in which the story is published in instalments, each part in a new issue.
- Language spoken by common people.

Down

- Writer of a novel.
- A form of writing that criticizes society in a witty and clever way.
- Indulekha married a groom belonging to this caste in Kerala.
- Prose tales of adventure and heroism.



Activity 2 : Debate

Topics :

Relevance of novels in Digital Age

(Instructions for organization of a debate is same as for the debates). Format and organization as per guidelines given earlier.

Activity 3 : Book Review

Given below is a suggested list of books mentioned in the chapter.

- Oliver Twist
- Robinson Crusoe
- Treasure Islands

The students may select any novel of their choice

Procedure

Students will read any one of the novels. They will make notes on points for discussion. When at least 10 students are ready with their notes, English teacher of their class may be invited to attend the presentation, touching upon the storyline, characterization, what they enjoyed / what they did not agree about the book.



Finally minute may be prepared by any one student to be put up on class bulletin Board

Activity 4: Case Study

4 groups of students could work on various languages discussed in the text and focus on the following aspects and compare:

(Students speaking various regional languages may be given the project to make it more authentic).

- ✿ The indigenous forms of story telling
- ✿ Their integration into the new form, i.e., novel
- ✿ Story line
- ✿ Issues (e.g. national movement, women, reform, depressed communities)
- ✿ Characters and the 'contemporary feel'
- ✿ What have you learnt about Indian languages and literature?

Follow it up with an interaction or talk by a 'guest speaker' on the literature and themes of the local languages where the school is located. The guest could be a teacher teaching that particular language in school or a college, a writer or reader conversant with the area under study.

Activity 5: De-centering Approach (Looking at other's point of view)

Learning outcomes :

This activity will enable the students to

- ✿ use critical and rational thinking.
- ✿ appreciate others point of view and give opinion



Fig. 10 - The home of a woman author, by George Cruikshank.

When women began writing novels many people feared that they would now neglect their role traditional role as wives and mothers and homes would be in disorder.



Study the fig. 10, pg. 183 carefully and answer the following questions :

1. What are the traditional roles of women and men in our society?
2. Why did people feel threatened with the emergence of women writers?
3. Do you think the artist's view is showing a bias?
4. Could he have portrayed a different picture?
5. Do such pictures influence people?

Decentering is an aspect of Piagetian theory which takes into consideration, learning about others and their experiences. Seeing others' points of view is significant aspect of learning in social science. Lack of the same may make us narrow-minded and we tend to believe our culture, our language and our religion as the best. This also helps in promoting critical thinking.

Activity 6 : Reflective Writing : Who is 'modern'?

Although they were about imaginary stories, novels often spoke to their readers about the real world. But novels did not always show things exactly as they were in reality. Sometimes, they presented a vision of how things ought to be. Social novelists often created heroes and heroines with ideal qualities, who their readers could admire and imitate. How were these ideal qualities defined? In many novels written during the colonial period, the ideal person successfully deals with one of the central dilemmas faced by colonial subjects : how to be modern without rejecting tradition, how to accept ideas coming from the West without losing one's identity.

Chandu Menon portrayed Indulekha as a woman of breathtaking beauty, high intellectual abilities, artistic talent, and with an education in English and Sanskrit. Madhavan, the hero of the novel, was also presented in ideal colours. He was a member of the newly English-educated class of Nayers from the University of Madras.

He was also a first-rate Sanskrit scholar'. He dressed in Western clothes. But, at the same time, he kept a long ruft of hair, according to the Nayar custom.

The heroes and heroines in most of the novels were people who lived in the modern world. Thus they were different from the ideal or mythological characters of the earlier poetic literature of India. Under colonial rule, many of the English -educated class found new Western ways of living and thinking attractive. But they also feared that a wholesale adoption of Western values would destroy their traditional ways of living. characters like Indulekha and Madhavan showed readers how Indian and foreign lifestyles could be brought together in an ideal combination.

Do you think there is an effort to equate a 'modern person' with a well-educated person and also one who is fond of western ways of living and things?

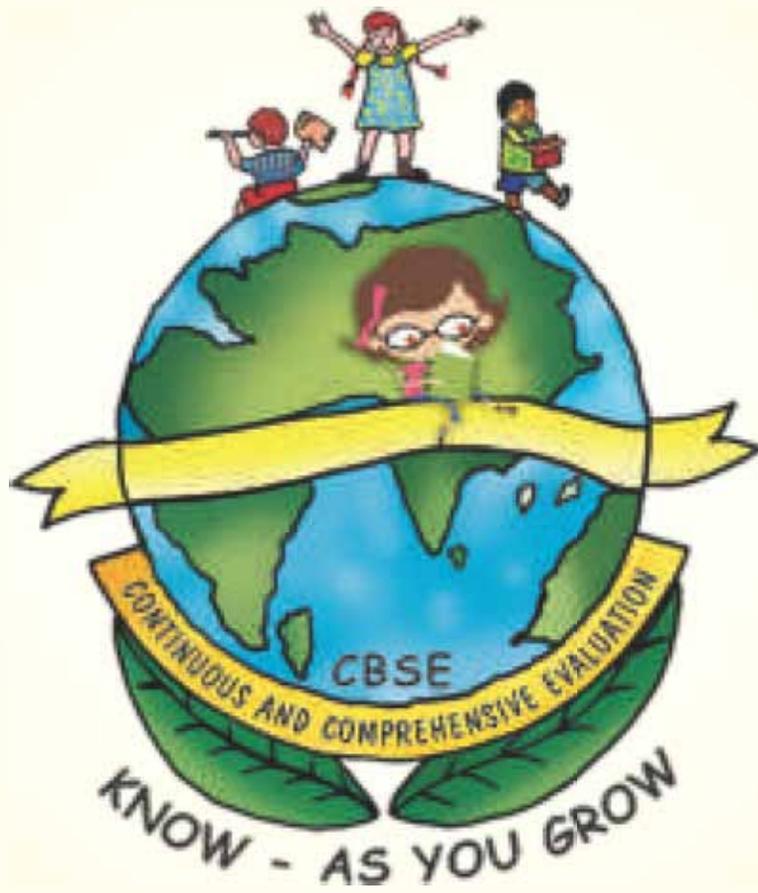
Who is 'modern' according to you in India now? Is he/she different from what you read in the text? (Word limit: 150)

Students should be encouraged to write their own views from the world around them in simple language with evidence. Word limit helps.





TERM - II
(October - March)



CHAPTER 1

The Rise of Nationalism in Europe

Introduction

In this chapter the teacher traces the growth of nationalism in Europe after 1830s, touches upon the spread of revolutionary ideas in France, Italy, Germany and Greece. The teacher also focuses upon the ground characteristics of Poland, Hungary, Italy, Germany and Greece. The teacher also familiarizes the students with the symbols of nationality of France, Germany and England and explains its importance.

Learning Objectives :

After reading the lesson the students will be able to

- ✿ Trace the emergence of nationalism in Europe,
- ✿ understand the nature of nation states developed in 18th century,
- ✿ Comprehend the role of great national leaders of Europe such as Napoleon, Mazzini, Garibaldi and so on.
- ✿ Appreciate the role of romanticism and importance of national symbols and icons.

Given below are some interesting questions and suggested activities to make learning interesting and meaningful. On the basis of these the teacher should be able to make various other questions and activities. Learning by doing should be encouraged for greater student involvement.

1. Match the term given in Column A with suitable explanations in Column B

A	B
Absolutist	Vision of a society which is too ideal to be fulfilled
Utopian	A customs union formed by Prussia
Nation state	A region in East Europe comprising many ethnic groups
Balkans	Authoritarian rule or government without restraint
Zollverein	A State having people with a sense of common identity and shared history

II. Read the clue in column A and identify me. Write my name in Column B.

A (I am)	B (My name)
The king of Piedmont and Sardinia. I helped in the unification of Italy.	
A French Emperor. I introduced a Code in 1804.	
The Austrian Chancellor. People consider me a dangerous enemy to society'.	



The founder of a secret society, 'Young Italy'. I inspired the youth to work towards unification.	
The Chief Minister of Prussia and was the architect for the Procedure of unification of Germany.	

III. Short answer questions :

- Make a comparative analysis of Italian and German unification.
- Which social groups came in the forefront in bringing socio-political change in the continent of Europe? Answer the question by examining their role in the national movements in Europe.
- "Through a return to monarchy, Napoleon had, no doubt, destroyed democracy in France". Critically evaluate the statement.

Activity 1: Picture Comprehension



Learning Outcomes :

This activity is expected to enable the student to

- ✿ Compare, analyze and reason the importance of freedom of speech
- Study the cartoon "The club of Thinkers" and answer the following questions:
- Why do you think 'muzzles' were being distributed to the members?
 - In what kind of regime would such a practice be adopted?
 - Based on your understanding of the present day world, identify some countries where this situation may still prevail.



Activity 2 : Comparative study of the two paintings of Germania

(i) Germania, Philip Veit, 1848,

The artist prepared this painting of Germania on a cotton banner, as it was meant to hang from the ceiling of the Church of St. Paul where the Frankfurt parliament was convened in March 1848.



(ii) The Fallen Germania, Julius Hubner, 1850,

Study the paintings of Germania by the two different artists. What are the differences between the two pictures? Analyze the reasons for this difference in perception



Activity 3 : Identify the attributes of Nationalism.

Study the picture give below (pg. 24) and identify the different symbols depicted in this picture. List the symbols and explain the attributes of each.



Activity 4 : Open-ended writing.

The student uses imagination, and critical thinking skill. (Most of the time, though students have a certain view of what they see around, they seek acceptance in classroom by writing/giving 'accepted' answers. But they continue to hold their own opinions in the world outside classroom. They should know that it is 'accepted' to voice their opinions.)

Learning Outcomes :

This activity enables the student to use imagination and express individual opinion, learn to accept other point of view and develop the skill of creative writing.

- What is a national costume? Is there a national costume for women and men in India? What according to you could be Indian national costume/s?
- What is the significance of a flag? If you were to explain about Indian flag to a tourist, how would you do it?

Assessment Criteria :

Students should be assessed on the following criterion

- ✿ Clarity of vision.
- ✿ Logical presentation original.

Activity 5 : Project : Exemplars

Collect information about the personification of a country as 'motherland' or 'fatherland'.

Collect the national anthems of a few countries and share with your classmates. Compare the content (you could for example do it for SAARC countries).

Compare the map of Europe after the Congress of Vienna (1815) with that of a contemporary Europe map.

Thought provoking questions for individual activity.

After the completion of the chapter, the teacher can use any of these thought provoking questions to initiate discussion or involve students in interactive sessions.

- You studied about groups like peasants and workers in your history chapter on 'The Rise of Nationalism in Europe'. Are these groups different from those you read in your political science textbook as 'pressure groups'? Do you know about any other similar groups and their relevance / significance in contemporary India?
- In the context of example of the evolution / growth of Great Britain as a Nation state, do you think that culture and language of Scottish Highlanders and the Irish people are not given due respect?
- Do you think having a common language is very important or significant for a nation as seen in the case of Germany and Italy?
- After reading about the formation of the nations of Great Britain, Germany and Italy, do you consider India as a nation state? Give your reasons. Group work: build on the arguments given for nation formation in the countries given above.
- Show the Balkan states in any contemporary Europe map and compare it with Europe map of late 19th century.



National Movement of Indo China

CHAPTER 2

Introduction

In this chapter, the teacher explains the nature of French colonialism in Indo China - focuses on the phases of struggle against the French - discusses the ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ae Quoc. The teacher also acquaints the students with liberation struggle of Vietnamese before and after the U.S. intervention, and the role of women played in the struggle.

Learning Outcomes :

Reading of this chapter will enable the student to

- ✿ Comprehend the nature of French colonialism in Indo China
- ✿ Analyse the impact of French colonialism on the Vietnamese
- ✿ Appreciate the role of various leaders of Vietnamese freedom struggle
- ✿ Identify the terms such as Battle of Dien Bien Phu, Domino effect, Vietnamese trail.
- ✿ Analyse the reasons for U.S. intervention in Vietnam and the victory of Vietnamese against the mighty U.S. army.

Given below are a few examples of some objective and short answer questions and suggested activities to make the lesson interesting, effective and meaningful. The teacher may use these or make various other innovative questions and activities for formative assessment. Stress should be laid on learning by doing. All activities need not be assessed.

1. Match the term / words from column A with those of column B

	(A)		(B)
a.	Phan Boi chau	1.	Vietnamese leader who was intensely hostile to monarchy
b.	Phan Chu Trinh	2.	Vietnamese nationalist leader of anti-colonial movement
c.	Huynh Phu So	3.	Performed miracles and helped the poor
d.	Trieu Au	4.	South Vietnamese leader who overthrew Bao dai regime in south
e.	Ngo Dinh Diem	5.	Both in 3rd century CE she became the most venerated sacred figure in Vietnam

2. Write True or False

- a. NLF occupied the presidential palace in Saigon on 30th April 1975.



- b. Americans used chemical weapons to destroy Vietnamese villages.
 - c. Domino effect meant that communist governments would be destroyed by US army.
 - d. Ho Chi Minh trail was a network of roads and pathways to transport men and materials from east to west Vietnam.
 - e. Trung sisters fought against the Chinese domination during 39-43 CE.
3. Fill in the blanks :
- a. The puppet ruler Bao Dai and the French army were defeated by the Vietminh at the battle of _____
 - b. The revolution in China was organized in 1911 by _____
 - c. _____ was set up in 1907 to provide western style education in Vietnam.
 - d. The most well known leader of Vietnamese freedom struggle was _____
4. Short answer questions
- a. Examine the influence of China on Vietnamese cultural and political life.
 - b. Which factors promoted the Americans to adopt the Domino theory? What were its effects?
 - c. Do you justify America's involvement in Vietnamese civil war? Why did American population protest against this involvement?
5. Suggested Activities

Activity 1: Case Study

Showing the emergence of Vietnamese women as a strong force in Vietnamese society.

The activity enables the students to

- ✿ Do research work in a systematic manner;
- ✿ Develop analytical skills and learn about Vietnamese women over a period of time.
- ✿ Develop the skill of logical presentation of facts.

Suggestions

- a. Develop a case study on Vietnamese women through the ages highlighting the contribution of Trung sisters, Trieu Au of ancient period and the revolt of girls in Saigon Native school in 1926.
- b. Role of women in peace time and role of women during Vietnamese War against America.

Additional base :

Dramatize the scene of the girls protesting against the humiliation caused by a teacher in the Saigon Native school in 1926 (Page 36-2.3).





Learning outcomes :

By doing this activity the students are expected to develop creative skill, empathy and ability to write script.

Procedure :

The girls of the entire class may be involved as it is the scene of a class room. Dialogue may be written on the basis of the text provided. The teacher may divide responsibilities and duties among students.

The students who are not acting may sit as audience. They can make notes and prepare questions to ask after the stage performance.

The teacher may also comment upon the positive and negative points of the performance of the group discussion.

Activity 2 : Project

Make a comparative study of the Vietnamese struggle for freedom and Indian struggle against British imperialism.

Learning outcomes :

This activity will enable the students to compare, analyze and reason.

Teacher's support :

Guiding students in identifying the areas with relevant data, photographs, incidents and illustrations.

This is in individual activity. The teacher may select a few interesting and innovative essays and allow the students to read them out in the Class.

Activity 3 : Autobiographical Essay

Imagine yourself to be in the region of Mekong and write an autobiographical account of the exploitation of colonizers from the facts provided in the text.

Activity 4: Discussion Session :

Group Discussion: Negative and unintentional positive advantages of colonialism.

"Colonies were considered essential to supply natural resources and other essential goods. Like other Western nations, France also thought it was the mission of the 'advanced' European countries to bring the benefits of civilization to backward people".



The teacher may ask following questions.

- What do you make out of the picture and its relation to the text given above?
- Do you see commonality in the view among the 'western nations'? Name them.
- What is common about the 'backward people'?
- Why are they called 'backward people'?

Some more Activities :

- Compare the 'language policy' of French in Indo China and British in India. This activity may be in the form of individual essay or group discussion.
- Write a profile (description) of a 'modern' person in India and Indo China. Support it with pictures as evidence.

For all suggested activities the teacher should adopt suitable procedure and tell the students in advance. For individual class activities one period or about 35 to 40 minutes should be given. For group activities, the teacher should prepare guidelines or follow the guidelines provided in the manual.

After activity is finished, teacher should assess on the basis of skill and knowledge expected, in the particular activities.

Whenever required a follow up lesson or discussion may be arranged.



CHAPTER 3

Nationalism in India

Introduction

In this chapter the teacher will explain the stages of Indian national movement between 1914 to 1935. S/he will focus on the first world war and its impact on India, emergence of Gandhiji and Satyagraha movement, involvement of masses including farmers, peasants and tribals in the movement. The teacher will also focus on Khilafat, non-co-operation and civil disobedience movements. The teacher will familiarize the students with the concept of our national identity in Bharatmata. Role of different sections of society in the movement will also be highlighted.

Learning outcomes :

After reading this chapter the students will be able to

- ✿ Understand the characteristics of Indian nationalism through a case study of Civil Disobedience movement;
- ✿ Analyze the nature of diverse social movements of the time.
- ✿ Get familiarized with the writings and ideals of different political groups and individuals, notably by Mahatma Gandhi.

Given below are some examples of questions and activities to enable the teacher to make the lesson meaningful. Objective questions may be used for quick recapitulation or for quizzes. Short answer questions are carefully framed to test analytical skill and power of reasoning. Some objective type and short answer questions are provided below as samples of various types of tools for formative assessment.

1. Match the term given in column A with suitable explanations in column B

A	B
Khadi	To strike work
Satyagraha	Handspun and hand woven cloth
Begar	Complete independence
Hartal	Forced labour
Purna Swaraj	Soul force based on truth

2. Read the clue in column A and identify me. Write my name in column B.

A (I am)	B (My name)
a) A British army officer who ordered firing in Amritsar	1
b) A nationalist leader associated with the Khilafat movement	2



c) A peasant leader from Andhra Pradesh who was inspired by Gandhiji but led a militant movement against the British	
d) A Sanyasi who became a peasant leader. I set up Kisan Sabhas in Awadh	
e) Known as 'Frontier Gandhi'. I led the civil disobedience movement in Peshawar	

3. Find out the names of the authors of the following books:

- Anandmath
- Hind Swaraj
- The Folklore of Southern India
- Discovery of India
- My Experiments with Truth

Short answer questions

4. "The Tax on salt and the government monopoly over its production", Mahatma Gandhi declared, "revealed the most oppressive face of British Rule".

- Why did Gandhiji consider this tax most oppressive?
- How did he use this as a weapon to launch a mass movement against the British?

5. Source based question :

"Revolution is the inalienable right of mankind. Freedom is the imprescriptible birthright of all to the altar of this revolution we have brought our youth as incense, for no sacrifice is too great for so magnificent a cause. We are content. We await the advent of revolution. Inquilab Zindabad"

- From whose writing has this extract been taken?
- Do you agree with the statement that 'revolution is the inalienable right of mankind'? Give reason for your answer.
- Why have the youth been compared to incense?
- What slogan did they adopt? What does it mean?

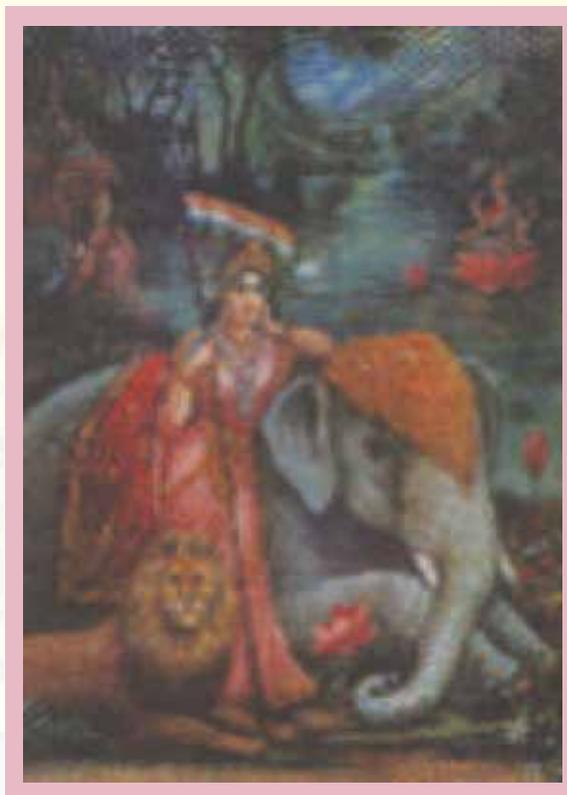




6. Picture Interpretation

Bharat Mata

This figure of Bharat Mata is a contrast to the one painted by Abanindranath Tagore. Here she is shown with a trishul, standing beside a lion and an elephant - both symbols of power and authority.



Bharat Mata, Abanindranath Tagore, 1905.



Notice that the mother figure here is shown as dispensing learning, food and clothing. The garland in one hand emphasizes her ascetic quality. Abanindranath Tagore, like Ravi Varma before him, tried to develop a style of painting that could be seen as truly Indian.

Study the figure of Bharatmata given above. Read the symbolism of her various attributes. Now use your imagination to draw a picture representing the attributes of Bharatmata relevant to contemporary India. The teacher can display the work of students on a wall magazine / bulletin boards. (This activity need not be assessed)

Learning outcomes :

This activity enables the students to

- ✿ compare two different pictures;
- ✿ identify the attributes of each of the images;
- ✿ analyze the symbolism;
- ✿ develop creative expression.

Activity 2 : Album on Indian National Movement between 1920-1935.

Learning outcomes :

This activity is expected to enable the student to

- ✿ Comprehend the non-violent nature of Indian national movement
- ✿ Analyse the contribution of different sections of society;
- ✿ Develop creativity in presentation of the project in a systematic manner.

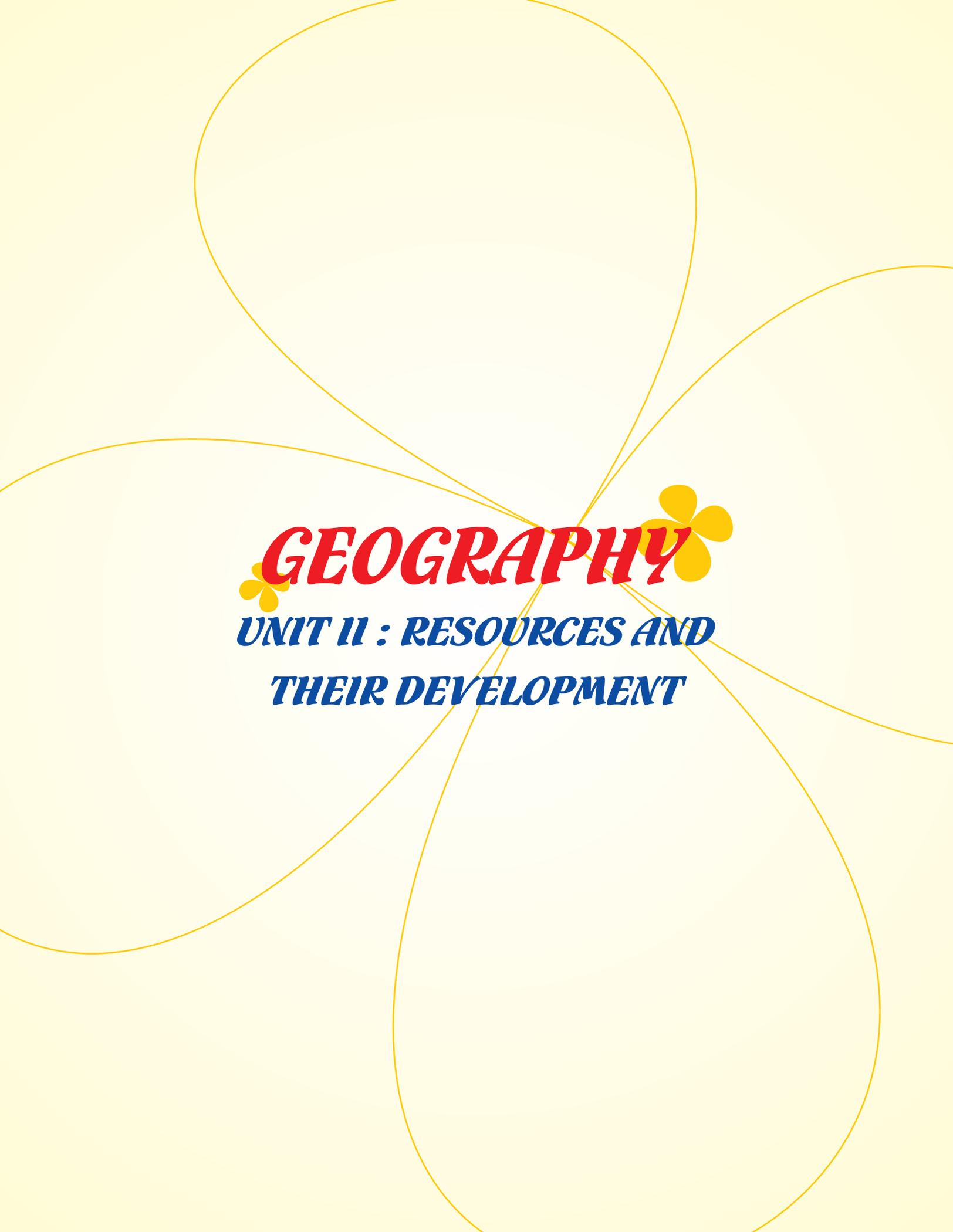
Procedure (guidelines) given for project work must be followed.

Assessment criteria :

Assessment should be based on

- ✿ Relevance of content
- ✿ Presentation
- ✿ Organization of facts
- ✿ Bibliography etc.





GEOGRAPHY
***UNIT II : RESOURCES AND
THEIR DEVELOPMENT***

UNIT II : RESOURCES AND THEIR DEVELOPMENT

CHAPTERS

TERM-I

- 1 Resources and development
- 2 Forest and wildlife Resources
- 3 Water Resources
- 4 Agriculture

Term - II

- 5 Minerals and Energy Resources
- 6 Manufacturing Industries
- 7 Life lines of National Economy



Resources and Development

CHAPTER 1

Introduction

Students need to identify the different resources available in the country. They need to understand the significance of these resources and also able to classify them according to their exhaustibility there by appreciating the importance of resource conservation. Students should be enabled to understand the inter-dependence of human beings and resources and the consequences of resource depletion.

While teaching this chapter, the teacher may include some activities given below to realize the objectives of learning the chapter.

Activity 1 : Role Play

Role play on a resource, exhibiting its importance and need for conservation.

Learning Outcomes :

By doing this activity, the students will be able to do the following:

- ✿ Understand the usability of the resource.
- ✿ Classify the resource into different groups.
- ✿ Suggest measures to check its wastage & preserve for future.
- ✿ Identify areas where the resource is depleted.

Procedure

After teaching the chapter, the students should be asked to pick up a resource of their choice & perform a role play on it. They need to introduce themselves as a resource, say coal and talk about its importance, ways of depletion & how it can be preserved.

Strategy

Each students plays the role of a resource and speaks on the following:

- ✿ Who am I?
- ✿ What type of a resource am I?
- ✿ What is my importance?
- ✿ Where am I available?
- ✿ How long do I exist?
- ✿ Where am I getting exhausted?
- ✿ How can you save me?



These are common questions for everyone. The names of resources may be given by the teacher and the students select by drawing of lots. They can get a day's time for preparing themselves. Students may choose resources that are extensively utilised in their respective regions.

Assessment Criterion

- ✿ Correctness of information
- ✿ Identifying the importance of the resource.
- ✿ Problem of resource depletion
- ✿ Means of conservation

Follow-up Activity

The teacher may guide them about how the resources are getting over utilized in a region they have chosen, and what could be the necessary methods of conservation. Since they learn about land & soil, they can also take up an area where land or soil degeneration is taking place or the teacher may tell them about different methods of conservation that are being applied. A class may be taken according to the shortcomings of each student.

Activity 2 :

Identifying the kind of soil and its erosion from the picture of a region (named) and talk about how erosion has taken place & suggest how the region can be saved.

Learning Objectives :

By means of this activity the students will be able to do the following:-

- ✿ identify the soil region and the kind of erosion taking place
- ✿ identify what measures should be adopted to check the erosion.
- ✿ use their knowledge of soil distribution in the country and how different kinds of erosion are degrading the soil.

Procedure

This is a group activity. The teacher makes groups of 3. They are told to go through the chapter on soil erosion and soil conservation. While teaching the chapter the teacher makes diagrams or shows presentation or pictures from books so that the children can identify them better.

For the activity - the teacher shows a slide/picture on the display board to a group. Picture should show gully erosion/coastal erosion/blind erosion in desert/sheet erosion during flood in Bihar and Assam, etc.

Pictures of shifting cultivation degrading soil

- ✿ Over grazing & land without grasses
- ✿ Over mining leading to scarred landscape



The first group is invited to speak. (1) One student identifies the kind of soil erosion from the name of the region mentioned and the other one talk about how the erosion has taken place and the third one explains how it can be further prevented & soil conserved - there should be as many pictures, as many groups.

Assessment Criterion

- ✿ Correct identification of kind of soil erosion
- ✿ Correct measures of conservation suggested.

Follow-up activity

Let the teacher explain the photographs or slides on how the erosion is taking place - whether due to human activity or any natural agent of erosion and how the soil can be conserved. They can be taken to a nearby site, if possible, to show how land without vegetation gets degraded due to wind and flash flood or in coastal areas how marine erosion is degrading land.

The following questions may be used to test the understanding and concept of resources, and need for their conservation.

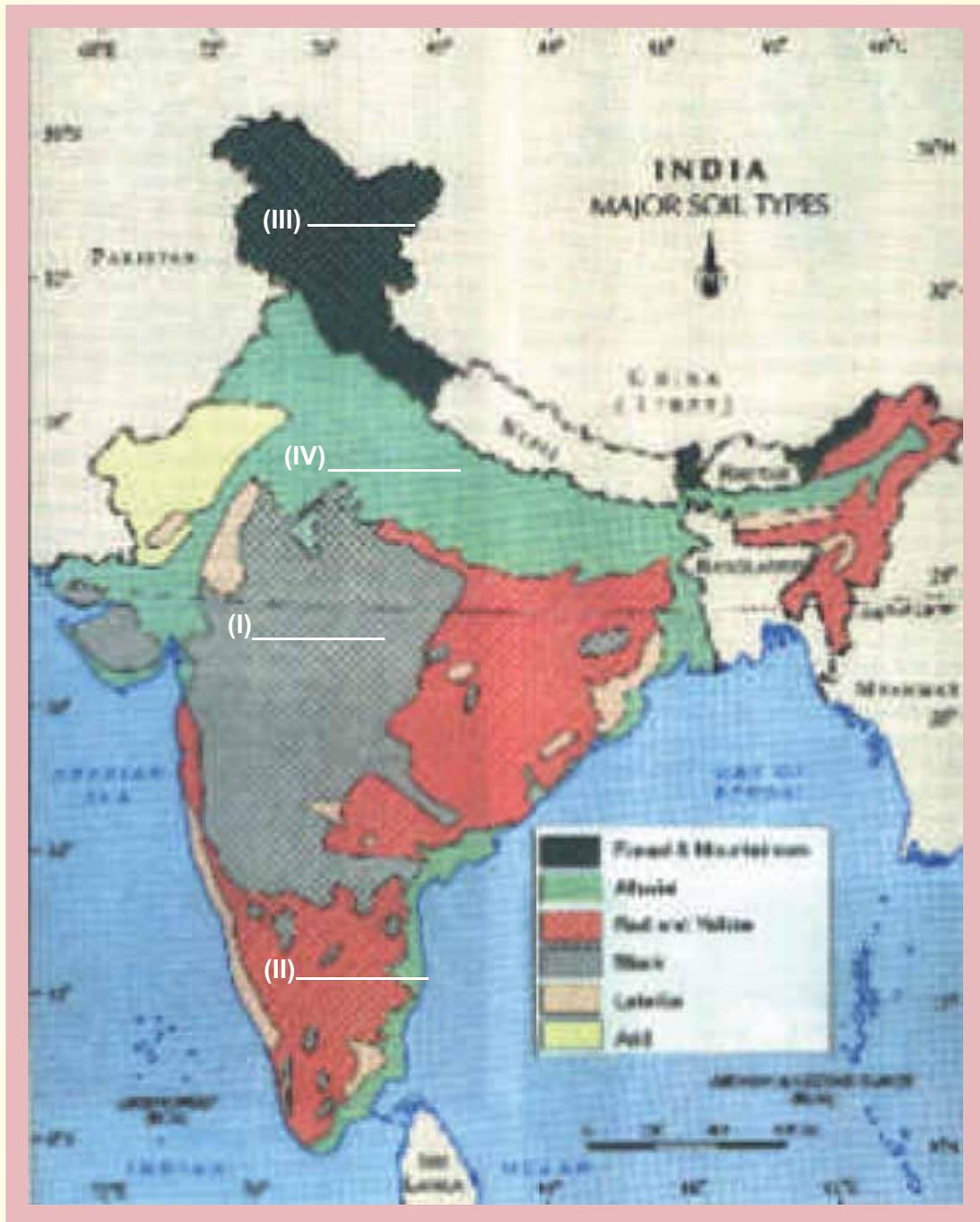
I. Multiple Choice Questions :

1. Geothermal energy in Puga valley and Paruati Valley are
 - i. Stock resources
 - ii. Developed resources
 - iii. Reserve resources
 - iv. Potential resources
2. The concept of sustainable development was discussed for the first time in -
 - i. Earth Summit 1992
 - ii. Brundtland Commission
 - iii. Club of Rome
 - iv. Agenda 21
3. Which one of the following is not true about resources.
 - i. Resources are renewable and non renewable both.
 - ii. Resources need to be planned before utilization.
 - iii. Wasteful consumption of resources need not be stopped as it is essential for high standard of living.
 - iv. Resources are unequally distributed on earth.
4. Which one of the following is a characteristic of red soil in India?
 - i. it is formed due to diffusion of iron in crystalline metamorphic rocks.
 - ii. it is formed due to leaching.
 - iii. it is rich in lime and potash
 - iv. the lower horizons are occupied by kankar formations.



Unit 2

II. On the political map of India identify the soil types in (I), (II), (III), and (IV).



(I) _____

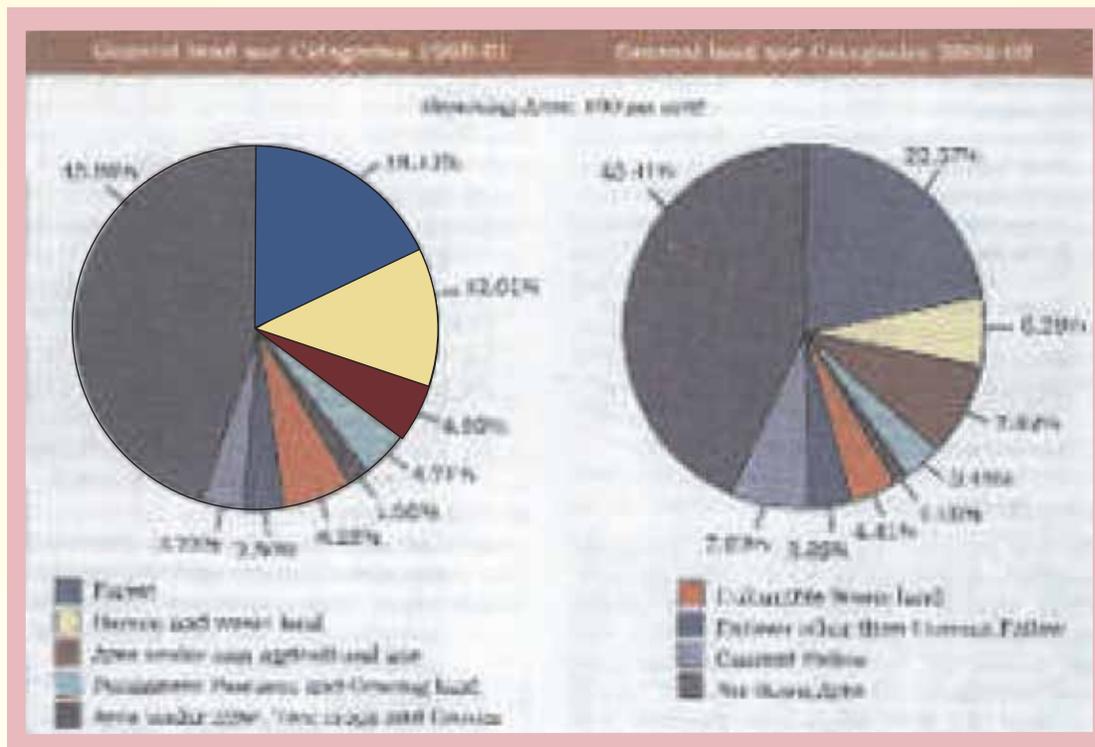
(II) _____

(III) _____

(IV) _____



III Answer the following questions from the above diagram.



Compare the two diagrams given above and find out two land use categories - one having the highest increase in the period 1960-61 and 2002-03 and the other highest decrease in the same period. Give one main reason for each.

Short answer Questions

- (i) Distinguish between khadar and bangar soils
- (ii) Mention the factors responsible for soil formation.
- (iii) How are potential resources different from stock resources?
- (iv) What are the different causes of soil erosion pertaining to the following regions and Suggest remedial measures for the same.
 - a. Mountain
 - b. Steep slopes and Plateaus
 - c. Coastal areas
 - d. Desert areas
 - e. River Plains

2. Why is it important to have a planned strategy for the development of resources in India?

Long answers

- i. Mention four characteristics of black soil.
- ii. What are transported soils? Why is alluvial soil known as transported soil?
- iii. How does land get degraded due to human activities?



Unit 2

- iv. Suggest measures to check soil erosion by rivers.
- v. Why is resource planning necessary?
- vi. Explain the relationship between resources, institution and technology.
- vii. Imagine yourself as one of the head of states attending and International Earth summit at Rio-de-janeiro, Brazil. Discuss some measures taken by your country to combat environmental damage, poverty, disease etc. Also suggest what can we done to achieve global sustainable development.
- viii. Fill the crosswords given below:

Across :

- 1. The other name of black soil. (5)
- 3. Develops on crystalline igneous rocks. (3)
- 5. Erosion of top soil as water flows over large areas. (5)
- 7. The club advocated resource conservation for the first time at International Level. (4)
- 9. Deccan plateau is made up of. (4)

Down :

- 2. Soil that develops in areas with high temperature and heavy rain fall. (8)
- 4. Subset of the stock (8)
- 6. Obtained from biosphere and have life. (6)
- 8. An example of ravine. (7)
- 10. Denudation of soil cover. (7)

1	10			4	6
2	3				
		8			
	5				
7					
		9			



Forest and Wildlife Resources

CHAPTER 2

Introduction

The lesson intends to convey to the students the significance of flora and fauna in India - their role in the maintenance of ecosystem, and the kinds of human activities responsible for their degeneration. This lesson also conveys the impact of forest degradation and the need for forest conservation. Here comes the mention of community conservation measures as indigenous communities are mostly affected by forest degeneration. Government measures like Project Tiger, Wildlife of 1980 and 1986 and establishing national parks & wildlife sanctuaries are other initiatives to protect the wildlife and forest. The lesson helps the students to build an awareness to protect the flora and fauna of the country and understand their importance.

Activity 1: Poster Making/ Power Point Presentation on useful plants and animals as home remedy for diseases by traditional village communities

Learning Objectives :

By means of this activity the students will be able to discover the importance of wild plants and trees in our daily life.

Procedure

After the teacher has taught the lesson the students are asked to choose some village communities which use wild plants or animals as remedies for diseases. They can choose the communities in their own localities or find information from internet or magazines. Then the teacher gives them 2 periods or 80 minutes to prepare the poster, in a group. The student good at drawing may do the art work while the ones good at language may write on the poster and ones good with oratory skills may speak about the poster or presentation.

Strategy

The class is divided into groups of 5. They can show on a map where the plants and animals are found & where the village community is. Then they can write or paste pictures on the various uses of the plants and animals in curing of diseases. They are expected to work on the poster, based on the information they have collected. In case of a power point presentation, a short 10 slides presentation may be prepared by members in the team and one member should present it in the class. The speaker is given maximum 3 minutes to speak.

Some news snippets

Tribal community in Bastar
Black earth boa snake - Fat & oil from the snake is used to cure asthma by applying on chest.
Cobra Snake - Fats & oils of cobra are massaged onto the head to cure hair loss and also cure migraine.



Assessment Criteria

- i) Depth of information on plants & their uses.
- ii) Mention of some tribal community and their interesting ways of using plants or (unique information) animals.
- iii) Presentation - (oral presentation in case of PPT)
- iv) Use of map, data, statistical diagrams.

Follow up activity

The teacher may make a mention of the following :

- i) Daily use remedies with tulsi, neem, basak.
- ii) Some rare & wild variety which is not widely known but the tribals make use of it and thereby also protect the forests.

Activity 2 : Role Play

A role play on the wildlife extinction or endangering, eg. Tigers, Rhino, Olive Riddley, Black buck, Lion, Turtles.

Learning Outcomes :

Students would realize the problem of the animals, their importance in the ecosystem and the need to protect them.

Procedure

Students form groups of two. They will play the role of the animal, speak about the reasons for the dwindling number, their favorite habitat, their food, their problems & how can human beings help in their survival. The teacher must ask the children to collect information from books, magazines and internet. The role of the animals should be delivered in an interesting manner. They can choose any animal or bird getting fewer in the area the students belong to.

Strategy

Students may dress like the bird/animal or simply play the role of the animals. Out of the two members one of the members will play the role of the animal and the other one will play the role of the human being showing how he is affecting the life of the animal. They may discuss their problems with each other. Any language may be used. Presentation has to be interesting and the message to save the animals must be spread. They may end with a slogan or a resolution.

Assessment Criteria

- i) Characterization - playing the role
- ii) Information (delivering the important messages).
- iii) Group coordination



Follow-up activity

If the difference between the endangered and the extinct animal is not clear, then the teacher may explain by giving examples.

Activity 3 : Cartoon Making Competition

Learning Outcomes :

By doing this activity, the importance of biodiversity and the need to save plants and animals is understood

Procedure

Students may be asked to draw cartoons highlighting the role of human beings in depleting vegetation and endangering wildlife.

Strategy

They are made to form groups of two and the topic may be given a day or two in advance. They should be given 1-2 periods to finish the work. Good cartoons can be displayed in the school exhibition.

Assessment Criteria

1. Artistic & interesting,
2. Clarity of Message conveyed.

Follow-up Activity

The teacher may help in improving the cartoons.

Activity 4: Making an album of birds & animals

Learning Outcomes :

This activity will help students in identifying components of one's own environment.

Procedure

After the lesson is taught the students may be asked to find out about different birds and animals found in their region. They can take photographs and paste them in their album & write facts and information about them. The teacher should encourage them and may take them on an early morning bird watch in natural surroundings.

Strategy

Each student is expected to prepare their own album of pictures of animals and CD/cassette with sounds of birds. They can bring them to class and display for everyone to see. They may write a few lines on each of the animals and about their present status.

Assessment Criteria

1. Amount of information gathered.
2. Awareness of their surroundings.
3. Presentation of information gathered



Follow-up Activity

The teacher may take up the errors and discuss in class.

Projects**Suggested Topics :**

1. Why is the Tiger population dwindling in India? What measures have so far been taken to control it? Why is it necessary to conserve the tiger population?
2. 'Conservation of Biodiversity' - what are the different projects undertaken? Discuss their objectives, and their functioning.
3. Explore the various measures undertaken by the "Indian Wildlife Protection Act 1972".
4. Conduct intra-class Cartoon Competition highlighting biodiversity degradation, and its conservation.

Some Websites for the project & group discussion

1. www.edugreen.teri.res.in.
2. www.ecoindia.com
3. www.navdurga.org.
4. www.bbba.prayaga.org.
5. www.commint.com
6. www.manage.gov.in
7. www.iifm.ac.in

Questions such as these questions may be asked for testing student's learning at different levels after the lesson has been taught:

Multiple Choice Questions :

1. Which one of the following is NOT endemic specie?
 - i. Andaman teal
 - ii. Pink headed duck
 - iii. Nicobar pigeon
 - iv. Mithun
2. Which one of the following is NOT a tiger reserve in India?
 - i. Sariska wildlife sanctuary
 - ii. Sunderban national park
 - iii. Manas reserve
 - iv. Kaziranga national park



3. Factors which have NOT led to the destruction of India's biodiversity are -
 - i. Hunting
 - ii. Over exploitation of forest resources
 - iii. Poaching
 - iv. Droughts and floods
4. Joint Forest Management includes -
 - i. Local communities in the management & protection of forest
 - ii. National parks
 - iii. State governments and Central government in forest management
 - iv. Managing forest and environment jointly

Short Answer Questions

1. What are the steps taken by the government to conserve the biodiversity in India? Explain.
2. Identify the types of flora and fauna found in your region. Make a comparison of it with the other types of vegetation found in India.
3. What are the different types of animals and birds found in your locality? Is it decreasing or increasing in number and why? What are the consequences of it?

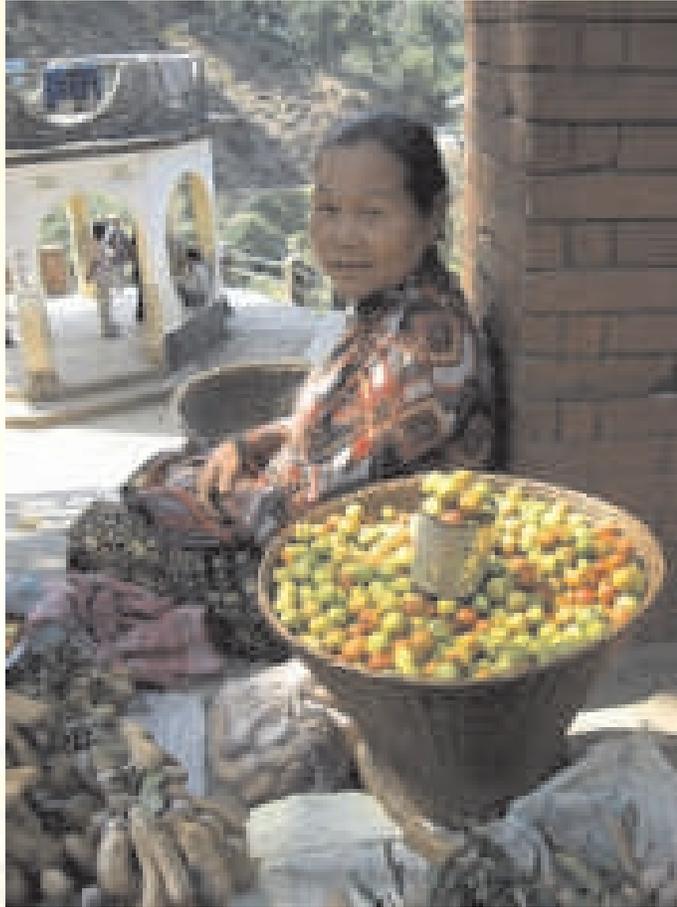
Long Answer Questions

1. Explain the main characteristics of Chipko movement?
2. State the differences between unclassed forests and protected forest.
3. Prove with examples how sacred groves help in conservation of forests.
4. Explain how communities have taken measures for conservation of forests in India.



Unit 2

IV. Picture based question :



Tribal woman selling minor forest produce

From the above picture what message do you get regarding dependence on forest by village communities? Do you think these people should be involved in making decisions on conservation of the forests? Why?



CHAPTER 3

Water Resources

Introduction

This lesson conveys the importance of water resource, as they are very limited and hence stresses upon the need for conservation. The traditional methods of water harvesting that have been introduced in the lesson strike a comparison with modern multipurpose projects. The different rain water harvesting methods adopted in various states encourage the students to appreciate water conservation strategies adopted by local people to solve water crisis in their area.

Activity 1: Survey

Learning Outcomes :

By doing activity, the students will be able to :

- ✿ Learn about the sources from which their area is receiving water.
- ✿ Understand the ratio between demand and supply of water.
- ✿ Understand the need for water conservation.

Guidelines

The teacher would ask individually to collect the information based on points given and finally ask the student to write down certain measures to minimize the demand for water.

Strategy

Student would collect information from his/her locality based on the following questions :-

- i. What is the source of water supply?
- ii. How much water is supplied in a day?
- iii. How many litres of water used per family? (Ask about 5 families)
- iv. Where is water wasted in the locality?
- v. Which area has maximum demand for water?
- vi. What does each family do to save water?
- vii. What are the ways in which water can be saved?
- viii. Give your suggestions to reduce the Consumption of water.

Assessment Criterion

1. Information collected from the survey
2. Analysis of the study



Unit 2

3. Conclusion drawn
4. Special observations if any from the local area

Follow-up Activity

Water conservation may be explained.

Activity 2: Debate

A debate on "Dams are the best ways for utilization of river water"

Or

"Dams have failed to become the temples of modern India."

Learning Objectives :

By doing this activity, students will be able to understand the function and purpose of a dam & also scrutinize the major disadvantages in the long run.

Procedure

The class is divided into two groups - "For" the motion and "against" the motion. Every speaker is given 2 minutes to speak. They need to have enough points of argument. Some students may be reserved for the interjections. Only one interjection can be raised at a time.

Assessment Criteria

- ✿ Clarity of thought
- ✿ Content
- ✿ Delivery

Follow-up Activity

If any particular concept is not clear the teacher may discuss and give her/his comments on it.

Activity 3: Poster Making

Creating a poster or a power point presentation on "Climate Change and water crisis".

Learning Outcomes :

By doing this activity students will be able to :

- ✿ Understand the mechanism of global warming and climate change.
- ✿ Find out a direct connection between water crisis and climate change.

Procedure

Students can prepare posters in a group of 2-3. They need to collect information on the following topics-

- ✿ Change in the rainfall pattern of a particular city region
- ✿ Compare the rainfall data of the last few decades



- ✿ Drying of water bodies due to rise in temperature.

OR

- ✿ Study a drought prone region.
- ✿ Comparison may be drawn with other drought affected regions of the world.
- ✿ A map showing water scarce regions of India.
- ✿ Weak monsoon with reference to predominance of El Nino.

They may prepare a maximum of 20 slides. One who is a good speaker in the group presents it before the class while the others prepare the presentation. Similarly the artists can prepare the poster while the good speaker will explain the poster. The poster may have a slogan on saving water.

Assessment Criteria

1. Speaker - clarity of thought
2. Explanation : creativity of expression
3. Use of diagrams, tables and maps

Presentation

- ✿ Relevant pictures to explain
- ✿ Points explained with the help of data
- ✿ Distribution map
- ✿ Catchy font style
- ✿ Clear conception

Follow-up Activity

Teacher might correct student & explain them wherever it is necessary.

Activity 3 : Signboard or manual to keep nearby water bodies clean and unpolluted.

Learning Outcomes :

This activity is/expected to result in the following outcomes :

The student will be able to :

- ✿ Realize the need to maintain fresh water reserves.
- ✿ Generate awareness on water conservation.

Procedure

Students may work in groups of 2-3 to prepare a signboard. The work can be done on a chart paper and fixed on a card board. Some illustrations on aquatic ecosystem may be given in the background and the rules may be written with bullet points. Points to be mentioned should pertain to conservational measures.



Unit 2

Assessment Criteria

1. Points covered.
2. Presentation on the board.

Activity 4: Map Work Activity

Learning Outcomes :

After doing map work, the students will be able to :

- ✿ Acquire the knowledge of the distribution of rivers and the dams constructed on them.
- ✿ Understand the need to utilize the rivers or underground water in different parts of India.

Procedure

A political map of India is given with the following questions.

(The questions can be printed or written on the board.)

1. Locate and label the following dams and draw the rivers on which they are constructed.
 - a. Hirakud
 - b. Tungabhadra
 - c. Bhakra-Nangal
 - d. Panchet
 - e. Sardar Sarovar
2. Locate the dams constructed on the following rivers.
 1. Chambal
 2. Godavari
 3. Kaveri
 4. Sharavathi
 5. Krishna

Assessment Criteria

Correct answers are marked. The rivers drawn should have almost the correct shape of the channel. The source and the mouth must be correct.

Follow-up Activity

The teacher may mark out the dams and rivers on a simple map & give it to the students to help them to be accurate.



Questions for Assignment

The following questions are given to test if the students have followed the significance of water conservation, predict the unreliability of monsoon and meaning of reviving water storage in the underground level and need to save water for crisis seasons.

Multiple Choice Questions :

1. The earth is occupied mostly with water yet fresh water resources are only-
 - i. 3.5%
 - ii. 5.5%
 - iii. 2.5%
 - iv. .5%
2. Which of the following statements is true for India?
 - i. Industries use maximum water.
 - ii. Inter state water disputes have emerged based on the sharing of multipurpose project water.
 - iii. The people who are displaced due to dam construction are given proper rehabilitation.
 - iv. There is compulsory water harvesting methods used in all cities.
3. Which options are true for dams?
 - i. They check the sediment flow in rivers.
 - ii. Dams have helped provide ample water for agriculture.
 - iii. Dams have solved problems of drought in Central India.
 - iv. Dams have helped in power generation.
4. The traditional methods of water storage are -
 - i. Presence of Hauz Khas tank in Siri Fort area in Delhi.
 - ii. Inundation canals
 - iii. Bamboo drips
 - iv. Rooftop water harvesting.

5. Read the following passage and answer the questions given below:

"The long term average annual rainfall for the country is 1160 mm; which is the highest anywhere in the world for a country of comparable size. The annual rainfall however fluctuates widely".

Tick the possible consequences of such a water supply situation.

- a) Farming is restricted to a few areas.
- b) Underground water is not recharged.



Unit 2

- c) There is inadequate water for urban areas.
- d) Dry land areas are uncultivable.
- e) There are frequent droughts in some areas and floods in other.
- f) Animals are lost due to such water situation.
- g) Interstate water disputes are created.
- h) Poor monsoons lead to high cost of living.

Each student can explain the reason for choosing the statement.

6. Match the following information given in the columns:

S.No.	Name of the dam	River on which it is built	State in which it is located
1.	Bhakhra-Nangal	Krishna	Tamil Nadu
2.	Gandhi Sagar	Mahanadi	Himachal Pradesh
3.	Hira Kud	Satluj	Madhya Pradesh
4.	Mettur	Tungbhadra	Orissa
5.	Nagarjun Sagar	Kaveri	Karnataka
6.	Tungbhadra	Chambal	Andhra Pradesh

7. What are the various reasons for diminishing levels of ground water in the states of India? Could you suggest some measures to improve the situation? Also assign the various problems associated with decreasing levels of ground water.
8. Narrate how a particular dam in a flood prone area has recently failed to prevent a flood. Find out why it happened? Could this be avoided? How?
9. Mention typical examples of people from different regions of India who are suffering from water and scarcity. Choose different kinds of water scarcity problems.
10. Discuss about those river projects whose waters are being shared beyond political boundaries. Show the advantages of the same. If there are disputes, discuss why.
11. Find out and write in details the various water conservation measures adopted in your area. Do you think any new changes are required?
12. Draw diagrams of rooftop water harvesting system in urban area and rural area.
13. Collect pictures of 5 ancient hydraulic structures in India and write how they functioned.

Long answer Questions

14. How modern adaptations of traditional water harvesting methods are being carried out to conserve water?
15. What is water scarcity? What are the chief causes of water scarcity in cities?



16. Discuss the various ways of coping with water shortage problems in Rajasthan.
17. Justify the statement - "Industries are exerting pressure on existing fresh water resources".
18. Why do you think areas with high annual rainfall & high population density will face water scarcity?



CHAPTER 4

Agriculture

Introduction

This chapter deals with man's major economic activity - agriculture, the oldest industry of food production with the help of climate, soil and topography. The preceding chapters have already been elaborated on the land and water utilization and their role in agriculture. Therefore this lesson aims to develop an appreciation for human effort to make land a productive resource by growing crops to feed an ever growing population.

It teaches how varied conditions of climate and man's stage of development have prompted him to accept various methods of farming. It requires students to understand that agricultural production unlike industry cannot be regulated as it is dependent on physical conditions. Productivity of soil diminishes with increasing cultivation. The need to develop a certain cropping pattern to suit the climatic conditions is also conveyed in this lesson. Finally the lesson concludes with agricultural problems and various technological and institutional measures implemented by the government to solve them.

By means of different activities and assignments, the teacher can involve the students for greater participation in teaching learning Process. By actively engaging in these activities, the students will be able to understand the concepts in a better way.

Activity 1: Group Discussion

A group discussion on any of the following topics

- ✿ Primitive subsistence farming is soil friendly.
- ✿ Wheat is the main food crop of north and North West India.
- ✿ Agricultural growth rate is decelerating in India
- ✿ Agricultural output is low in India despite 63% of population and large area of land under agriculture

Learning Outcomes :

By means of Group Discussion, the students will be able to :

- ✿ Understand the characteristics of Indian farming in specific regions, their outcomes, positive and negative impacts;
- ✿ Analyze the reasons for poor output.

Procedure

- ✿ The class may be divided into groups of four.
- ✿ One student introduces the topic while others discuss on the topic and finally one has to sum up the points and draw a conclusion.



- ✿ Every one must get a chance to speak about 1 minute each
- ✿ Arguments should not continue for too long if the outcome is nil.
- ✿ In case it deviates from the topic, the teacher may intervene to bring it back to the topic
- ✿ The teacher may provide a general introduction on Indian Agriculture and its present trends.

Assessment criteria :

- ✿ The introductory speech of the opener of the discussion
- ✿ Logical presentation of arguments
- ✿ Clarity and correctness of concepts
- ✿ Ability to analyse the problem and bring out a solution
- ✿ Negative points for irrelevant arguments

Follow-up activity

The teacher may take up the portions wherever s/he finds that the concepts are not clear. S/he may discuss the excerpts from newspaper on the present trends of Indian agriculture in class.

Activity 2: Survey

Conduct a survey in an adjoining area and write a report.

Learning Outcomes :

By conducting the survey, the students will be able to :

- ✿ Develop an attitude to seek and probe;
- ✿ Gain experience of inputs in farming, how farming methods depend on the kind of crop, soil and climate and also how a farmer makes his living out of his work.
- ✿ Understand their problems and try to research reasons for the same.

Procedure

The teacher may take the students to a local agricultural area and contact the BDO who may appoint somebody to assist and guide them. Some students may take photographs while others make observation of the cropping pattern and some may interview one or two farmers with the help of a questionnaire. Following may be the type of questions. One may add more questions according to the nature of their study.

1. What are the cropping seasons?
2. Which are the crops grown?
3. What are the sources of their income?
4. Do they keep animals too?
5. Is their production sufficient?
6. How many farmers and agricultural labourers are working on the field?



Unit 2

7. Where and to whom do they sell their crops?
8. Since last ten years what is the trend in production?
9. What are the problems?
10. Do they get loans from bank?
11. Where do they get the seeds, fertilizers, irrigation from?
12. What type of benefits do they receive from government?

After the students complete their survey, they come back and share the information with others. Then they may be asked to write a report and draw some illustrations. They need to identify the type of farming and suggest some solution to the problems.

Assessment criteria

- ✿ Methodical approach
- ✿ Quality of information used
- ✿ Conclusions

Follow-up activity

The teacher may guide them to write the report. S/he might discuss the errors wherever necessary.

Activity 3: Debate

A debate on the following topics :

- ✿ Genetically modified crops are the need of the hour.
- ✿ Diversifying cropping pattern will increase yield and satisfy farmer's need.

Learning outcomes :

By doing this activity, the students will be able to do the following.

- ✿ Understand the concept of GM food- their advantages and disadvantages.
- ✿ Follow the economic background and population problems to initiate a particular type of food production

Procedure

- ✿ Students may be divided into two groups, for and against the motion.
- ✿ Each speaker is given 2-3 minutes time.
- ✿ Few students are reserved for interjection.
- ✿ Too many counter arguments won't be allowed

Assessment criteria

- ✿ Best speaker gets maximum points on the basis of strong and relevant points
- ✿ Delivery
- ✿ Reasoning with evidences
- ✿ Good relevant questions of interjection will fetch more points.



Follow-up activity

The teacher may dwell on the topics where ideas are not clear.

Activity 4: Project

Find out the different regions of India practicing the following types of farming and discuss the nature of farming :

- a. Intensive subsistence farming
- b. Plantation
- c. Primitive Subsistence farming
- d. Commercial farming
- e. Mixed farming

Learning outcomes :

To understand the correlation of farming methods and climate and soil of a region

Procedure

- ✿ An individual project.
- ✿ Show the distribution of farming methods in different parts of India
- ✿ State the characteristics of farming
- ✿ State the climate, soil and irrigation conditions
- ✿ State the crops grown
- ✿ State problems, if any
- ✿ Conclusions with your suggestions

Assessment criteria

- ✿ Correctness of information
- ✿ Correctness of map work
- ✿ Neatness
- ✿ Analysis

Follow up activity

The teacher may point out errors and explain the correct answers.

Questions for Assignments

The following questions may be used for quizzes, tests and assignments. The teachers may develop their own questions :

I Multiple choice questions

1. The crops grown in Rabi season are the following -
 - (a) Wheat, peas, barley and mustard
 - (b) Rice, jute, maize, soyabean



- (c) Pulses , melons, vegetables
 (d) Sugarcane and tobacco
2. Tick the characteristics of Commercial farming
- (a) Plots of land are fragmented
 (b) Transport and communication plays an important role
 (c) The yield is usually low
 (d) The pressure of population is high on land
3. Wheat is mainly grown in -
- (a) Punjab, Bihar, Orissa. Bengal
 (b) Punjab, Rajasthan, Bihar, Uttar Pradesh
 (c) Maharashtra, Punjab. Bihar
 (d) Kerala, Andhra, Rajasthan

II. Fill in the blanks by selecting words given in the box below :

(Tea, Rabi, Plantation, Jhumming, Zaid)

- _____ is name given to 'slash & burn" agriculture in North Eastern States of India.
- Coffee cultivation is an example of _____ farming.
- _____ crops are sown in winter from October to December.
- Short growing season during the summer months is known as _____ season.
- _____ is a beverage crop.

III Word Search

Solve the puzzle by following your search horizontally and vertically to find the hidden answers.

B	J	U	T	E	Z
H	T	A	N	K	L
U	C	Z	A	I	D
P	O	O	N	A	R
U	C	L	S	T	U
L	F	T	P	O	B
S	E	Z	A	P	B
E	E	Q	K	T	E
S	M	D	L	A	R



- (a) A leguminous crop.
- (b) Known as golden fiber.
- (c) An equatorial crop.
- (d) Its cultivation was initially introduced on Baba Budan Hills.
- (e) Short season during the summer months.

IV Long answer questions

1. "Growth rate in agriculture is decelerating....."
What are the priorities of the government to improve agriculture in India?
2. Differentiate between rabi and kharif crops.
3. Mention the major fibre crop of India. What are the favourable geographical conditions needed by this crop?
4. Enlist the institutional reforms introduced by the government in the interest of the farmers.
5. Prove how tea cultivation satisfies the characteristics of plantation farming.
6. What were the technological innovations to improve farming in India?
7. Why is jute losing its market?
8. What makes intensive subsistence farming flourish in India?

V Complete the following blanks :

Crop	Soil	Climate	Distribution
Rice			
	Black Soil		
			Hills of Darjeeling, Tamil Nadu, Kerala
Maize			
		Moist and humid, rainfall > 200 cm Temperature > 25 degrees	



Unit 2

VI Study the map shown, identify and explain-

1. The states in western India where rice is cultivated and why.
2. The land form which supports the rice cultivation.
3. The soil, rainfall and temperature in such a landform.
4. The conditions which have made rice cultivation possible in northern India.



Mineral and Energy Resources

CHAPTER 5

Introduction

Minerals are found on the earth's crust in different forms. Their quantity and quality varies from place to place. Minerals are very important for any nation as they help in the development of numerous items of day to day requirement. Right from matches & salt to sophisticated turbines and ships are manufactured from these minerals. Considering its significance in the growth and development of any nation, it is important for a student to know about its presence in our own country. Through this chapter an attempt has been made to highlight the important minerals found in India and also their distribution.

Learning Objectives :

On the completion of the chapter the students will be able to :

- ✿ understand the mode of occurrence of minerals.
- ✿ classify minerals as well as energy resources.
- ✿ know about the important minerals power resources and their distribution in India.
- ✿ understand the need for its conservation.
- ✿ know about the method of conservation.

Activity 1: Reporting from a Mine - Direct Telecast/A skit

Learning Outcomes :

By doing the activity, the students will be able to :

- ✿ Know about the types of mining.
- ✿ Understand the Procedure involved in mining.
- ✿ Understand the nature of occurrence of a mineral.
- ✿ Know about the problem associated with mining.

Procedure

- ✿ The class is divided into small groups.
- ✿ Each group is given a topic for skit. Teacher invites a group to perform. It is similar to a TV report which (live telecast) is directly done from the mining site.
- ✿ Few students can enact as labourers working in the mine and discussing about their day to day affairs.
- ✿ The reporter will interview each one of them and share their views with the class.
- ✿ Through the 'skit cum reporting' they can convey about the mining procedure which is usually undertaken in a mine and also can highlight problems related to it.



Assessment

Students can be assessed by asking various questions related to it. The audience as well as the participants may be judged based on the understanding of the concepts behind the theme.

Approximate time: 30 minutes

Activity 2: Dictation of Map Filling Items**Learning Outcomes :**

By doing the map exercise the students will be able to :

- ✿ Locate the places related to the distribution of minerals.
- ✿ Familiarize with the distribution of a particular mineral.

Procedure

Teacher will give specific map filling items in advance to learn.

For example, distribution of iron-ore, manganese, bauxite and mica.

Teacher will read out the questions and the students will locate it on the map, such as -

- a. A place where mica deposits are found in Bihar
 - b. Iron-ore mine of the part of Chhattisgarh, etc
- ✿ These maps are then exchanged among students for peer checking. They are asked to correct it by looking into the correct location marked by the teacher on the outline black roll-up map of India.

Assessment

Here assessment is made by the peer group. Mutually they can exchange their maps and based on the guidance given by the teacher, each one of them can do their individual checking.

Activity 3: Field Visit - A Visit to a Power Plant**Learning Outcomes :**

On conducting survey, students will be able to

- ✿ Know about the production and distribution of power -
- ✿ Understand the techniques & infrastructure involved in it.
- ✿ Recognize its impact on the environment.

Procedure

Teacher can undertake a field visit to an energy producing unit. It can be a thermal power plant, bagasse based plant, wind energy generating unit etc. Based on the following points students can prepare a report:

- a. Source of energy
- b. Location of the energy producing unit



- c. Amount of energy produced
- d. Areas/states benefited
- e. Description of the power plant, in terms of its structure, size, materials used for its construction, engineering skill if some special mention is required, any other relevant feature depending upon the nature of the power plant.
- f. Environmental issues, if any.
- g. Measures taken for environmental protection.
- h. Any problems related to it.
- i. Suggestions for further improvement.

Assessment Criteria

Based on the information gathered, students report may be assessed based on following criteria:

1. Presentation
2. Content coverage

Activity 4: An Exhibition on models related to power resources

Learning Outcomes :

By doing this activity, the students will be able to,

- ✿ Know about the different sources of energy produced.
- ✿ Understand the comparative merit of one source with the other.
- ✿ Bring out the disadvantages of the conventional sources of energy.

Guidelines to the Teacher

Class is divided into small groups and each group is assigned to prepare a model related to the production of energy using different sources, such as:

1. Coal, 2. Wind, 3. Water, 4. Solar energy, 5. Petroleum, 6. Urban Waste/Cow dung/Biomass, 7. Tidal, 8. Geo-thermal.
- ✿ Students are given enough time to explore more about their production and distribution.
 - ✿ Students may be advised to highlight both the advantages and disadvantages of each source.
 - ✿ Some students of the group can prepare charts related to it.
 - ✿ Entire work of the class may be presented in the form of an exhibition.

Assessment Criteria

Presentation

1. Materials used
2. Presenting additional information of ideas through the model



Approximate time: 2 weeks.

Activity 5: Presentation on Minerals

Learning Outcomes :

The students will get familiarized with certain aspects related to distribution, utility & significance of minerals.

Procedure

The class is divided into small groups.

Each group is assigned a different mineral and is asked to prepare a presentation based on the following:

- ✿ Distribution
- ✿ Economic significance
- ✿ Reserves in India
- ✿ Agencies exploring it
- ✿ Problems related to its exploitation
- ✿ Marketing and production strategies
- ✿ Export/import.

Each group will assign one or two topics to the members and they will collectively present it in the class.

- ✿ Approximate time for presentation - 4-5 minutes per group.

Assessment :

Students work may be assessed based on the following criteria :

- ✿ Relevance
- ✿ Content Accuracy
- ✿ Clarity of the presentation
- ✿ Use of maps and diagrams

Activity 6: Consumption of Electricity - A Survey

Learning Outcomes :

By conducting the survey the students will be able to :

- ✿ Know about the rate of consumption of electricity in a locality.
- ✿ Bring awareness of the need for the conservation of energy.



Guidelines to the Teacher

Teacher will brief the students about the need for conducting this survey and will help the students in preparing the questionnaire. Each student will conduct a survey for at least 10 households and will note down the information relating to following:

1. Agency providing electricity
2. Amount of electricity consumed
3. Rate at which the electricity is supplied
4. Amount of money spent for electricity consumption
5. Months recording the lowest & the highest bill. Reasons.
6. Any electricity saving device being used? If so, explain.

Teachers may encourage students to take up some energy conservation measures also.

Survey report may be read in the class and a group analysis will be done about the consumption status.

Assessment Criteria

- ✿ Genuineness of work
- ✿ Presentation
- ✿ Punctuality in presenting
- ✿ Use of maps/diagrams

Assignment Questions

Following questions may be used to test how far they have understood the concept based on minerals.

Multiple Choice Questions

1. Which one of the following metals can be obtained from Bauxite?

(a) Aluminium	(b) Copper
(c) Iron	(d) Silver
2. Which one of the following places is known for lignite deposits?

(a) Khetri	(b) Neyveli
(c) Bailadila	(d) Bokaro
3. Which one of the following types of energy production takes place in a belt from Nagercoil to Madurai?

(a) Solar	(b) Wind
(c) Tidal	(d) Thermal



Unit 2

II. Short Answer Questions

1. Which are the types of coal formations based on their geological ages? Where are they found in India?
2. Why should we conserve minerals and energy resources?
3. What is the relevance of non-conventional sources of energy in a country like India? Why do you think so?

III. Match the following pairs.

Type of formation	Name of minerals
1. Beds of layers	1. Common salts, magnesium
2. Alluvial place deposits	2. Gypsum, potash salt
3. Veins and lodes	3. Bauxite
4. Result of evaporation in deserts	4. Coal & iron ore
5. Ocean waters and ocean beds	5. Manganese nodule
6. Residual mass of weathered material	6. Gold, silver etc.



Manufacturing Industries

CHAPTER 6

Introduction

India's industrial growth has been sporadic since independence. Industries play an important role in contributing to the economy of any nation. Industries can generate wealth at a faster rate as compared to any primary activity. Even then, it has its own disadvantages. Through this lesson students are given an opportunity to know about the major industries, their location, their contribution to the country and also about its impact on the environment.

Learning Outcomes :

By reading this chapter, the students will be able to

- ❁ know about the contribution of manufacturing sector to the Indian economy.
- ❁ classify industries on the various basis categories/ group.
- ❁ know about the factors affecting industrial location.
- ❁ know about the distribution of some of the major industries.
- ❁ understand the impact of industries on man.
- ❁ bring awareness about the damage caused due to the extensive industrial growth.
- ❁ understand the steps taken to check environmental degradation.

Activity 1: A Presentation on Indian Industries

Learning Outcomes :

By involving themselves in this activity, the students will be able to do the following :

- ❁ know about an industry and its location on the map, and its distribution in the country.
- ❁ know about the factors affecting its location
- ❁ appreciate its contribution to the nation.
- ❁ understand the problems related to it, if any
- ❁ Measures adopted to control environment degradation.



Procedure

Class may be divided into small groups. Each group may be given a different type of industry. Each member of the group should be encouraged to explore and find more information about an industry under the following heads:

1. Location/distribution
2. Representation on the map
3. Reasons for its present location
4. Special features (if any)
5. Problems faced (if any),
6. Level of pollution caused
7. Measures to control environment degradation

After the preparation of the report, students can present them in different groups.

Each group may be given 7-10 minutes for their presentation.

Teacher may ask questions in between to the presentation group, as well as the remaining class to create effective learning.

Assessment Criteria :

Assessment of the class may be done based on their performance

While observing their performance teacher can look into the following aspects-

- ✿ Content accuracy
- ✿ Originality of ideas
- ✿ Use of maps, diagrams, graphs etc.
- ✿ Use of additional information
- ✿ Over all presentation

Approximate time: 1½ hours.

Activity 2: Classification of Industries

Learning Outcomes :

By doing this activity the students will be able to do the following :

- ✿ classify industries on various criteria;
- ✿ know about the basis of classification;
- ✿ understand the different categories of industries.



Procedure

Step 1:

The class is divided into small groups. Each group is given the newspaper or few magazines.

They are asked to find out the names of industries.

Collect as many as 10 industries.

Step 2:

Do the classification of industries based on the following heads :

1. Ownership
2. Raw Materials
3. Main Role
4. Capital Investment

After the classification, each group will present their report in the class.

Assessment

This is a fun based activity, therefore it does not require any assessment. Groups completing this task first may be rewarded by a loud applause.

Follow up: If any of the groups is not able to do the given task correctly, it can be presented in the class and the students may be given some clues to solve it. In spite of giving the clues, if they fail to answer, teacher may revisit those portions which were taught earlier.

Activity 3: Quiz

Learning Outcomes :

By doing this activity the students will be able to do the following :

- ✿ Recall the location of various industries.
- ✿ Identify the type of industries associated with the different minerals and their distribution.

Procedure

- ✿ Teacher makes an announcement of the quiz after the completion of the lesson.
- ✿ They are given a day's time for revision.
- ✿ The class is divided into small groups consisting of 7-8 students.
- ✿ Each team is given 20-30 seconds to discuss.
- ✿ Some sample questions are given below :

A map showing the location of an industry is shown. Identify the industry.

Iron and steel industry at Bhilai is shown on the map. Question to the group is: Name the industry located here. Name the place from where this Iron & Steel industry gets its iron-ore.



Unit 2

Separate maps showing minerals, roads, ports, power stations, rivers may be given to the students. Ask them which industry can be set up in a place where a particular mineral is found. Also ask them about the other advantageous factors.

Give a logo of any organization for example of 'SAIL' and ask them to identify it. 'Similar questions where thinking is required may be asked.

Assessment

Every correct answer should be given 10 points. Group answering the passed on questions should be given 5 points.

Approximate time: 40 minutes

Activity 4: Slogan Writing

Learning Outcomes :

By doing this activity the students will be able to

- ✿ understand the need for maintaining a harmonious relationship with the environment.

Guidelines to the Teacher

- ✿ Teacher will take up this activity after the completion of the lesson on industrial pollution and the measures to check industrial pollution.
- ✿ Students are guided to make a drawing related to saving the environment by checking industrial pollution and write a suitable slogan for it.

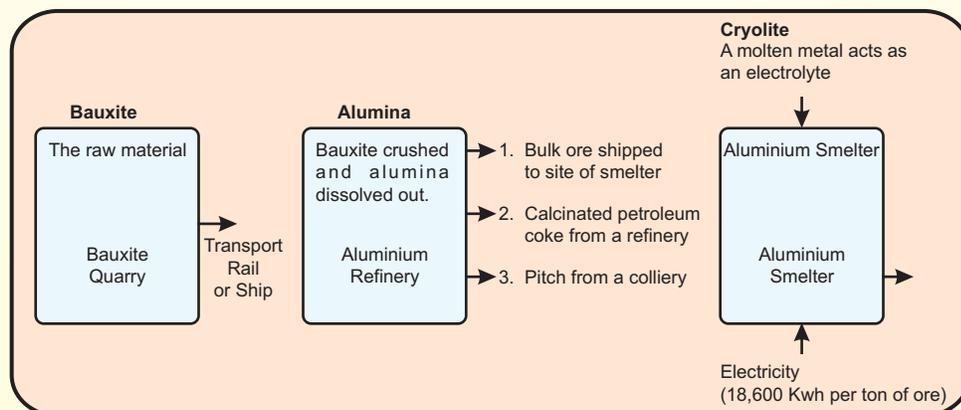
Assessment Criterion

- ✿ Creativity
- ✿ Relevance of the topic
- ✿ Presentation
- ✿ Originality

Activity 5: Diagram Interpretation on manufacturing Industries

Sub-topic : Aluminium Smelting

Procedure of manufacturing of a certain metal in an industry and solve the questions based on it:



1. Name the metal which is produced?
2. Name the raw material used?
3. Identify the three important factors influencing the production of this metal?
4. What do you think about the consumption of electricity and related environmental issues? Is it a matter of concern?

Activity 6: Comprehension passage on Chemical Industries

Learning Outcomes :

On completing the task the students will be able to :

- ✿ Understand the relevance of chemical industry in India's economy.
- ✿ Classify chemical industries.
- ✿ Reason out its wide spread distribution in the country.

Task: Read the passage given below and answer the questions based on it.

Chemical industries

The Chemical industries in India is fast growing and diversifying. It contributes to approximately 3 per cent of the GDP. It is the third largest in the Asia and occupies the twelfth place in the world in term of its size. It comprises both large and small scale manufacturing units. Rapid growth has been recorded in both inorganic and organic sectors. Inorganic chemicals include sulphuric acid (used to manufacture fertilizers, synthetic fibres, plastics, adhesives, paints, dyes stuffs), nitric acid, alkalies, soda ash (used to make glass, soaps and detergents, paper) and caustic soda. These industries are widely spread over the country.

Organic chemicals include petrochemicals, which are used for manufacturing of synthetic fibers, synthetic rubber, plastic, dye-stuffs, drugs and pharmaceuticals. Organic chemical plants are located near oil refineries or petrochemical plants.

The chemical industry is its own largest consumer. Basic chemicals undergo Processing to further produce other chemicals that are used for industrial application, agriculture or directly for consumer markets.

1. Which are the two types of chemical industries based on its size?
2. How much is the share of chemical industry to country's GDP?
3. Why are the organic chemical plants located near oil refineries?
4. Why are petro-chemical industries significant?
5. Why are the chemical industries widely spread over the country?
6. Name some of the products manufactured from sulphuric acid.



Activity 7: Map work on Software Technology Parks

Learning Outcomes :

By completing the map exercise the students will be able to :

- ✿ Identify the software technology parks set up in different states of India.
- ✿ Locate some of the software technology parks in India.

Procedure

Students are guided to identify the software technology parks marked as A, B, C, D, E and F by the teacher. They need to locate software technology parks located in Orissa, Gujarat and Andhra Pradesh.

Some Sample questions are given below based on which the teachers can prepare their own questions for quizzes, assignments, tests, etc.

Multiple choice Questions

I. Choose the correct answer form the four alternatives given below:-

1. Which one of the following city is known as the electronic capital of India?

(A) Hyderabad	(B) Mysore
(C) Bangalore	(D) Chennai
2. Which one of the following organization is responsible for the marketing of steel of the public sector undertaking?

(A) TISCO	(B) IISCO
(C) BHEL	(D) SAIL
3. Which one of the following is manufactured at Salem?

(A) Steel	(B) Cotton
(C) Aluminium	(D) Copper
4. Which one of the following Iron and Steel plants is located in Orissa?

(A) Durgapur	(B) Bokaro
(C) Rourkela	(D) Jamshedpur

II. Answer the following questions :

1. Describe the factors influencing the location of industries.
2. Classify industry based on their main role or function.
3. "The textile industry occupies a unique position in the Indian economy." Elaborate the statement with suitable arguments in support of it.
4. What are the challenges faced by the Jute textile industry?
5. Suggest few ways of conserving fresh water in industries?



Lifelines of National Economy

CHAPTER 7

Introduction

Modern means of transport and communication play a vital role in integrating the nation. They act as a life line of our nation by linking far flung areas with the main centres of economic activities. Transport and communication are a pre - requisite for the development of any region. Through this chapter students are given an opportunity to understand the various means of transport & communication networks and their significance.

Learning Objectives :

By reading the chapter students will be able to

- ✿ Understand the need for a set network of transport and communication.
- ✿ Make a comparison of the different modes of transport and communication.
- ✿ Understand their role in integrating the national and global economy.
- ✿ Understand their role in enhancing trade and commerce and also tourism.

Activity 1: Visit to a bus terminal / railway station.

Procedure:

The student may be asked to

- ✿ Visit a main bus terminal /railway station/ and prepare a report based on the following lines.
 - What is the area of influence of the bus terminal / railway station? - (places linked by this unit)
 - Average no. of buses/trains operating from the place (note down both incoming as well as outgoing traffic)
 - On an average how many passengers are benefited by this unit?
 - How much goods are transported on a daily basis from here?
 - How many employees are working in this unit?
 - Is there any daily wage worker? If yes, How many?
 - How much is the annual/monthly/daily collection/income of the unit?
 - Which is the longest route terminating here?



Unit 2

Also mention the name of any special bus train if any operating from here.

Which type of track is mostly used here/which type of roads based on their layout / significance are found in the region?

Which authority is responsible for its maintenance?

What are the problems faced by the people?

- ◆ Is the service adequate to the population of the locality?
- ◆ How far the environment is maintained?
- ◆ How much is the pollution level of the area?
- ◆ Any other problems.

Assessment Criterion

- ✿ Relevance of the content
- ✿ Presentation of the report
- ✿ Use of graphic/maps/photo
- ✿ Genuineness

Activity 3: Imagination of a week without any means of Transport & Communication

Learning Outcomes :

By doing this activity the students will be able to :

- ✿ Realize the significance of means of Transport & Communication
- ✿ Recall the functional linkages of means of transport & communication with the other areas.

Guidelines to the Teacher

This activity may be undertaken after the lesson is taught.

Procedure

Students may be asked to imagine a week without any means of transport & communication. How would your life be influenced by it?

Give a detailed description of it.

After completion of this task, students may be asked to present their write up in the class.

Approximate time : 20 minutes

Assessment

This is a fun based activity, which need not be assessed. Students with imagination may be shared and at the end the teacher may brief the real implications of the absence of means of Transport & Communications.



Activity 4: Preparation of a Tourist Guide to visit a Beach/Hill Station/Desert/Any other tourist spot

Learning Outcomes :

On completion of this activity the students will be able to :

- ✿ Understand the potential of tourism in India.
- ✿ Analyze the role of means of transport & communication in enhancing tourism.
- ✿ Understand the contribution of tourism to country's GDP.
- ✿ Appreciate the richness of our country.

Procedure

Students may be encouraged to prepare a tourist guide for a particular tourist spot. Teacher should explain the requirements of a tourist guide.

This includes the details of the place in terms of its -

- ✿ Location
- ✿ Climate
- ✿ Season to visit
- ✿ Type of clothes preferred
- ✿ Nearest rail/bus/airport
- ✿ Map of the area
- ✿ How to reach there
- ✿ Places to visit
- ✿ Any other relevant information

Procedure :

Students may be asked to prepare a tourist guide for a destination of their choice. It may be a hill station, coastal areas, and backwaters, sites of boat race, festivals, and churches/mosques ancient monuments/forts.

Based on the features mentioned, students may be guided to create their own guide.

They may need to explore further for relevant information to include in the manual.

Assessment Criteria

- ✿ Presentation
- ✿ Richness of the content
- ✿ Placement of facts
- ✿ Use of maps
- ✿ Neatness



Activity 5 : Report on Pipeline Transport

Learning Outcomes :

By preparing the report the students will be able to :

1. Know about the different ways in which pipeline is used as a means of transport.
2. Understand the significance of pipeline transport.

Guidelines to the teacher

1. The students may be asked to prepare a report on the different kinds of pipelines used for transporting.
2. They may also be asked to prepare a report on the benefits of using pipelines.

Assessment Criteria

- ✿ Clarity of idea
- ✿ Presentation of facts
- ✿ Originality

Activity 6: Report Making & its Presentation

Learning Outcomes :

By preparing the report the students will be able to

- ✿ Know about the ports of India.
- ✿ Understand the significance of ports to the nation.
- ✿ Make a comparison of the port along the eastern with that on western coasts of India.

Procedure

The class may be divided into small groups. Each group may be given any two ports one from the western and the other from the eastern coast. Students will prepare a report based on the following:

1. Location of the coast on the map.
2. Reasons for its development.
3. Special characteristic features, if any.
4. Items handled for export and import
5. Hinterland
6. Problems, if any
7. Its significance

Members of each group will present their report based on the above mentioned points in the class.



Assessment Criteria

- ✿ Content
- ✿ Logical Presentation
- ✿ Research work done
- ✿ Originality

Follow up

Teacher may conduct a quick oral test to understand the level of learning. Teachers may encourage students to interject each team; and the best interjection may be given long applause. Through this the motivation level will increase and hence enhance learning.

Multiple Choice Questions

I. Choose the correct answer from the four alternatives given below :

- a. Which one of the following is the eastern terminal of east-west corridor?

(A) Shillong	(B) Silvassa
(C) Silcher	(D) Singarauli
- b. Which one of the following was developed to relieve the pressure on Kolkata port?

(A) Haldia	(B) Paradip
(C) Vishakhapatnam	(D) Navasheva
- c. Which one of the following regions is associated with Konkan railway?

(A) North Eastern	(B) Eastern Coastal Plains
(C) Sahyadri and the Western Coast	(D) Central highlands and Northern plains

II. Fill in the blanks by selecting appropriate words from the ones given below :

Kolkata, Vishakhapatnam, Chennai, Mumbai, Kandla

- a) The first port developed soon after independence is _____ seaport.
- b) _____ is the biggest port with spacious natural and well sheltered harbour.
- c) _____ is the oldest artificial seaport of India.
- d) _____ is the deepest landlocked seaport of India.
- e) _____ is the inland riverine port of India.

III. Short Answer Questions

1. Explain why road transport still needs to be developed in India? What are the priority areas?
2. Where are railways developed in hill areas and why? Trace their history in the colonial period?
3. Why are border roads important for us?



Unit 2

IV. Long Answer Questions

1. "Road transport in India is not competitive but complementary to railways." Justify the statement by giving four points.
2. Explain any two merits and two demerits of pipeline transport.
3. Name two major means of communication with two examples of each. Explain the main features of each type of communication.
4. "International trade of a country is considered as its economic barometer".
Elaborate the statement with four suitable examples.

Activity 7: Interpretation of diagrams on Roadways

Learning Outcomes :

On interpreting the diagrams the students will be able to

- ✿ Understand the concept of expressways.
 - ✿ Identify the express way and its significance.
- Study the diagram showing an express way and answer the question based on it.



1. Name the main expressway highway, a part of which is connecting Ahmedabad - Vadodara is shown in the picture?
2. Name the state in which this part is located
3. Name the agency responsible for its construction.
4. Why is it considered as a major breakthrough in the history of road transportation?



Activity 9: Construction of a Pyramid on Ports of India

Learning Outcomes :

This is a fun based activity. By doing this activity students will be able to :

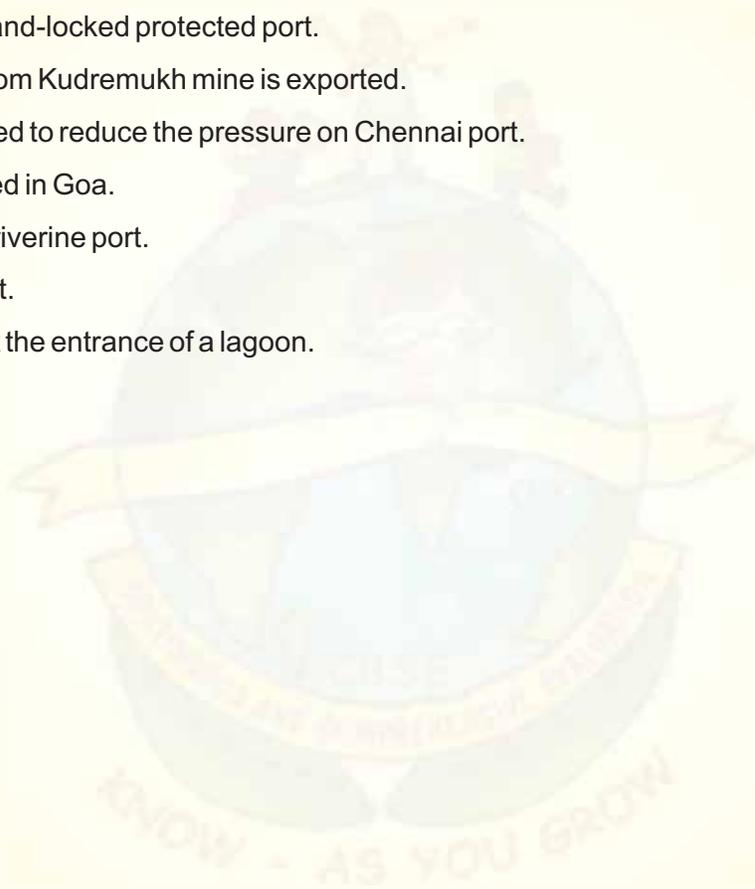
- ✿ Identify the major ports of India based on their characteristic features.

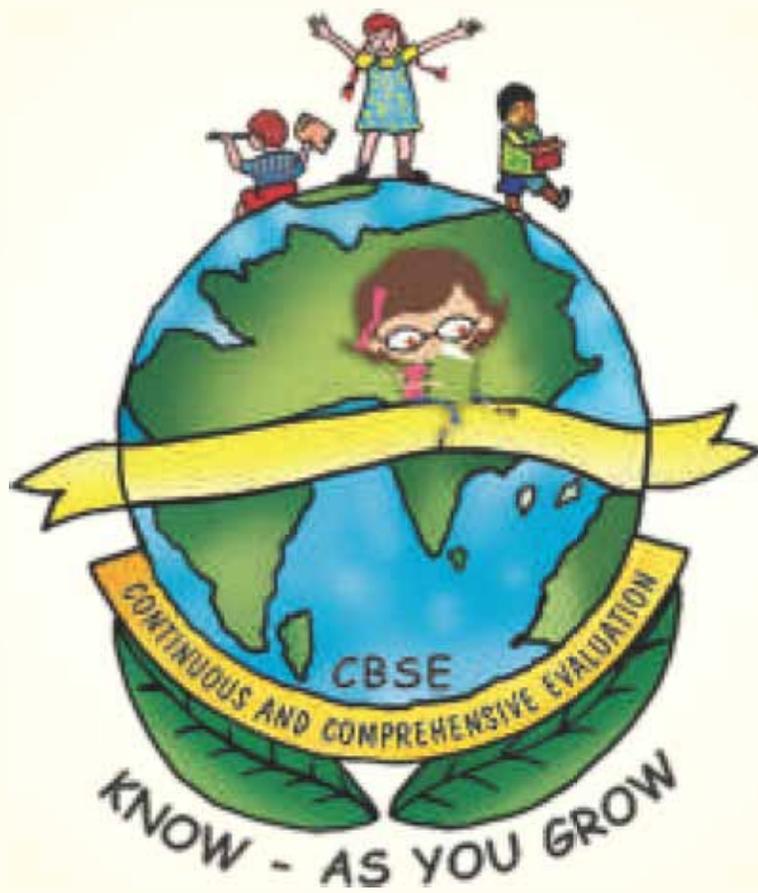
Procedure

Based on the clues given, build up the pyramid.

Clues from base to top

1. Deepest land-locked protected port.
2. Iron-ore from Kudremukh mine is exported.
3. Constructed to reduce the pressure on Chennai port.
4. Port located in Goa.
5. An inland riverine port.
6. A Tidal port.
7. Located at the entrance of a lagoon.







POLITICAL SCIENCE

***UNIT III : DEMOCRATIC
POLITICS - II***

UNIT III : DEMOCRATIC POLITICS - II

CHAPTERS

TERM-I

- 1 Power sharing
- 2 Federalism
- 3 Democracy and Diversity
- 4 Gender, Religion and Caste

TERM - II

- 5 Population Struggles and movements
- 6 Political Parties
- 7 Outcomes of Democracy
- 8 Challenges to Democracy

KNOW - AS YOU GROW

CHAPTER 1

Power Sharing

Introduction

All powers do not rest with any one organ of the state. There must be a sharing of power among the legislature, executive and judiciary. In this book the forms of power sharing in modern democracies have been discussed. Starting with Belgium and Sri Lanka, it can be seen how power is shared in these countries. The students will also understand about the vertical division of power among the different levels of governments and that it is the major form of power sharing in modern democracies.

Learning Objectives :

After going through this Chapter, the students will be able to :

- ✿ Know why and how power is shared in democracies.
- ✿ Understand the working of spatial and social power sharing mechanisms.

In order to help students better comprehend the concepts taught, some suggestive activities are being provided here. The teachers can use these as per the need or improvise further to suit their requirements.

Activity 1 : Preparation of Scrap book /Classroom Bulletin Board

Learning Outcomes :

- ✿ To understand the advantages of power sharing.
- ✿ To understand that the absence of power sharing leads to conflict.

Procedure

- ✿ Class will be divided into groups of 5-8 children.
- ✿ Each group will be asked to collect paper cuttings on any one aspect of the following topics.
 1. Power sharing in India and other countries
 2. Difficulty in power sharing
 3. Causes of conflict
 4. Methods to resolve conflicts

The material collected can be put up on bulletin boards and scrap books under suitable and eye catching headings.



Approximate time : 1 period.

Assessment criteria :

The teacher will assess work displayed on bulletin boards on the following parameters :

1. Content
2. Knowledge - relevance according to location
3. Creativity / originality
4. Presentation

Follow up activity

The teacher will discuss the short comings in their learning of concepts.

The teacher can also ask the following questions to help clarify the concept.

- a. How is power shared in the family?
- b. Do you feel the power sharing in the community is democratic? Give reasons to justify your answer.
- c. Why does conflict arise between political parties regarding power sharing?

Activity No. 2

Group presentation

Learning Outcomes :

- ✿ To understand how power sharing takes place in different situations of life for example - at home, community, school, within political party etc.

Procedure

- ✿ Divide the class into suitable groups
- ✿ All members of the group will collect information on Power Sharing.
- ✿ Students can gather information from home, in their community, in school and within the political party
- ✿ Each group will organize the information collected and make a presentation before the Class.

Approximate time : 2 days to gather information and 2 periods for presentation.

Assessment criteria :

- ✿ Presentation
- ✿ Content knowledge
- ✿ Coordination with the other members
- ✿ Creativity
- ✿ Overall impact



Follow up activity

The teacher will summarise the main points. S/he may ask these questions to help students think about power sharing.

- ✿ Do you think that international organs share power?
- ✿ Are they democratic? Give reasons for your answer.
- ✿ Find out the power sharing arrangement in your family.

Activity No.3: Project Work

To prepare a chart or power point presentation on power sharing arrangement in Belgium and Sri Lanka

Learning Outcomes :

- ✿ To introduce students to the importance of power sharing in democracy.

Procedure

- ✿ The class will be divided into groups. Those who can make a power point presentation will make a presentation while others will make charts.
- ✿ The students will work on following sub-topics:
 - a. Ethnic composition
 - b. Past political set up
 - c. Rights of the people
 - d. Role of govt.
 - e. Solution for the existing problems
 - f. Struggle for power (if any)
 - g. Comparing power sharing arrangement between Belgium and Sri Lanka

Approximate time : 1 day (at home)

Assessment criteria

Assessment should be based on

- ✿ Content - knowledge
- ✿ Relevance
- ✿ Presentation

Follow up

- ✿ Students can be asked to find out about power sharing in big democracies having regional diversities.



Unit 3

Questions such as these for testing different levels of learning may be used by the teachers as assignments, oral questions, quiz, class work, etc.

1. Fill in the blanks :

- a. An act was passed to recognize _____ as the only official language of Sri Lanka.
- b. A belief that the majority community should be able to rule country in whichever way they want, by disregarding the wishes and needs of minority is known as _____.

2 Correct the following statements and rewrite them :

- a. Power sharing increases the possibility of conflict between social groups.
- b. The constitution of Sri Lanka had clearly laid down the powers of different levels of government.

3 State whether the following statements are true/false

- a. Power sharing accommodates diversities.
- b. Community government is a good example of power sharing arrangement.
- c. LTTE was formed by sinhalies in Sri Lanka.

4 Answer the following questions briefly:

- a. Mention any three provisions of the Act passed in 1956 in Sri Lanka as part of the majoritarian measures.
- b. What were the demands of Sri Lankan Tamils?
- c. Explain the Belgium model of power sharing.
- d. What were the demands of Sri Lanka Tamils? How many demands were fulfilled?
- e. Illustrate with the help of examples of four ways of power sharing in modern democracies.
- f. Mention the factors on which the power sharing arrangement works.
- g. Based on the power sharing arrangement in Sri Lanka & Belgium, find out more about the power sharing in any one of the following countries :
 - i) Switzerland
 - ii) Canada



CHAPTER 2

Federalism

Introduction

Vertical division of power among different levels of government is referred to as federalism. How power is divided in India, role of language in restructuring the states, and the changing relationship among centre and states are some major topics dealt with in this Chapter.

Learning Objectives :

After going through this Chapter, the students will be able to do the following :

- ✿ To analyze federal provisions and institutions
- ✿ To understand the new Panchayati Raj Institutions in rural and urban areas
- ✿ To understand the objective of decentralization

The teacher must involve her/ his students in various kinds of learning activities to sustain their interests in the topics and make learning procedure meaningful and joyful. Some such activities have been provided here.

Activity No. 1 : Work Sheet on Classification of the federal and non-federal forms of the governments.

Learning Outcomes :

To enable the students to classify or distinguish the federal and non federal features of the government

Procedure

- ✿ Some statements / features of federal and non-federal governments are given together.
- ✿ The student will identify each feature and write under the headings as federal or non-federal government.

Instruction :

Classify the following statements as federal and non-federal in the form of a table shown below:

Federal	Non-federal



Unit 3

Statements :

- a) There should be two or three levels of government.
- b) Powers should be divided between the centre and the states.
- c) The financial powers should vest with the central government.
- d) The central government is entitled to take away the powers of the states.
- e) The governments at two levels have their separate jurisdiction in the field of law making.
- f) The government at the central level alone has the right to change the state laws.
- g) Judiciary is not empowered to interpret the constitution.
- h) No written constitution is required.

Approximate time : 1 period

Assessment criteria

- ✿ Understanding of the concepts of federal and non-federal governments
- ✿ Ability to recognize the features of each type of government.

Follow up

In case the students are not able to identify a particular feature or fail to categorize the features, then the teacher may recapitulate the topics.

Activity No. 3: Picture / cartoon interpretation

Learning Outcomes :

- ✿ To introduce students to the centrality of power sharing in a democracy
- ✿ To understand how the constitutional arrangement for sharing power work in reality depends to a large extent on how the ruling parties and leaders follow these arrangements.



Procedure

- The teacher should provide any picture or cartoon given in the textbook or any relevant picture/ cartoon, and tell the students to interpret the same. For example a cartoon given here:



- The teacher may ask them to study the cartoon given above and answer the following questions:
 - Recognize the lady shown in the cartoon and write her name.
 - Who are the people standing in the queue?
 - Why do they have a begging bowl in their hands?
 - What are they demanding from the lady and why?
 - Is their demand justified? Support your answer by giving examples.

Approximate time : 10-15 Minutes

Assessment criteria

Assessment should be based on logical thinking, understanding of the concept, and recognition of significant features in the picture or cartoon and answers given by studying the cartoon.

Follow up

The interpretation is done by the students, but the teacher may also give her/his inputs.

Activity No.4: Debate

Topic : "Recognition of state based on language has integrated India".

Learning Outcomes :

The student will be able to analyze how the federal division of power in India helped or strengthened national unity.



Unit 3

Procedure

- ✿ The teacher should give the topic in advance to the students.
- ✿ The class may be divided into 2 groups for speaking in favour or against the motion.

Approximate time : 1 period.

Assessment criteria

The teacher may assess the students on the parameters based on

- ✿ reasoning,
- ✿ logical thinking of the learners,
- ✿ their understanding of the vital role of language in reorganization of the states.

The following questions may help the teachers to enhance the comprehension levels of the students.

1. What type of federal set up do we have in India? Highlight its any three special features.
2. How did the constitutional amendment of 1992 help the Indian democratic set up to achieve real decentralization?
3. Write true or false about the following statements.
 - i. Besides Hindi, Indian constitution has 21 official languages.
 - ii. There is no reservation of seats for women in a village panchayat.
 - iii. The lowest level of local self-government is called panchayati raj.
 - iv. Reorganization of states on the basis of languages has integrated and strengthened India.
 - v. Only the Parliament can make laws on the subjects mentioned in the concurrent list.
4. Comprehension passage
"Restructuring the centre state relation is one more way in which federalism has been strengthened in practice. How the constitutional arrangements for sharing power work in reality depends to a large extent on how the ruling parties and leaders follow these arrangements".
 1. How is restructuring the centre-state relation a way to strengthen federalism?
 2. Mention the factors on which the power sharing arrangement works.
 3. Suggest any two measures to strengthen the centre state relations.



CHAPTER 3 *Democracy & Diversity*

Introduction

In democracy, the ultimate authority of government is vested in the common people so that the policies are made to conform to the will of the people. But, people can also identify themselves and relate with others on the basis of caste, creed, language, gender, religion etc. In this Chapter the students will also learn that how democracy responds to differences, divisions and inequalities among people in the society.

Learning objectives :

After going through this Chapter, the students will be able to :

- ✿ Know the concept of social differences and their causes.
- ✿ Distinguish between overlapping and cross cutting differences.
- ✿ Learn how democracy accommodates social diversities.

Activity No.1: Role Play

Learning Outcomes :

This activity is expected to enable the students to do the following :

- ✿ Understand the various social differences that occur in the Procedure of democracy - overlapping and cross cutting social differences.
- ✿ Draw some general lessons about how social differences can take various forms.

Procedure

- ✿ Class to be divided into two groups.
- ✿ Each group will represent themselves as Catholic and Protestant respectively
- ✿ Each group will highlight the problems of Northern Ireland, through role play.
- ✿ Overlapping and cross cutting social differences to be shown through the role play.

Approximate time : 2 Periods.

Assessment Criteria

- ✿ Enactment of the character/ character dramatization
- ✿ Highlighting the issue
- ✿ Relevance
- ✿ Presentation
- ✿ Creativity
- ✿ Overall impact (convincing / effective or not)



Unit 3

Follow up

The teacher may also play the role of a narrator to be an active participant of the role play and should conclude at the end with a significant note.

Activity No.2 : Group Discussion

Suggested topics

"Minorities should be given reservations in educational institutions and in jobs also."

OR

"The outcome of politics of social division depends on how people perceive their identities."

Learning Outcomes :

By doing this activity, the students will be able to :

- ✿ develop a better understanding of the concept
- ✿ promote logical thinking

Procedure

- ✿ Topics for group discussion to be given in advance.
- ✿ Information can be collected from the text book, newspaper, and internet.

Approximate time: 1 period.

Assessment Criteria

- ✿ Logical thinking and reasoning
- ✿ Understanding of the concept
- ✿ Relevance of the topic
- ✿ Ideas and opinion suggested by the students

Follow up

The teacher should ensure that during discussion, every student should get a chance to speak about the topic. At last the teacher can summarize, and see that all the points are covered.

Activity no.3: Conducting interview

Learning outcomes :

By doing this activity, the students will be able to

- ✿ Know the reaction of the people on the social issues based on discrimination.
- ✿ Create awareness about the discrimination of women and their condition in the society.



Procedure

- ✿ Class to be divided into groups.
- ✿ Conduct a survey and take interview of various people in the neighbourhood to find out any case related to discrimination of girl child/woman.
- ✿ A questionnaire can be prepared to conduct the interview.
- ✿ To prepare a report based on the survey and the interview based on the following questions.
 - Q.1 Is there any girl child in the family? How many sons do you have?
 - Q.2 Does she go to school? Name the schools where you are sending your children.
 - Q.3 What are the different household works performed by the girl in the family? Compare this with house hold chores done by boys:
 - Q.4 Is she married? If yes, then at what age did she get married? What is the appropriate age for boys to marry?
 - Q.6 Whether the girl has share in her parental property after her marriage? Your views regarding this issue

Approximate time : 2 days

Assessment criteria

- ✿ Collection of data / information
- ✿ Relevance
- ✿ Interpretation of the data
- ✿ Presentation in the form of report.

Follow up

- ✿ The teacher should discuss this social issue in the class to bring out the reality of discrimination done against women in the society.
- ✿ Students can be asked to observe and note discrimination against scheduled tribes and other Background classes.

Questions for Assignments, Tests ,etc.

The teachers may develop their own questions or use these to test whether their students have rightly understood the concepts taught. Care should be taken to ensure that all levels of learning are assessed.

1. Why do you think Tommie Smith and John Carlos chose this form of protest in the Mexico Olympics? What was its effect on the Civil rights Movement in the US?



Unit 3

Formative Assessment – Democratic Politics - II

2.



- a. In the context of the cartoon given above, what in your opinion, is the problem of people in South Africa?
 - b. Does this problem still exist in the world? If yes, quote the country.
3. Fill in the blanks :
- a. Catholics and protestants have had conflicts in _____. While they do not have any such problem in the neighbouring country called _____.
 - b. Political competition along religious and ethnic lines led to the disintegration of Yugoslavia into _____ independent countries.
4. Social divisions take place when social difference overlaps some other differences." Elaborate in the context of Northern Ireland and Netherlands.



5. Match the following

A

B

- | | | |
|---|---|-----------------|
| 1. A society that has similar kinds of people, especially where there are no significant ethnic differences | a | Migrant |
| 2. Anybody who shifts voluntarily or out of some adverse circumstances from one region or country to another region or another country | b | Homogenous city |
| 3. The percentage of protestants in the United Kingdom | c | 53% |
| 4. The percentage of Catholics in the United Kingdom | d | 44% |
| 5. The sect of Christianity represented by Nationalist parties who demanded that Northern Ireland be unified with the Republic of Ireland | e | Protestants |
| 6. The sect of Christianity that was represented by the Unionists who wanted to remain with the UK. | f | Catholics |

6. Give one word for the following statements:

- A society that has similar kinds of people specially where there are no significant ethnic differences.
 - A person who thinks that caste is the principal basis of community.
 - A person who does not discriminate others on the basis of religious beliefs.
- Can you find out any country other than India that had suffered disintegration due to political fights on the basis of religious and ethnic identities? If yes, then write their names.
 - Highlight any three factors that are crucial in deciding the outcome of politics of social divisions.
 - In your opinion why did Peter Norman who was neither black nor American join in the gesture of protests?
 - Describe the events of reform movements aimed at abolishing racial discrimination against Afro American?



11. "Social divisions of one kind or another exist in most countries. It does not matter whether the country is big or small" How far does the statement hold true with regard to India/ Explain.
12. What was the main feature of the peace treaty between UK Government and the Nationalists after which the latter suspended their armed struggle?
13. In which European country did political competition along religious and ethnic lines lead to the disintegration into six independent countries in Europe?



Gender

Caste & Religion

CHAPTER 4

Introduction

In the previous chapter we noted that the existence of social diversity does not threaten democracy. Expressions of differences in social, political or any other are possible and rather even desirable. In this chapter we shall look at social differences that are based on gender religion and caste. We shall also find out whether different expressions based on these differences are healthy or otherwise in a democracy.

Learning Objectives :

By going through this chapter, the students will be able to :

- ✿ Develop awareness regarding differences in sex, caste and religion.
- ✿ Develop sensitivity to the social and religious differences that exist in countries.
- ✿ Develop respect for the rights of all social divisions that exist in society.

Activity No.1: Exchange of Role

Learning Objective :

- ✿ To sensitize the students about sexual division of labour and
- ✿ To create a feeling of dignity of labour

Procedure :

Imagine you/your father/your mother or any elderly member in your family has to take up the household duties of your mother / father in your family.

- a. Identify the activities which you will happily perform.
- b. Also indicate the activities which you think you can hardly perform.
- c. Is there any activity which you can do but would not like to do at all and why?
 - ✿ Activity can be performed at the individual basis
 - ✿ Girls would exchange their role with the male members of their family and boys would exchange their role with the female members in their family.
 - ✿ Share ideas and opinions about the household duties performed by the female/ male members in the family

Approximate time : 2 period.

Assessment criteria

- ✿ Need not be graded
- ✿ Convincing reasons given for the ideas and opinion



Unit 3

- ✿ Empathy shown by the boys / girl students regarding the responsibilities of each other.
- ✿ Readiness to give credit to the home makers.

Follow up

The teacher must summarize the topic by emphasizing the importance of dignity of labour. S/he can ask simple questions to give an insight to the children.

Activity No.2: Group discussion

Topic : 'Since women form 50% of the population of the country, then why should not 50% reservation be given to women in the Parliament'.

Learning outcomes :

By engaging in this activity, the students will be able to understand the importance of female political representation and also to find out the reasons why women representation is so low in India.

Procedure

- ✿ Class can be divided into groups of 8-10 students.
- ✿ Each student in the group must give his/her inputs
- ✿ Group leader must summarize at the end.

Approximate time: 2 periods

Assessment criteria

- ✿ Logical thinking and reasoning
- ✿ Understanding the issue of political representation of women
- ✿ Suggestive measures to solve the issue

Follow up

After the group discussion takes place, the teacher must sum up by highlighting significant points given by each group to recapitulate the topic.

Activity No.3: Debate

Topic : "Religion should be separated from politics"

Learning Outcomes :

- ✿ To highlight the importance of religion and the advantages or disadvantages of religion to be separated from politics

Procedure :

- ✿ Divide the class into two groups.
- ✿ Each group will speak for the motion and against the motion.



- ✿ Each student will express his/her views on the given topic.
- ✿ Group leaders will conclude the debate.

Approximate time : 2 periods

Assessment criteria

- ✿ Analytical thinking
- ✿ Logical reasoning
- ✿ Understanding of the concept

Follow up

After the debate given by both the groups in favour and against the motion, the teacher must conclude by discussing the significant points given by each group.

Activity No.4: Skit

On any of the following Social issues :

- (i) Gender discrimination
- (ii) Communal politics in India
- (iii) Caste based discrimination

Learning outcomes :

Skit is a combination of fun and learning. Through skit, the social issues like discrimination based on gender or community can be easily depicted and first hand information can be easily provided to the student through visual expression.

Guidelines for the teacher

- ✿ The students can prepare a skit on any social issue under the able guidance of the teacher
- ✿ The teacher may help in preparing the dialogues of the skit.

Approximate time: 2 periods

Assessment criteria

- ✿ Understanding of the concept
- ✿ Dialogue delivery
- ✿ Expressions
- ✿ Coordination among the members
- ✿ Overall impact (way of presentation, convincing power, etc.)

Follow up

The teacher may discuss the social issue presented in the skit and also discuss the similar social issues prevailing in the society and their effect on politics.



Unit 3

Activity No.5: Research work / Survey

Learning Outcomes :

Through this survey, the student may try to find out the gender division in the village or society.

Procedure :

- ✿ The class can be divided into 8 to 10 groups
- ✿ The groups may conduct a survey in their neighbourhood, society etc. on the basis of the following questionnaire
 - Q.1 How many member are there in the household?
 - Q.2 How many adult male and female members are there in the family?
 - Q.3 What is the number of children below 18 years-male and female? Does the girl child go to school or go further for higher education?
 - Q.4 Would you send your girl child to the hostel?
 - Q.5 Is the female member in the family allowed to work outside their house?
- ✿ Similar kind of questionnaire can be framed by other groups also to conduct the survey and after the survey, they must submit a report.

Approximate time : 1 day (outside school)

Assessment criteria

- ✿ Quality of research work
- ✿ Collection of data
- ✿ Interpretation of data

Follow up

On the basis of the reports prepared by each group after the survey, the teacher must discuss the commonalities in each survey report and also to discuss the purpose of the survey.

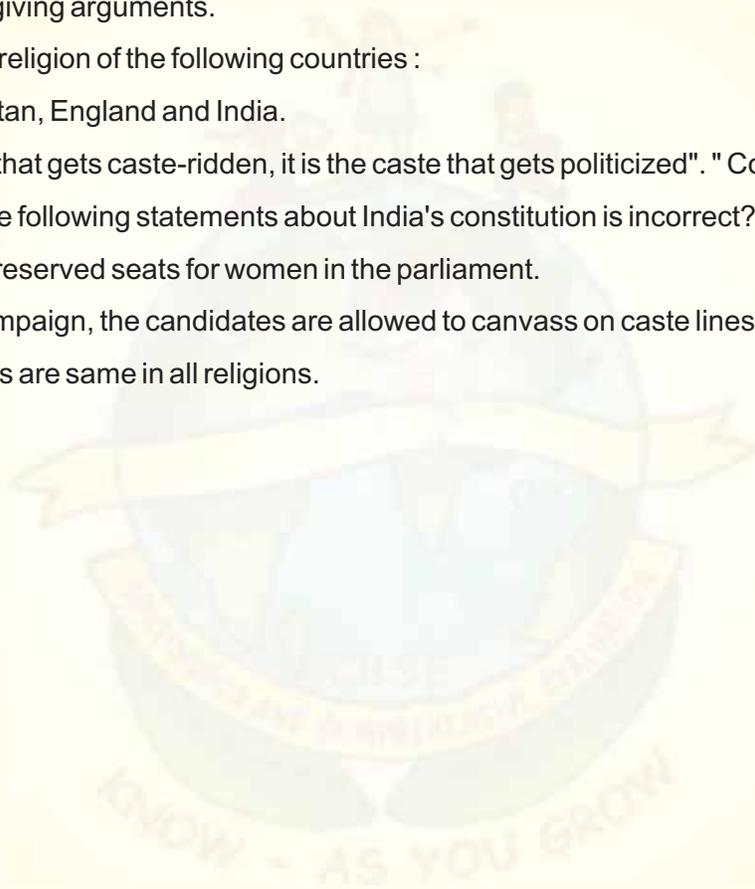
The following questions may help a teacher in recapitulating the learning by students. The teacher may frame more questions to test their understanding.

Questions for assignments and Tests

1. Give one word for following:
 - a) A radical woman's movements aimed at equality in personal and family life.
 - b) A male dominated society _____.
2. "Unless women control power, their problems will not get adequate attention". How far do you agree with the above statement?
3. State the various forms that communalism takes in politics.
4. Highlight the features of a secular state. On the basis of these features where do you place India? Explain.



5. Explain the role caste plays in politics of India.
6. Correct the following statements and re-write them :
 - a) The official religion of India is Hinduism.
 - b) The family laws are same for all the religions in India.
7. What is meant by communalism?
8. Highlight the constitutional provisions under the right to freedom of religion in India.
9. "Caste is not the only factor in determining the success of candidates in elections". Justify your answer by giving arguments.
10. State the official religion of the following countries :
Sri Lanka, Pakistan, England and India.
11. "It is not politics that gets caste-ridden, it is the caste that gets politicized". Comment.
12. Which among the following statements about India's constitution is incorrect?
 - a) There are reserved seats for women in the parliament.
 - c) During campaign, the candidates are allowed to canvass on caste lines.
 - d) Family laws are same in all religions.



Unit 3

Popular Struggles and Movements

CHAPTER 5

Introduction

Democracy invariably involves conflicts of interests and viewpoints. These differences are often expressed in organized ways. The chapter discusses how struggles around conflicting demands and pressures shape democracy. The Chapter also highlights how ordinary citizen can play a role in democracy.

Activity No.1: Report making

Study any of the public interest groups other than (BAMCEF) and write its activities which promote collective good.

Learning outcome :

- ✿ To know the activities of public interest groups and their role in promoting collective good.

Procedure

- ✿ The teacher should guide the students to study any of the public interest groups in India
- ✿ Find out their activities in promoting collective good in India.
- ✿ Prepare a report

Approximate time : 1 day (outside school)

Assessment criteria :

This activity may not be graded.

Follow up

On the basis of the report and research work, the teacher should highlight the activities performed by each public interest group in India.

Activity No.2 : Collage / Bulletin Board / Scrap book

Learning Outcomes :

- ✿ To sensitize the students about the social movements in India.

Procedure

- ✿ The teacher should guide the students about the social movements in the country.
- ✿ S/he should familiarize them about the pressure groups and their role in mobilizing citizens in various ways in India.



- ✿ The students will collect newspaper clippings related to social movement.
- ✿ They will put them in the class bulletin board under different headings or paste them in the scrap book or prepare a collage.

Approximate time : 2 days

Assessment criteria

- ✿ Understanding of the concept
- ✿ Collection of data
- ✿ Interpretation of data
- ✿ Presentation skill

Follow up

On the basis of the clippings and collage work, the teacher should emphasize again the role of social movements and pressure groups and their role to mobilize people in India.

Activity No.3 : Report Making

On the basis of news in the newspaper or TV Channels, identify any five pressure groups working in India.

Learning Outcomes :

To familiarize students about the pressure groups working in India, their aims and objectives and how they function.

Procedure

- ✿ To apprise the students about the meaning and role of pressure groups.
- ✿ List out any 5 pressure groups working in India.
- ✿ Take help of newspapers, TV Channels, internet to collect information
- ✿ Prepare a report on:
 - i. What is their area of activities?
 - ii. What are their goals?
 - iii. How do they influence politics?
 - iv. What methods do they use to achieve their goals?
 - v. How far are they successful in their aim?
 - vi. Is their influence healthy or not?
 - vii. Are these pressure groups related to political parties in any way?

Assessment Criteria

- ✿ Collection of data / information
- ✿ Analysis of the report



Unit 3

- ✿ Presentation based on findings etc. should be assessed

Follow up

After the research work or collection of information about the pressure groups working in India, the teacher must recapitulate the purpose of pressure groups and their role performed in democracy to mobilize people.

Activity No.4 : Debate

Topic : Pressure groups and movements are healthy for democracy".

Learning outcomes :

To develop an awareness of the role of pressure groups for the healthy working of democracy.

Procedure

- ✿ Class to be divided into two groups.
- ✿ Each group will speak for the motion and against the motion
- ✿ Each group member must give their inputs and prepare significant points for the debate.
- ✿ Group leaders by summarizing all the points given by each member will speak in front of the class.
- ✿ Two students to be interjectors.

Approximate time : 2periods

Assessment criteria

During the debate the following parameters need to be assessed :

- ✿ Understanding and knowledge of the concept
- ✿ Logical thinking
- ✿ Whether the student is ready to accept criticism by students.

Follow up

At the end of the debate, the significant issues from both the groups should be summarized by the teacher. The teacher may give inputs if he/she feels that any relevant point was missing or had not been highlighted by both the groups.

Activity No.5 : Skit /role play

Learning outcomes :

By involving themselves in this activity, the students will be able to develop an understanding about the pressure groups and movement groups and how they exert influence on the politics in democracy.



Guidelines for the teacher

- ✿ The students should be guided by the teacher to know the pressure groups and movement groups and to understand their activities in a democratic country.
- ✿ She/he should also give her/his inputs in dialogue/script of the role play and give them direction, so that the message of the skit is rightly and clearly conveyed to everybody.

Approximate time : The topic should be given one week in advance.

Assessment criteria

- ✿ Presentation of the skit
- ✿ Role of each member in the skit to highlight its purpose.
- ✿ Creativity shown during the skit (use of props, banners, etc.)

Follow up

The skit will help the teacher to recapitulate the topic.

Activity No.7: Puzzle

Learning Outcomes :

Solving puzzles is a fun learning activity. This activity would further enhance the understanding of the entire chapter.

Find out the correct one word answer from the box for the following statements and write them.

M	Z	O	W	Q	I	B	T	S
A	B	A	A	C	Z	C	O	P
O	A	T	T	E	G	L	N	A
I	M	N	E	P	A	L	O	L
S	C	O	R	A	D	C	R	F
T	E	F	A	I	D	M	K	T
G	F	E	D	E	C	O	R	F
M	L	K	O	P	T	N	T	Z
T	Z	L	M	F	W	X	I	Y

Statements :

1. A country witnessed an extraordinary popular movement in April 2006.
2. The roots of a party can be traced back to a long drawn social reform.
3. Communists who believe in the ideology of Mao.



Unit 3

4. A political party formed by all the major political parties of Nepal, mainly responsible for the movement for democracy.
5. Crisis faced by Bolivia.
6. An organization that protested against water privatization in Bolivia.
7. A legislation passed by parliament to protect people from exploitation.
8. An organization largely made up of government employees to campaigns against caste discrimination.

Procedure :

- ✿ The teacher will circulate a copy of the Word search Puzzle to each group of 3 students.
- ✿ The students will read each statement given at the end of the puzzle.
- ✿ They will find out the correct answer hidden in the puzzle.

Assessment criteria

- a) Understanding of the lesson
- b) Ability to find out answer

Questions for Assignments and Recapitulation of learning

The teacher may use questions such as these to recapitulate learning of the Class.

1. Give one word for the following statements :
 - a. Communists who believe in the ideology of Mao and seek to overthrow the government through an armed revolution so as to establish the rule of the peasant and workers.
 - b. Organization that mobilizes people with a view to win political power.
 - c. Organizations that seek to promote common interest.
2. Correct the following statements and rewrite them:
 - a. Trade unions, business associations and professional bodies are good examples of public interest groups.
 - b. Democratic conflicts can never be resolved through mass mobilization.
 - c. Pressure groups aim to directly control or share political power.
3. Write the full form of :
 - a. SPA
 - b. BAMCEF
 - c. NAPM
4. Answer the following questions in brief :
 - a. How the sectional interest groups play a valuable role"?
 - b. What are issue specific movements? Mention their types? Give one example for each type.



CHAPTER 6

Political Parties

Introduction

In our study of democracy we have come across political parties a number of times. Political parties are indispensable in the running of the governments. In this chapter we shall study the nature and working of political parties especially in our country. We shall try to find out why do we need parties and how many parties are good for a democracy.

Learning Objectives :

After going through this Chapter, the students will be able to :

- ✿ Understand the importance of political parties in a democracy.
- ✿ Comprehend the various types of party systems.
- ✿ Evaluate the merits and demerits of each type of party system.
- ✿ Understand the national and regional political parties in India.

Activity No. 1: Group discussion

Learning outcome :

- ✿ To understand the various party systems, their merits and demerits.
- ✿ To find out which party system is suitable / not suitable for India

Procedure

- ✿ Divide the class into three groups.
- ✿ Let each group prepare a presentation in favour of any one of the party system - one-party system, bi party, multi-party system.
- ✿ They will discuss the merits and demerits of each party system.
- ✿ They will decide at the end for themselves, what seems to be the system with maximum number of speakers as supporters. Do record the voices of disagreements also.
- ✿ They will find out which party system is not suitable for India.

Approximate time : 2 periods

Assessment criteria

- ✿ Presentation skill
- ✿ Content knowledge
- ✿ Relevance to present political scenario in the country
- ✿ Points of agreements and disagreements (logical thinking)



Unit 3

Follow up

- ✿ Group leaders will discuss each of their party system.
- ✿ They will find out which party system is suitable / not suitable for India based on the points of agreements and disagreements.

Activity No. 2: Picture / Cartoon Interpretation

Learning Outcomes :

By doing this activity, the students will be able to do the following :

- ✿ Understand the importance of contesting the elections;
- ✿ Recognize the motive behind contesting elections.

Procedure

- ✿ Study the picture / cartoon and interpret it
- ✿ Answer the questions given below the picture related to it.

Approximate time : 1 period

Assessment criteria

- ✿ Ability to recognize or identify people in the Cartoon
- ✿ Understand the key idea behind the picture/ Cartoon
 - What is the name of the officer asking the lady the question written below the cartoon.
 - "Why do you want to contest the elections" ? What does he mean by this?
 - State what is the amount specified by the Election commission per candidate for contesting Lok Sabha and Assembly Elections.

Follow Up

Discussion should follow on the electoral expense and the limit put by the Election Commission on it.

Activity No. 3: Use of Flash Cards

Learning Outcomes :

- ✿ Familiarize the students with the working of regional parties in the state.

Procedure

- ✿ Each student will be asked to collect names of 2 regional parties in India
- ✿ They will find out the following information related to the regional parties selected by them:

Number of seats the different regional parties have secured in the last Assembly and Lok Sabha elections.

The symbols allotted to the Regional parties.



The working of political parties in their state.

- ✿ Assuming themselves a member of the political party the students will prepare an election manifesto for their Party. They will explain how their manifesto is different from the one given by the Political Parties.

Approximate time : 1 day

Assessment criteria

- ✿ Need not be assessed.

Follow up

- ✿ Students can be asked to find out about other state parties.

Activity No. 3: Skit / Street Play.

Learning Outcomes :

By doing this Activity, the students will be able to

- ✿ Understand the necessity of political parties in a democracy.
- ✿ Understand the importance of parties and the different party systems.

Procedure

- ✿ Class may be divided into three groups
- ✿ Each group will prepare a skit on party system, one group on one party system and another on two party and multi party system.
- ✿ They will try to highlight the importance of party system and merits and demerits of party system.

Approximate time - 2 Periods

Assessment Criteria

The teacher will assess students on the following parameters:

- ✿ relevance of presentation
- ✿ creativity / originality

Follow Up

Group leaders will conclude by stating merits / demerits of the different party systems. The Activity should help the students in concluding which party system is better in their opinions.

Questions for recapitulation

The questions such as the following ones will help the teachers in recapitulating what the students have learnt in the class. Efforts be made to develop questions testing higher order thinking skills of the students.

1. Read the following statement and identify the political party :
 - a. Oldest party of India, founded in 1885, a centrist party in its ideological orientation and supports new economic reforms.



- b. Formed in 1925, believes in Marxism-Leninism, secularism and democracy, and accepts parliamentary democracy as a means of promoting the interests of the working class, farmers and the poor significant presence in the state of Kerala and West Bengal.
 - c. Formed in 1999 following a split in the congress party. Espouses democracy, Gandhian secularism, equity, social justice and federalism. Wants that highest offices in government be confined to natural born citizens of the country.
 - d. Founded in 1980, wants to build a strong and modern India by drawing inspiration from India's ancient culture and values. Cultural nationalism is an important element of Indian nationhood and politics.
2. Fill in the blanks:
 - a. Culture is an important element in Party's conception of Indian nationhood and politics.
 - b. The Bahujan Samaj Party was formed under the leadership of _____.
 - c. _____ is the party in power in (Name of the state) without a break for 30 years.
 3. Explain the following terms:
 - a. Defections
 - b. Affidavit
 - c. A coalition government
 - d. Ruling party
 4. What are the criteria that distinguish a political party as a National Party and a State Party?
 5. Mention three National Parties and three state parties of India. Also mention the states to which they belong.
 6. Name the three major components of a political party.
 7. "We should have a two party system in India. Give any three arguments to support or criticize the statement.
 8. Match the following :

A	B
a) Two party system	i) Communist Party of India (Marxist)
b) Multi-party system	ii) Britain
c) One party system	iii) India
d) A National Party	iv) Samajwadi Party
e) A State Party	v) China
 9. Highlight the various challenges faced by political parties.
 10. Identify the national and state parties which have a dynastic succession.
 11. Suggest various reforms you would like to introduce to improve the Indian electoral system.



Outcomes of Democracy

CHAPTER 7

Introduction

So far we have seen what is democracy, features of democracy, functioning of democracy and the role of political parties in democracy. In this chapter, we shall proceed to look at the expected and actual outcomes of democracy in various respects: quality of government, economic well being, inequality, social difference and conflict and finally freedom and dignity.

Learning Objectives :

By going through this Chapter, the students will be able to :

- ✿ Understand the importance of democratic government
- ✿ Realize the importance of citizen's participation in decision making.
- ✿ Understand that in a democracy the government is accountable to the citizens.
- ✿ Compare democratic governments with that of dictatorship in all respects including economic growth and development.
- ✿ Comprehend the importance of accommodation of social diversity in a democracy.
- ✿ Inculcate the value of dignity and freedom of individuals in a democracy.

The activities suggested here will help the teacher to make teaching effective and interesting.

Activity No. 1 Picture Interpretation

Learning Outcomes :

By doing this activity, the students will be able to do the following :

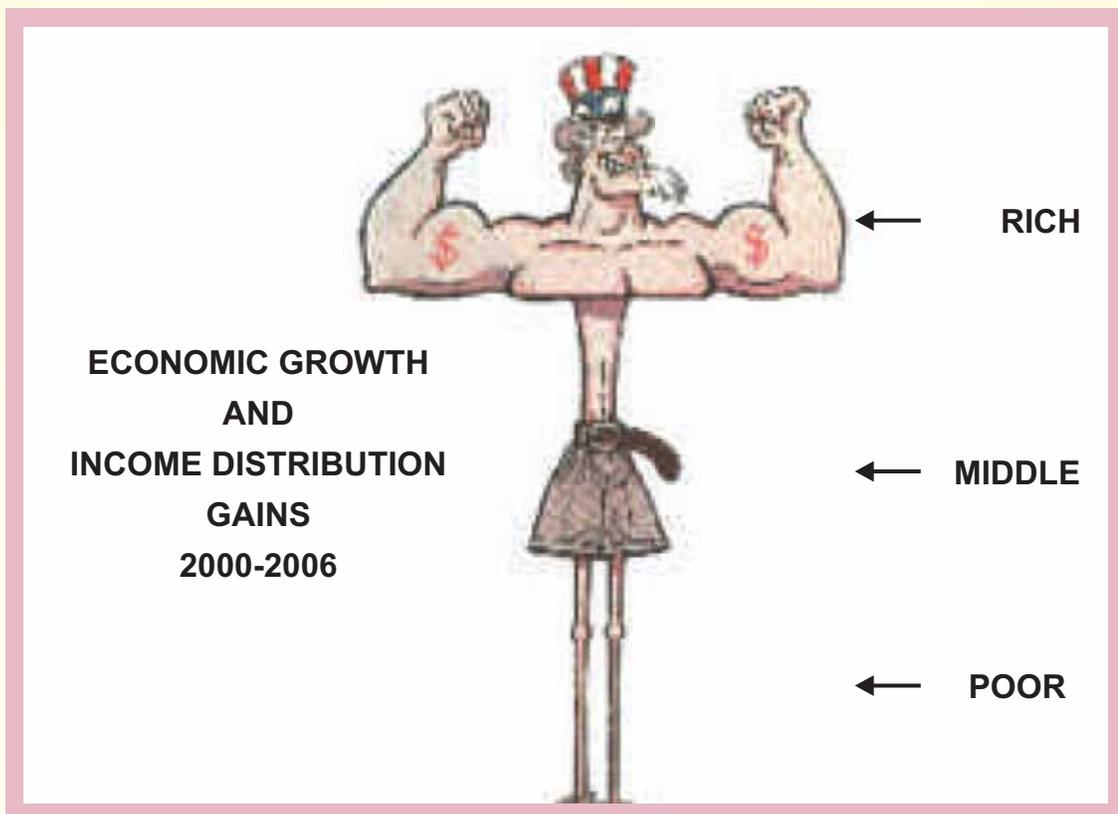
- ✿ help students understand that democracies are expected to produce good governments
- ✿ compare economic growth under democracy and under dictatorship



Unit 3

Procedure

- Students are expected to see the picture / cartoon and answer the questions :



- Should the gains of economic growth be evenly distributed?
- How can the poor get a voice for a better share in the nation?
- What can the poor countries do to receive a greater share in the world wealth?

- Students will be asked to find out about other countries - 5 poorest democracies and 5 rich democratic countries.
- Find out about five dictatorial countries and their level of economic development.

Approximate time : At home- 1 day

In school - 1 period

Assessment Criteria

Need not be assessed.

Follow Up

The idea is to help students appreciate the importance of democracy even in bringing about economic growth . Students can trace India's development since 1947 to present.



Activity No. 2: Discussion based on Research

Learning Outcomes :

By doing this activity, the students will be able to do the following :

- ✿ Conceptualize the important features of democratic governments.
- ✿ Emphasize the importance of citizen's participation in decision making.
- ✿ Comprehend that democracy should be accountable to the citizens.

Procedure

- ✿ Students will be divided into groups of 5 or more- depending upon class strength and teachers discretion
- ✿ 5 countries each will be allotted to each group.
- ✿ Each group will find out the following information with respect to each of the countries assigned:
 - ◆ Whether these countries have a formal constitution?
 - ◆ Whether elections are held at regular periodic intervals?
 - ◆ Whether the countries have multi-party, Bi-party , one party system?
 - ◆ Whether the citizens enjoy rights?
 - ◆ Whether right to information is available to the citizens?
 - ◆ The level of inequalities in democratic countries.

(or any other point which the teacher deems suitable).
- ✿ A discussion will take place after students of all groups have made their presentation (All students are expected to speak)

Approximate : time 2 Periods

Assessment Criteria

The teacher will assess based on the following parameters -

- (i) Content knowledge
- (ii) Exhaustive study
- (iii) Reference
- (iv) Presentation (by each member of the group)

Activity No. 3: Skit

Topic : 'The best form of government 'Democratic government'.

Learning Outcomes :

- ✿ To deepen the knowledge and understanding of the challenges facing democracy in India
- ✿ To promote an understanding of the outcome of democracy.



Unit 3

Procedure

- ✿ Class will be divided into groups.
- ✿ Each group will compare Democratic government with that of dictatorial government / or just highlight the important features of the democratic government.
- ✿ Attempt should be made to see that all students participate in the skit
- ✿ Democratic government as - accountable, responsive and legitimate, promotes equality, improve decision making, economic growth and development - some of these points may be touched in the skit.

Approximate time -2 : Periods

It will be assessed on the following points

- ✿ Content / knowledge
- ✿ Relevance
- ✿ Participation of all students
- ✿ Presentation

Activity No. 4: Debate

Learning Outcomes :

- ✿ To facilitate the learner to understand and appreciate the complexities / difficulty faced by democratic governments
- ✿ To appreciate the importance of democratic governments
- ✿ To imbibe democratic values.

Topics :

- Democratic government is accountable to the people.
- Democratic government is responsive and legitimate.
- Dictatorship is a far better government to bring about economic growth.

Procedure

- ✿ Debate can be conducted on all or any one of the topics suggested.
- ✿ Two students for and two student against the motion, two interjectors can be selected for each topic.

Approximate time : 1 Period for one topic

Assessment Criteria

It should be based on

- Relevance to the topic
- Content / knowledge
- Convincing arguments



- iv) Ability to handle questions of interjectors
- v) Overall presentation

Activity No. 5 : Designing cards for the Republic Day or the Independence Day

Topics :

- a. Voice of the poor
- b. Dignity of the citizens
- c. Incredible India
- d. Social Equality
- e. Economic Equality
- f. Any other suitable topic

Procedure

- ✿ Before Independence day, students may be asked to prepare Cards on the topics mentioned above.
- ✿ They will make posters to promote the sale of such cards in their school or in their neighborhood.
- ✿ The money from these cards should be used to help some extremely poor students of the school.

Questions for assignments and recapitulation

Religion, social diversity, equality, opinion, government, majority

Q.1 Fill in the blanks:

- i. Democracies are based on political _____.
- ii. Democratic govt. is a legitimate _____.
- iii. Democracy accommodates _____.

Q.2 Whether the following statements are True/False:

- i. Democracies lead to peaceful and harmonious life among citizens.
- ii. Inequalities of incomes between citizens can be reduced in democracy.
- iii. Legitimate govt. may be slow, less efficient, not always very responsive or clean.

Q.3 Answer the following questions in brief:

- a. Do you believe that democracy can reduce economic disparities? Give reasons to support your answer.
- b. What are the testimonies to the success of democracies?



Unit 3

Q.4 Read the following statements and place them under the appropriate column in the table given underneath:

- a. Freedom of the citizens.
- b. Claims of the disadvantaged and discriminated castes for equal status and equal opportunities.
- c. Promotes equality among citizens.
- d. Leads to peaceful and harmonious life among citizen.
- e. Dignity of individual.
- f. Produces an accountable, responsive and legitimate govt.

Social democracy	Political Democracy

Q.5 Read the following passage and answer the following questions :

Democracy stands much superior to any other form of government in promoting dignity and freedom of the individual. Every individual wants to receive respect from fellow beings. Often conflicts arise among individuals because some feel that they are not treated with due respect. The passion for respect and freedom are the basis of

Democracy. Democracies throughout the world have recognized this, at least in principles. This has been achieved in various degrees in various democracies. For societies which have been built for long on the basis of subordination and domination, it is not a simple matter to recognize that all individuals are equal.

- Q.1 In what way democracy stands superior to any alternative government?
- Q.2 What are the bases of democracy?
- Q.3 Why do conflicts arise among individuals in democracies?



CHAPTER 8 *Challenges to Democracy*

Introduction

This last chapter draws upon all that what students have learnt in the last two years. In this chapter we shall try to explain the challenges that democracy faces in our country and else where. We shall also try to find out how to make democracy more democratic. It is hoped that students, by now are able to, on their own, arrive at the challenges facing democracy

Learning Objectives :

By going through this Chapter, the students will be able to

- ✿ develop academic skills,
- ✿ understand the challenges facing democracy.
- ✿ help students find answers to the challenges.
- ✿ help learners cherish the values of democracy.
- ✿ understand and conceptualize the lesson in a much more effective way..

Activity No. 1: Defining Democracy in their own words.

Learning Outcomes :

By doing this activity, the students will be able to

- ✿ develop an understanding of the concept of democracy
- ✿ acquire knowledge and skills to face the challenges that democracy faces today.

Procedure for the Task

- ✿ Students will be asked to define democracy in their own words.
- ✿ They will discuss each other's views points and arrive at a consensus on the definition.

Approximate time : 1 period

Assessment Criteria

- ✿ Accuracy of the definition
- ✿ Clarity of the concept



Unit 3

- ✿ Coverage of all aspects of Democracy

Activity No. 2: Conducting an Interview

- ✿ Invite any elected representative / government official / panch or sarpanch or from any other local body to your school. Interview them to collect information regarding the following ;
 - People's participation in the decision making Process.
 - The reforms needed in the functioning of democracy in India
- ✿ Work out a plan of action for the following tasks :
 - List the challenges India faces today at
 - the village level
 - the city level
 - the state level
 - the national level
 - the international level
 - Suggest ways and means to solve the identified challenges.
 - In your opinion, which three challenges should be given top priority and should be tackled on war footing and why?

Questions for recapitulation

- Complete the following sentences :
(A list of options need be given)

I am democracy :

- I am a form of _____.
- My rulers are elected by the _____.
- The elected rulers take Democracies lead to peaceful and harmonious life for all the major _____.
- I offer a choice and fair opportunity to the people to change the current _____.
- My citizens enjoy many _____, _____ and _____ rights.
- I am not a brute rule of _____.
- But I respect for _____ voice.
- The country representing my largest form in the world is _____.
- I am guided by a set of rules written in the _____.
- I promote equality among the _____.
- I improve the quality of _____ making.
- I provide methods to resolve _____ and allow room to correct _____.





ECONOMICS

UNIT IV : UNDERSTANDING ECONOMIC DEVELOPMENT II

UNIT IV : UNDERSTANDING ECONOMIC DEVELOPMENT II

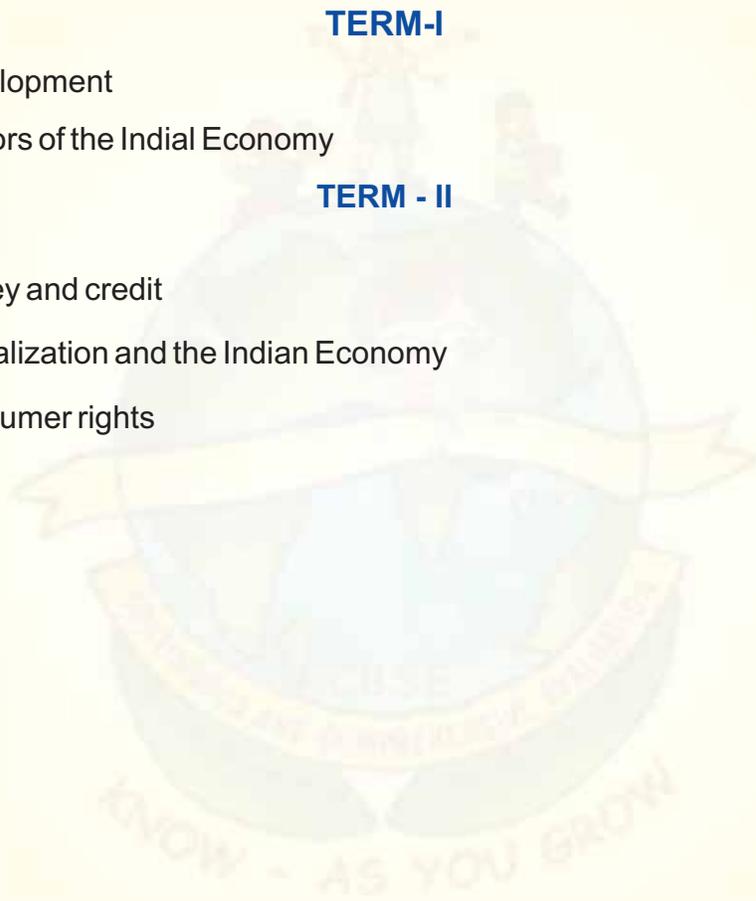
CHAPTERS

TERM-I

- 1 Development
- 2 Sectors of the Indian Economy

TERM - II

- 3 Money and credit
- 4 Globalization and the Indian Economy
- 5 Consumer rights



CHAPTER 1**Development****Introduction**

In this chapter students need to appreciate the multifaceted nature of development and therefore the need to use broad based indicators of development. A teacher could also compare the development indicators for India with its neighbouring and/or developed countries of the world to draw parallels and differences in economic development. Students also need to be sensitized to issue of sustainable development through discussions and other activities.

Learning objectives :

After reading through the chapter the students shall be able to :

- ✿ Become familiar with basic concepts like development, per capita income, literacy rate, IMR, HDI and Sustainable development.
- ✿ Appreciate the different perspectives on development.
- ✿ Understand the different indicators of development.
- ✿ Analyse the merit and demerit of PCI as a development indicator.
- ✿ Compare Economic -non economic indicators of development.
- ✿ Correlate Quality of life to HDI.
- ✿ Identify the significance of Sustainable development.

Suggested questions for Assignments and Unit Test

Given below are a number of sample questions that may be used in assignments or unit tests. Teachers are expected to develop more such questions to assess the students.

Questions 1 -3 help in assessing the understanding of development as a concept.

1. Does "development" mean the same to different people? Explain.
2. In a colony there is a barren land. Children use it regularly for playing football, jogging, badminton and other recreational activities. The government decides to build shops in the given space.
 - a) What would you say are the development goals of the government?
 - b) In what way are these goals contradictory to those of the children?
3. In a society which social group/institution would have the following goals?
 - a) Reduction in population living below poverty line.
 - b) Making the pulse polio programme successful



- c) Ensuring that class performs well
- d) Flowers grow beautifully in the garden
- e) Furniture is appreciated for beauty and strength
- f) Citizens follow traffic rules

Questions 4-6 are thought provoking and can be used to discuss broader and related topics of development in the class. A variety in answers can be expected.

4. Why are the rich Middle East countries of the world excluded from the category of developed countries?
5. Why is there a need to have non economic indicators of development?
6. Given below are a few examples of everyday occurrences. What is common amongst these? Explain the developmental objectives achieved through these examples?
 - a) Use of CFL bulbs at home.
 - b) Solar cooker used to boil rajma.
 - c) Windmill used to generate electricity

Questions 7 & 8 involve a high order thinking skill. These can be discussed in class before being given as assignment questions.

7. Compare and analyse the data given below and answer the questions that follow.

State	IMR (per 1000)	per capita income (in Rs) (textbook tablePg10)
Punjab	49	26000
Kerala	11	22800

- a) In which state do the people enjoy a higher standard of living?
 - b) In which state are people more health conscious?
 - c) Which is a more developed state and why?
8. Why do you think the World Wild Life fund(WWF) is promoting the "Earth Hour"?

Questions 9 & 10 are understanding based questions and can be used to check the comprehensive understanding of the chapter.

9. How can non economic indicators like health and education contribute towards development of a country?
10. What are public facilities? Name a few. Why does the government need to provide these facilities to the people?





Suggested Activities

Activity : 1

Task : Model making

Topic : Planning an ideal colony

Introduction

The teacher would need to explain the task and topic, clearly indicating the different aspects that would need to be highlighted in the model. The students should be made to understand that the purpose of the model is to identify the basic facilities needed in a colony and plan these keeping 'sustainability' and their maintenance in mind. After the discussion students could be given a week or so to develop their ideas. This activity can also be considered for vacations.

Learning Outcomes :

After this task the students shall be able to :

- Prioritise the use of scarce resources
- Identify different groups of people who live in society
- Identify the associated developmental goals of these different sections of society
- Understand how to balance the different developmental goals in society
- Appreciate that certain goals may not be achievable with given resources

Procedure

- The class is divided into suitable number of groups
- Each group has to make a drawing/ model of an ideal colony.
- The criteria to be followed should include green technology, rain water harvesting, recycling of wastes and ample greenery.
- Teacher to wrap up and conclude the discussions.

Estimated time :

Classroom time : Discussion and explanation of project: 1 period and presentation of plans/ models 1 hour.

Home task : development of plan/ model: 2 -3 hours

Assessment criteria :

The activity can be marked on the basis of a realistic plan, groups considered in the colony, use of green technology and group participation.

Feedback :

The class 9 students can be an audience to the presentation and give a constructive feedback. The audience should be encouraged to ask questions.

Remedial activity :

The relevant points from all models can be selected and discussed by the teacher to emphasise the role of planning in a society where groups have conflicting goals.

Activity No.2

Task : Role play on the following topic

Topic : Conflicting goals

Introduction

This activity can be undertaken after completing the concept that different people have different goals. This activity helps students to understand how different individuals and groups in a society co-exist despite having different goals. In developing their role plays, groups should be encouraged to use different mediums for skit like puppets, animation or role play.

Learning Objectives :

After this task the students shall be able to :

- a. Demonstrate how private interests can overshadow or enhance social interests
- b. Differentiate between different goals of different sections of society.
- c. Demonstrate how there is a conflict between social and private interest.
- d. Suggest solutions for a more equitable society.
- e. Articulate and communicate effectively to the audience.
- f. Work effectively as a team member.

Procedure

1. Divide the class into suitable number of groups.
2. Each group is given one of the following situations to enact:
 - a. Pesticide in aerated drinks
 - b. Dumping wastes into a nearby river
 - c. Hoarding by traders
 - d. Recycling of waste
 - e. Anti cracker campaign
3. Each group shall prepare a relevant skit.
4. Each group to present their skit to the class.
5. Class to discuss their views after each role play.
6. Teacher to summarise the children's skits along with highlighting the fact that these differences in lifestyles are prevalent all over India.





Time estimation :

Classroom time : 1 hour for presentation of skits, with each group taking 3-5 minutes for its presentation.

Home task : 2-3 hours for the preparation of skit.

Assessment Criteria :

The activity can be marked considering the storyline. The clarity with which concepts like profit maximization Vs. welfare are explained. The participation of all group members should be ensured.

Feedback : Discussion after every skit can act as the feedback activity. A universal participation in the discussions should be encouraged.

Activity No.3

Task : Picture Reading & Paragraph Writing

Topic : Social consciousness

Introduction

This activity can be used to take the curriculum beyond the textbook concept of sustainable development and sensitize students to 'global warming'. Students could also be asked to think of alternative renewable sources of energy besides practicing the R's of conservation (reduce, reuse and recycle).

Learning Objectives :

After this task the students shall be able to :

- a. Identify the causes of Global warming or climate change
- b. Identify the solutions suggested in the picture to reduce global warming
- c. Realize their social responsibilities from voting to recycling.
- d. Assess the feasibility of adopting the suggested solutions in their lives
- e. Communicate effectively their ideas through a written paragraph

Procedure :

- a. Divide the class into suitable groups.
- b. Discuss a few examples of how a resource can be put to alternative uses.
- c. Distribute a copy of the picture to each child, else make a transparency of it and project it for all students to see.
- d. Give the groups 15 minutes to discuss the picture and organise their thoughts to include some measures of renewable sources of energy.

The Role of the Service Sector in India

CHAPTER 2

Introduction

In this chapter the teacher must endeavour to explain the different sectors of the Indian economy with special reference to the role of the services sector. Through the chapter, the teacher must help students understand the importance of the services sector to the overall development of the Indian economy. Using case studies and other teaching methodologies students must also be made to appreciate how people can move from the unorganised sector to the organised sector with the help of improved health and education facilities.

Learning Objectives :

After completing the chapter, students shall be able to :

1. Understand the significance of the services sector in the Indian economy in the context of its contribution to GDP and employment.
2. Appreciate how the Indian service sector is a service provider to the world.
3. Identify the challenges faced in trying to raise employment levels in India.
4. Discuss potential solutions for improving overall employment levels in India.
5. Distinguish between the organized and unorganized sectors and give specific examples of how services fit into each of these sectors.
6. Differentiate between the public and private sector and give specific examples of services sector in the public and private sectors.

Suggested questions for unit test / assignments

Given below are a number of sample questions that may be used in assignments or unit tests. Teachers are expected to develop more such questions to assess the students.

Questions 1-6 are questions in which students need to demonstrate an understanding of concepts.

1. Explain the rationale for calling the primary sector 'primary'.
2. Elaborate on the employment conditions of people working in the unorganized sector?
3. Discuss three ways in which unemployment in agriculture can be reduced.
4. Which sector employs the highest number of people? Over the years why have employment rates continued to remain high in this sector?
5. Explain the reasons as to why the tertiary sector gains importance in an economy.
6. Explain the rationale for the government providing electricity to the economy.



Questions 6-8 are higher order thinking questions in which students need to think critically.

6. What is the value of final goods in the case given below?
A farmer grows cotton worth Rs 100. This he sells to the weaver. The weaver produces cloth for Rs 150 and sells Rs 100 to a tailor and the balance to Meera, a household. The tailor uses the cloth to stitch three shirts. Each shirt costing Rs 40 is bought by Suhail, Sudhir and Siddharth.
7. You are seeking employment. In which of the sectors - organized or unorganized would you like to work? Justify your answer.
8. Explain how the primary, secondary and tertiary sectors of the Indian economy are interdependent.

Suggested Activities :

Activity No. 1 : Graph Analysis

Topic : Sectoral Contribution to India's GDP and Employment

Introduction

It is suggested that this activity be undertaken after explaining the meaning of the different economic sectors of an economy- primary, secondary and tertiary sectors. It is however, advisable to let students explore and discover what the graphs are representing by asking them relevant questions. This will help develop their observation and graph reading skills along with helping them construct their own knowledge.

Learning Objectives :

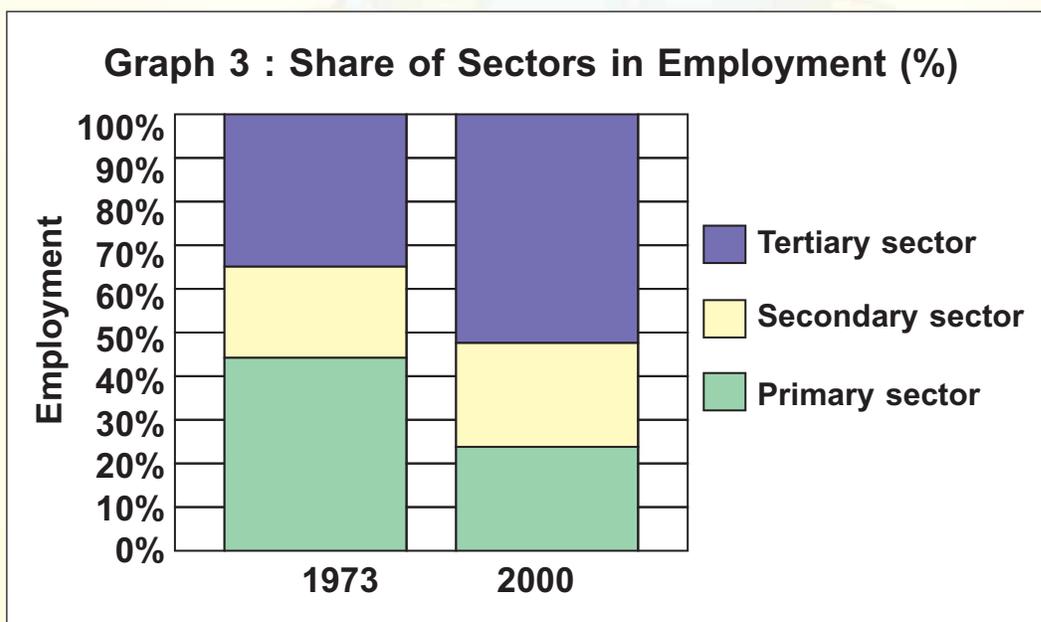
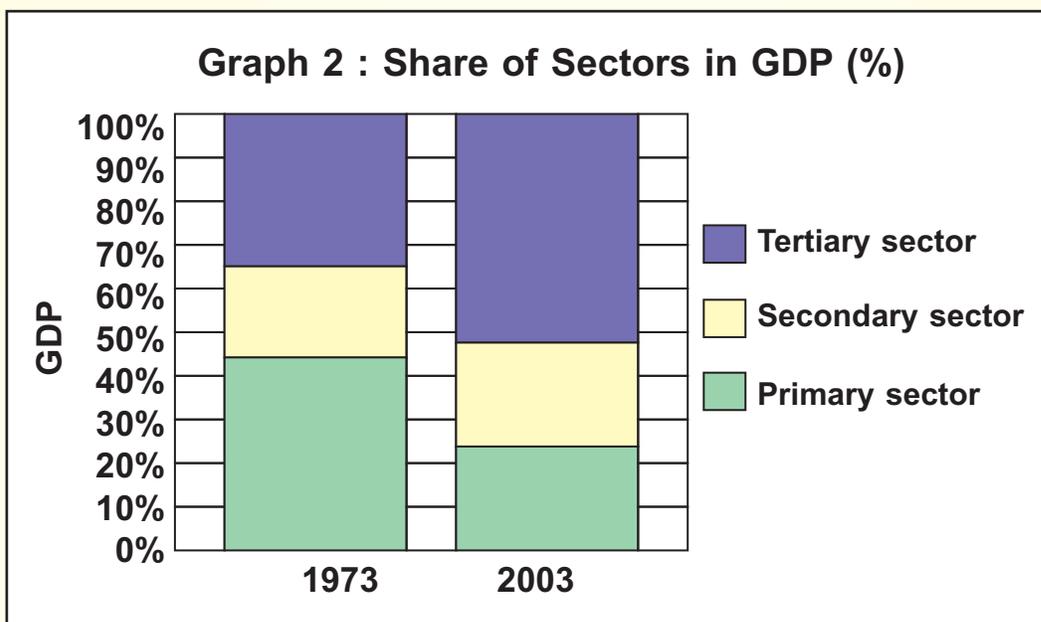
After this task, the students shall be able to :

1. Read the values depicted in the graphs.
2. Convert the graph into a tabular form.
3. Analyse the trends shown in the table.
4. Understand how different sectors have contributed to India's GDP over the years.
5. Understand how employment trends have changed over the years.
6. Recognise the causes responsible for the differences in sectoral contribution to GDP vs employment.



Procedure :

1. The teacher shall make a copy of the graph on an powerpoint/ OHP/ Chart paper which is displayed in the class for all students to observe.
2. Make copies of the structured worksheet and distribute to students.
3. Ask students to study the graphs and complete the worksheet.



Source : Page 25, NCERT Textbook



Suggested Worksheet

Given below are a few sample questions that could be used to help students understand the graphs. It is suggested that questions move from simple to complex to allow students construct their knowledge.

1. What are Graph 2 and Graph 3 depicting?
2. Are the values in absolute terms or percentages?
3. Complete the table given below based on the graphs displayed:

Share of Different Sectors in GDP and Employment (in %)

Sector	1973		2000 / 2003	
	Share in GDP	Share in employment	Share in GDP	Share in employment
Primary				
Secondary				
Tertiary				

4. How has the primary sector's share in GDP changed over time?
5. How has the primary sector's share in employment changed over time?
6. How has the contribution of services sector in GDP changed over time?
7. How have employment levels changed in secondary and tertiary sectors over time?
8. Why does a sector not contribute towards to GDP and participate in employment in a similar way?

Estimated time :

Classroom work : 40 minutes

Assessment Criteria :

The following broad assessment criteria could be used to assess the individual work :

1. Ability to read axes correctly.
2. Ability to read values correctly.
3. Ability to compare the contribution of sectors to GDP over a period of time.
4. Ability to compare the sector's share in employment over a period of time.
5. Compare differences between the poverty ratios in different countries.
6. Appreciate that sectors need not contribute to GDP and participate in employment rates in a similar manner.





Follow up

1. A class discussion to be held on the worksheet highlighting the areas where students have tended to make errors.

Activity No.2 : Group Discussion on the following topic

Topic : Creating Employment Opportunities

Introduction

Through this activity a teacher will be able to help students to identify the reasons for low employment levels in the organised sector along with measures to help improve overall employment levels in the economy.

Learning Outcomes :

After this task the students shall be able to :

1. Identify the challenges faced in trying to raise employment levels in India.
2. Discuss potential solutions for improving overall employment levels in India.
3. Understand the differences between the organized and unorganized sectors.

Procedure :

1. Divide the class into suitable groups.
2. Teacher to give the following instructions to the students :

Your group is the Panchayat / or a group of State or Central Cabinet Ministers that have been selected by the Chief Minister / Prime Minister to evaluate the employment levels in the state/ country. The group needs to :

- a. Identify the challenges that are being faced in raising employment levels in the state / country.
 - b. Understand whether people are employed in the organised or unorganised sectors and the challenges faced while working in either of the two sectors.
 - c. Suggest solutions for improving overall employment levels in the state/ country along with valid justifications for each stated solution.
3. Students to present their discussions to the class.

Estimated time :

Classroom work : 40 minutes (group discussion)

40 minutes (presentation of ideas)

Assessment Criteria :

The following broad assessment criteria could be used to assess the group's work:

1. Understanding of the challenges being faced in improving employment levels.
2. Practicality of solutions suggested.
3. Understanding of the differences between the organized and unorganized sectors.

Follow up

1. The teacher may select the student who needs to present the group's ideas to the class. This will ensure that all children participate equally in the group discussion.
2. The teacher to wrap up the activity by drawing on key ideas suggested by different groups and adding any other relevant points that may have been missing in the group discussion.

Activity No. 3 : Crossword

Topic : Sectors of the Indian Economy

Introduction :

This activity is a recapitulation activity that allows students to self-assess whether they have understood the key concepts of the chapter. It is suggested that this activity be undertaken as a wrap-up of the entire chapter.

Learning Objectives :

After this task, the students shall be able to :

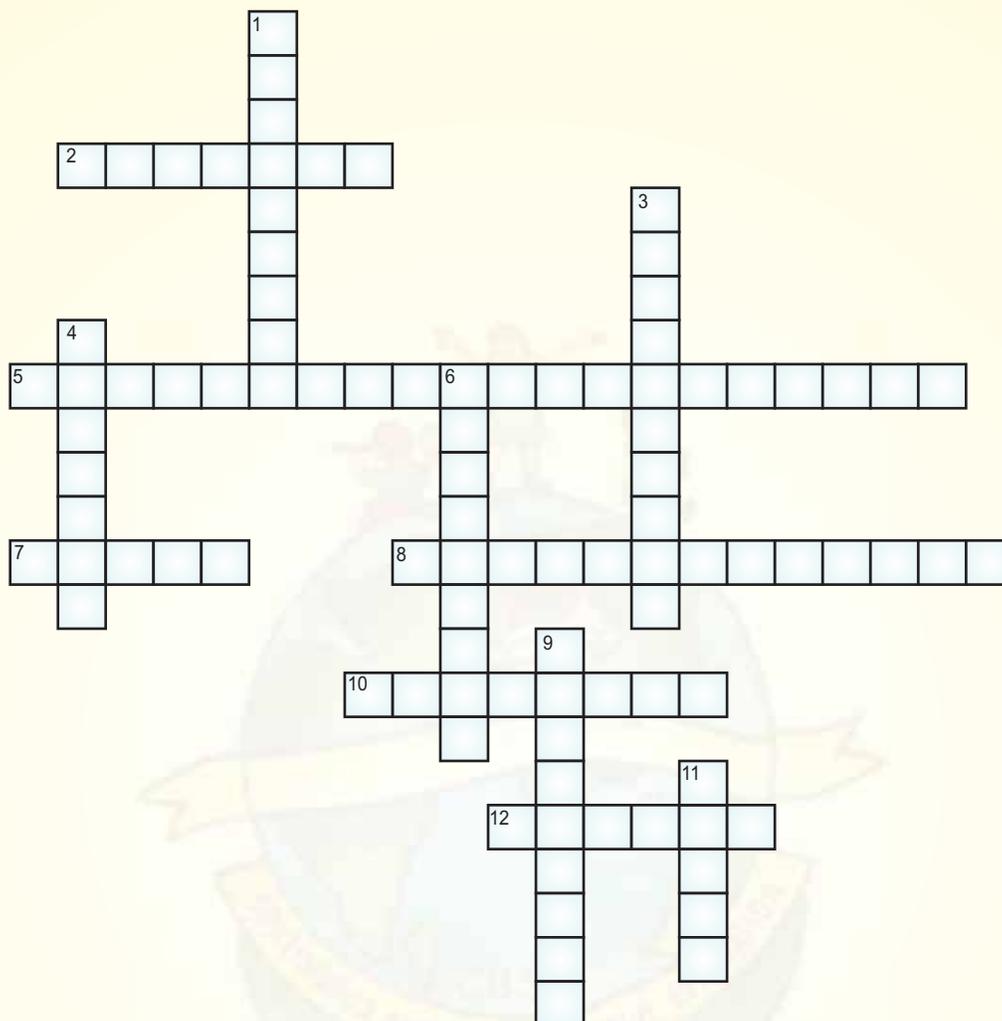
1. Recall the explanations of the key terms used in the chapter
2. Research a chapter
3. Work independently

Procedure :

1. The teacher shall make copies of the crossword - one for each student.
2. Distribute the crossword in the class.
3. Ask students to complete the crossword with / without the help of the text book. (This is the choice of the teacher)
4. Once the students finish the crossword, teacher can discuss the answers and students can self assess their work



Crossword



Across	Down
2. The sector in which ownership of assets is primarily in the hands of individuals (7)	1. Sector where terms of employment are regular (9)
5. The value of final goods and services produced in each sector during a particular year (5, 8,7)	3. A person who does not have a job (10)
7. The Act which guarantees work for 100 days by the government (5) (acronym)	4. Sector that deals with agriculture (7)
8. A situation when people are working less than what they are capable of doing (13)	6. Sector that deals with manufacturing of goods (9)
10. Services sector (8)	9. A form of unemployment where the output does not fall even when a person leaves the production Procedure (9)
12. The sector in which the government owns most of the assets and provides services(6)	11. Goods that reach the consumers (5)



Estimated time :

Classroom work : 1hour ($\frac{1}{2}$ hour to work + $\frac{1}{2}$ hour for discussion)

Assessment Criteria :

The following broad assessment criteria could be used to assess the individual work :

1. Number of correct answers

Follow up

1. A class discussion could be held to ensure that all concepts related to the topic have been understood.



CHAPTER 3

*Money and Credit***Introduction**

In this chapter a teacher sensitizes students to the critical role that money plays in our daily lives. By using case studies a teacher can help students understand the advantages and disadvantages of formal and informal systems of taking credit. The teacher should also endeavour to explain why taking loans (credit) for a certain purpose is good but in some other case it could be detrimental for a person. Students must be made to appreciate the progress that self-help groups have made in improving the economic life of rural people.

Learning Objectives :

After this lesson, students shall be able to :

1. Explain the role of money as a medium of exchange.
2. Appreciate the historical origins of money.
3. Identify the modern forms of money.
4. Critically evaluate the different sources of credit - formal and informal sector
5. Assess whether taking credit for a particular purpose will help in improving the economic condition of a person.
6. Understand the role and importance of self-help groups in improving the economic life of rural people.

Suggested questions for Unit Test/ assignments

Given below are a number of sample questions that may be used in assignments or unit tests. Teachers are expected to develop more such questions to assess the students.

Questions 1 -4 are questions in which students need to demonstrate an understanding of concepts.

1. Using an example explain the problem of lack of double coincidence of wants in a barter economy.
2. Why is money accepted as a medium of exchange?
3. What are the two forms of modern day money? Why are they considered as money?
4. What is a self-help group? How is it structured? State two advantages of a self-help group?

Questions 5-7 are higher order thinking questions in which students need to think critically.

5. Why is cheap credit crucial for the development of an economy?
6. 'Loans from banks always help raise people's earning capacity.' Do you agree with the statement? Justify your answer using suitable examples.



7. You are a bank manager. A person wants a loan from your bank to buy a car with which he can start a taxi service. Write down the terms of credit for this loan.

Question 8 below is a question wherein the students need to interpret and analyse a graph.

8. Reproduce the graph 1 on page 48 of the text. Answer the following questions given the graph above :
 - a. What is the extent of credit offered by the formal sector to rural households?
 - b. Which is the largest source of credit to rural households?
 - c. State two reasons that could be responsible for rural households borrowing from the above mentioned source?
 - d. State two drawbacks that are faced by rural households by borrowing from this source?

Suggested Activities

Activity No. 1 : Worksheet

Topic : Modern Forms of Money

Introduction :

In this activity students learn how to issue a cheque in order to buy a mobile telephone. It demonstrates to students that cheques are a modern way of money and how it acts as a medium of exchange.

Learning Objectives :

After this task students shall be able to :

1. Write a cheque.
2. Identify the different elements of a cheque.
3. Understand how a cheque impacts the finances of the person receiving a cheque and the person drawing a cheque.
4. Understand how a cheque is used as a medium of exchange.

Procedure :

1. Make copies of the worksheet given - one for each student.
2. Let the students complete the worksheet.
3. Teacher could ask students to exchange the worksheets so that peers assess the work.



Worksheet

Aman buys a mobile telephone from Adeeb for Rs 4,500 and wants to issue a cheque for the transaction. Fill in the details on the blank cheque given below and then answer the questions that follow :

	Date:
.....	
Pay:	
.....or bearer Rupees :	
	Rs.:
A/c No: 305210	
ICICI Bank XYZ Branch Banaras <p style="text-align: center;">244971 11001034</p>	

1. What is the name of the bank?
2. Who is the drawer of the cheque?
3. What is the cheque number?
4. What is the account number?
5. Does Adeeb's account reduce by Rs 4,500? Justify your answer.
6. How does the cheque act as a medium of exchange?

Estimated time :

Classroom work: 1period (25 minutes to work + 15 minutes to assess)

Assessment Criteria :

The following broad assessment criteria could be used to assess the individual work:

1. Number of correct answers



Follow up

1. A class discussion could be held to ensure that all concepts related to the topic have been understood.

Activity No. 2 : Field Survey

Topic : Credit: sources, terms and uses

Learning Objectives :

After the task students shall be able to :

1. Understand the different sources of credit.
2. Understand the different terms of credit.
3. Draw up a relevant questionnaire to collect primary data.
4. Write a report based on data collected to draw conclusions on the sources of credit and the different terms of credit.

Procedure :

1. Ask a pair of students to create a formal questionnaire to interview persons from varied economic backgrounds that shall reveal information regarding:
 - a. If the person has an outstanding loan
 - b. Source of credit
 - c. Terms of credit
 - d. The repaying capacity of the person
 - e. Why the loan has been taken
 - f. Has the loan helped the person in improving his/her income generation
2. Each student to use the questionnaire developed in pairs to collect data from 10 different people. (this is a home task)
3. Students collate their data collection in pairs, so that each pair has 20 interviewees.
4. Students to analyse their data and write a report that clearly compares and contrasts the different sources of credit along with their terms. Also, students must be able to draw conclusions on whether loans have helped the person taking the loan.

Estimated time :

Classroom work: (30-40 minutes to develop questionnaire, 30 -40 minutes to collate and analyse data)

Home task : 2 hours





Assessment Criteria :

The following broad assessment criteria could be used to assess the individual work :

1. A well developed questionnaire.
2. Work reflects that data has been well analysed with linking economic conditions of people to the sources and terms of their credit.
3. Work reflects an understanding of how people have benefitted / not benefitted from their credit.

Follow up

- a. It is possible that some pairs of students do not demonstrate a good understanding of the learning objectives. A class discussion could be held to weave in the important issues raised by all groups.

Activity No. 3 : Role Play

Topic : Self-help Groups

Introduction :

This activity could be undertaken after a class discussion on the role of self help groups in improving the economic conditions of the rural poor. Also the students must understand the disadvantages of taking credit from money lenders.

Learning Objectives :

After the task students shall be able to :

1. Understand the exploitative nature of local money lenders.
2. Explain the features of a self help group.
3. Appreciate the impact that a self help group can make on the economic conditions of its members.

Procedure :

1. Divide the class into groups of 6-8 students.
2. Give each group the following roles:
 - a. Local money lender
 - b. An activist who organises the villagers into a self help group
 - c. Villagers who first borrow from the money lender and then organise themselves into a self help group
 - d. Any other relevant people who are associated with the members of the self help group -family members, buyers of products etc.
3. Each group must enact a story line which clearly brings out:
 - a. The exploitative nature of the local moneylender.
 - b. Apprehension of villagers to start a self help group when it is suggested by the social activist.

- c. How the villagers organise themselves as a self help group with clear rules and regulations.
 - d. Impact on the lives of the members of the self help group.
4. Each presentation must not be more than 5 minutes.

Estimated time :

Classroom time: ½ hour for preparation + 5 minutes each for every group's presentation

Assessment Criteria :

Role play clearly demonstrates an understanding of :

1. The exploitative nature of the money lenders.
2. The features of a self help group.
3. How self help groups can improve the economic conditions of its members.

Follow up

1. The teacher may feel that certain students have not participated actively in this activity. The teacher could select such students and ask them to give a brief presentation of the key ideas that were enacted.
2. The teacher to wrap up the activity by drawing on key ideas highlighted by different groups and adding any other relevant points that may have been missing in the role plays.



CHAPTER 4

*Globalization and
the Indian Economy***Introduction**

This topic allows the teacher to bring concrete examples from the Indian economy to help students understand concepts of globalization, liberalization and privatization. Discussion could also center on how the world is becoming a global village because of information, communication and technology.

Learning objectives :

After reading through the chapter the students shall be able to :

- ✿ Familiarize with the basic concepts like globalization, liberalization, privatization, MNC and trade barriers.
- ✿ Appreciate the merits and reasons for setting up of MNC's in India.
- ✿ Understand the difference between foreign trade and foreign investment.
- ✿ Analyze the merit and demerit of globalization.
- ✿ Correlate liberalization with easy availability of foreign goods.
- ✿ Identify the significance of WTO.

Suggested questions for assignment and unit test :

Given below are a number of sample questions that may be used in assignments or unit tests. Teachers are expected to develop more such questions to assess the students.

Questions 1 -4 help to recall the main concepts in the chapter. These can be used to reinforce the main concepts discussed in the chapter.

1. How has globalization helped the Indian economy? Explain with suitable examples.
2. Why are MNCs keen on setting up offices and factories in developing countries?
3. Why is India a preferred destination for setting up MNCs?
4. Give one word for the following terms.
 - a) Restrictions imposed on the quantity of goods imported or exported.
 - b) A company that owns or controls production in more than one nation.
 - c) Procedure of interconnection between countries.
 - d) Organization that liberalizes international trade.



Questions 5-8 assess the understanding of concepts and discuss related topics. Students should be encouraged to cite examples.

5. Was globalization of the Indian economy possible if Liberalisation of foreign trade and investment had not taken place?
6. Do you see a perceptible change in the Indian markets due to globalization?
7. State the factors that have led to globalization and explain any one of them.
8. With the help of a suitable example explain how the MNCs have influenced production in the local areas?

Questions 9-12 involves a high order thinking skill. These can be discussed in class before being given as assignment questions. Teachers must be open to receiving varied answers to these questions.

9. Mangoes produced in India are sold in Japan, American cars are sold in India and China made cameras are sold in France. Explain what these examples highlight.
10. NAVIS CAPITAL bought the popular Nirula's food chain or that Parle foods was bought by PEPSI FOODS. What kind of production inter linkages do these suggest?
11. Will it be correct to say that all foreign investment is guided by the motive of earning high profits? Justify your answer.
12. Today students can enrol themselves in a foreign university and take lectures sitting at home. What does this example highlight?

Suggested Activities and assignments :

Activity no.1: Preparing a bulletin board on the following topic.

Topic : Tracing the origin (Finding a logo, relating it to the company and finding its origin)

Introduction :

This activity could be used to introduce the concept of liberalisation, as in India we have access to both domestic and foreign products. Students will become interested in products that they consume and will appreciate liberalized policies of government that bring wide range of products.

Learning Objectives :

After the task the students shall be able to :

1. Identify the logos of many companies whose products are of everyday use.
2. Identify some logos of MNC's, Indian companies and institutions.
3. Relate the company to its product and logo
4. Research about the company's/ institutions' origin.



5. Appreciate the liberalisation policies of the government on the availability of wide ranging products in India.

f. Articulate their ideas interestingly and share it with peers.

Some logos are given below as examples.



Procedure :

1. Each student is given a weeks' time to bring a picture of the logo, name and information of the company/ institution.
2. The given logos can be discussed in class to initiate interest.
3. Some students at random can read out their research.
4. The information can be displayed on the bulletin board in 4 groups-
MNC, Indian co., Indian Institutions, foreign Institutions.



Time Estimation :

A week can be given to the students to research. 40 minutes (1period) time to present their findings to class. Each student can't get the opportunity to present, so groups of 4 as stated above can be made to display the information.

Assessment Criteria : The activity can be marked considering the research. The correlation between logo, company name and its origin, found by each student. This activity can also be taken up in groups.

Feedback : A class discussion on the variety of logos displayed on the bulletin board, source of their research will spark interest among students. A universal participation in the discussions should be encouraged.

Activity No. 2 Cartoon making

Topic : Disparities of income and opportunity

Introduction :

This activity should be undertaken after a discussion is held on the merits and demerits of globalization. The activity will enable students understand that disparities are universally prevalent in the world which lead to unequal opportunities.

Learning Objectives :

After this task the students shall be able to :

1. Identify the inequalities of income and wealth depicted.
2. Identify the difference in the opportunities available.
3. Relate these disparities to the demerits of globalization.
4. Communicate effectively their ideas through a cartoon or picture along with a slogan.

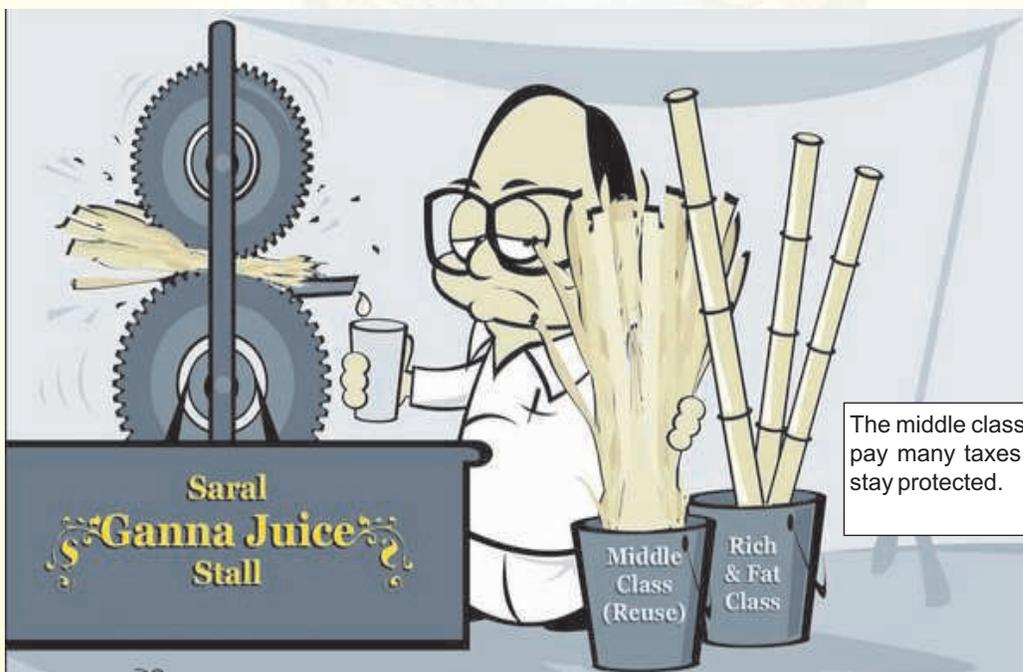
Procedure :

1. The teacher shall make a copy of the representative cartoon pictures on a PowerPoint/ OHP/ Chart paper which is displayed in the class for all students to observe.
2. Ask students to comprehend the pictures.
3. Class could be divided into pairs.
4. Students have to create a cartoon or picture on their own depicting problem of disparity, its causes and solutions offered.
4. Teacher to assess each student's write ups.



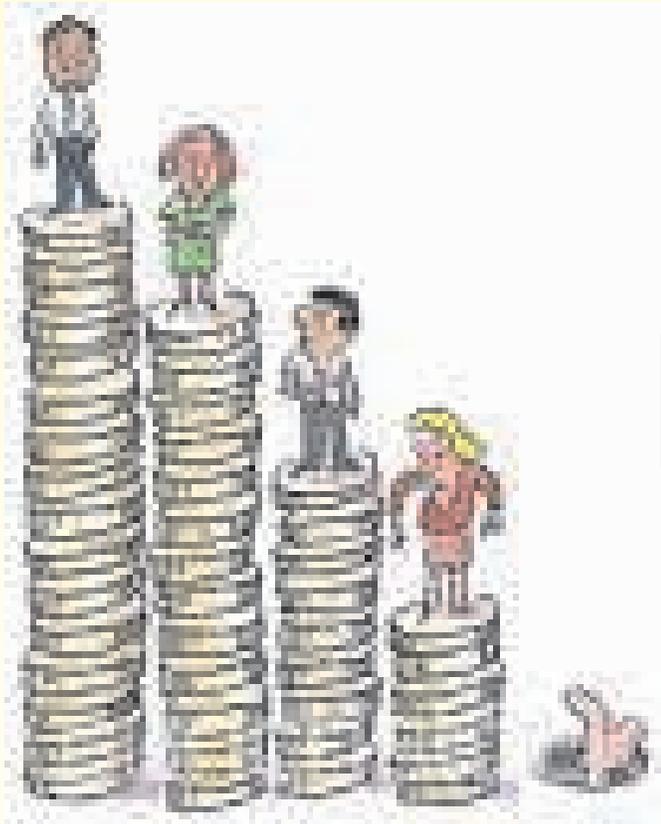
CARTOONS AS EXAMPLES (TO SPARK THEIR CREATIVITY)

The rich people are brushing the homes of the poor under their driveway. They want to maintain distance.



The middle class in India has to pay many taxes while the rich stay protected.





The difference in the standard of living is visible

Time Estimation: a week can be given to the students to research and make their creation. 40 minutes (1period) time to present their picture/cartoon to the class. Student work can be displayed on the class notice board.

Assessment Criteria : the activity can be marked considering the idea, correlation between the depiction and slogan. This activity can also be taken up in groups.

Feedback : A class discussion on the variety of cartoons, idea depicted can reinforce the concept of disparities in income and opportunities.

Remedial Activity : The demonstrations at the various WTO meetings by the members of developing countries (like on pg 71 of textbook) can be associated with the topic and discussed.

Activity No. 3: Newspaper Article Analysis

Topic : Demerits of globalization

Introduction :

This activity should be undertaken to take children beyond the academic curriculum of discussing the disadvantages of globalisation. It allows students to realise that many MNCs promote their products to the detriment of the host country. The teachers should encourage substantial discussion on the advantages and disadvantages of MNCs and globalisation through this article.





Learning Objectives :

After the task the students shall be able to :

1. Identify the issues mentioned in the article.
2. Understand the reasons for farmer's discontentment.
3. Distinguish between subsidy and market price.
4. Discuss the role played by the govt.
5. Have a better understanding of the merits and demerits of MNCs for a host country.

Procedure :

1. The following newspaper article is read aloud to the students.
2. A class discussion follows. The merits and demerits of globalization are discussed.
3. Teacher explains and discusses the issues involved.
4. Discusses the concerned issue with the parents or elders at home.
5. Each student to write a paragraph reflecting their understanding of the situation and suggesting solutions to the problem.

The news paper article-

White gold

Paradoxically, the suicides have taken place in some of the best agricultural areas - paddy farmers in eastern Vidarbha, wheat farmers in the Punjab, coffee growers in Kerala. In more marginal areas, farmers continue to lead a life of poverty - but a self-reliant, debt-free or at least debt-manageable poverty. The suicides started among cotton farmers and remain most prevalent among the producers of what was once called 'white gold'. And it is in the dry cotton country of Vidarbha where the problem is most acute. In these dusty villages, where poor farming families try to scratch out a living, a group of committed activists maintains a kind of suicide watch, complete with a macabre map covered with labels in the form of skulls.

Nagpur is the capital of the region and it is here I meet Jaideep Hardikar. Hardikar has interviewed hundreds of farmers in his attempt to publicize their plight. He is from Vidarbha and is deeply committed to its 25 million people. 'There is a mass depression that has crept in. Poverty has always been pervasive in this country, but no-one committed suicide. It is not the issue of poverty but the issue of indebtedness that affects all spheres of a farmer's life.'

Jaideep's anger and frustration show through as he talks: 'Last year [2005] I reported that there was a suicide every 36 hours. Then it came down to 24. Then down to 12. And now it stands at 8. That is 3 suicides a day.'

Jaideep, who is writing a book on the suicides, is not much puzzled by the cause. As they say, he has 'done the math'. 'In Vidarbhan there are 1.8 million households engaged in cotton. In the US there are 25,000 cotton farmers. If the subsidy that they

receive - that depresses the world price for cotton - were removed, prices would rise to 4,500 to 5,000 rupees a bushel. Efficient Indian cotton farmers could easily compete with a price of 3,500 a bushel. Today the farmers usually get less than 2,000 [below the cost of production] and it is impossible to make even 10,000 rupees a year from a 8-hectare plot. That is just \$200 for your entire family to live on.'

As I wandered through the dusty villages of Vidarbha the reasons for the suicides started to come into focus. I was nervous to approach people at such a tragic time. But I found that people who would have every reason to tell you to leave them alone and mind your own business always received you with tea and courtesy. It seemed to give them some relief to be able to tell their story.

Certainly this was true of Bravin Vijay Bakamwar's father. The Bakamwars live in Sunna village. The 26-year-old Bravin had been married for just six months. On 25 November 2006 he got up early and rode his new (but unpaid-for) motorbike out into the fields and hanged himself from an electrical pole. Bravin was deep in debt to both moneylenders and the co-operative bank. A loan for a well had come up dry. Cotton prices were what they were. He was responsible not only for his new wife but also for his parents and siblings. He was caught between the obligations of old rural India and the desires of shiny new consumer India, as represented by his new motorbike. He must have felt that he could satisfy neither. His father referred to Bravin as a sensitive son who felt that 'all the responsibilities fell on him'. We sadly agreed that a parent should never outlive their child. I thought of my own son. In the end the father, left in sadness and despair, felt that his only recourse was to follow the example of his son. He shook my hand warmly as I left, and I hoped he would find different way out.

BT cotton is genetically modified cotton containing the gene of the soil bacteria *B. thuringiensis*, which serves as a natural pesticide. Initially it was developed by the US-based Monsanto Corporation as their flagship GM product for sale to farmers in order to reduce chemical pesticides. It is now widely used in the US, India and China. Much to the dismay of Monsanto many hybrid copies are currently on the cottonseed market despite distinctly mixed BT results.

(News paper article Of Hindu)

Time estimation :

Classroom time : 40 minutes period can be used to read the article, discuss the issues involved and initiate the paragraph writing by the students.

Home task : 30 minutes to write the home assignment.

Assessment Criteria: the activity can be marked considering the participation in class discussion and content written in the article.

Feedback : A class discussion on the talk and inputs given by parents or elders at home.

Remedial Activity: Meaning of subsidy, MSP and issue price as studied in class 9 can be discussed again. The tussle over subsidy at the WTO forum can also be explained again.



CHAPTER 5

*Consumer Rights***Introduction :**

This chapter offers a variety of activities that can be undertaken to help students understand consumer rights and obligations. It is hoped that the teacher shall also engage the students in sharing their personal experiences as consumers, wherein different forms of exploitation are highlighted along with suggesting measures to reduce consumer exploitation.

Learning objectives :

After reading through the chapter the students shall be able to :

- ✿ Familiarize with the basic concepts like MRP, COPRA, redressal, certification marks.
- ✿ Understand the different ways in which consumers can be exploited.
- ✿ Identify the rights and duties of a consumer.
- ✿ Understand the procedure of complaining in a consumer court.
- ✿ Identify the marks of certification.
- ✿ Appreciate the consumer movement prevalent in India.

Suggested questions for assignment and unit test

Given below are a number of sample questions that may be used in assignments or unit tests. Teachers are expected to develop more such questions to assess the students.

Questions 1 -4 are recall questions and can be used to reinforce the main concepts discussed in the chapter.

1. State three reasons why consumers get exploited in the market?
2. State the six rights a consumer has under COPRA, 1986.
3. State three voluntary organizations that promote consumer movements in India.
4. How has the consumer movement evolved in India?

Questions 5-7 are understanding based questions. These can be used to discuss the related topics in class. Students should be encouraged to cite examples.

5. Are these examples of consumer exploitation in the market place? Justify your stand.
 - a. Hoarding
 - b. Black marketing
 - c. Adulteration
6. Explain the right to choice with the help of an example.



7. Discuss the three tier judicial machinery under COPRA.

Questions 8 -10 involve a high order thinking skill. These can be discussed in class before being given as assignment questions.

8. Do you agree that RTI serves to redress consumer grievances?
9. Some instances of consumer behaviour are cited below:
 - a. Buying a bottle of medicine without checking the date of expiry.
 - b. Buying sweets weighed with the box.
 - c. Not asking for a bill from the Doctor.
 - d. Interpret the errors in consumer behaviour and suggest possible solutions.
10. Which right of a consumer do you think is most important and why?

Suggested Activities :

Activity No.1: Role Play

Topic : Consumer consciousness

Introduction :

This activity can be used as an introduction to the theme of consumer rights. Students are made aware of exploitation cases from their everyday life and gather courage to complain against these. They feel empowered with the knowledge of their rights and duties. In developing their skits, groups should be encouraged to use different mediums for skit like puppets, props, animation etc.

Learning Objectives :

At the end of the task the students shall be able to :

1. List the causes of consumer exploitation
2. Suggest measures to reduce consumer exploitation
3. Articulate coherently to the audience the proposed case of exploitation
4. Work effectively as a team member

Procedure :

1. Divide the class into suitable groups.
2. Each group is given a situation regarding consumer exploitation to enact. These could include:
 - a. Food adulteration
 - b. Inappropriate weights and measures
 - c. Informal sector charging high rates of interest
 - d. Hoarding and black marketing



- e. Lack of safety measures
 - f. No bill being issued for purchases
 - g. Lack of warranty / guarantee
 - h. Inadequate information regarding the product
3. After each presentation, the audience is to guess the situation that the role play demonstrated.
 4. Audience to then suggest ways to reduce consumer exploitation in each case.

Time Estimation :

Classroom Time : 1 hour for presentation, with each group getting 3-4 minutes of presentation time.

Home task : 2 hours for preparation of role play.

Assessment Criteria : the activity can be marked considering the storyline and the clarity with which concepts like profit maximization Vs. welfare are explained. The participation of all group members should be ensured.

Feedback : Discussion after every skit can act as the feedback activity. A universal participation in the discussions should be encouraged.

Activity No.2 : Develop an advertisement

Topic : Consumer consciousness

Introduction :

This activity allows students to critically examine advertisements and determine whether advertisements can be misleading. Students can also suggest additions to the advertisement so that it is comprehensive and informative. The activity could be undertaken at any time during the chapter and allows students to demonstrate their creativity through different media.

Learning Objectives :

After the task the student shall be able to :

1. Identify the necessary information on any product.
2. Differentiate between situations wherein consumer exploitation occurs.
3. Suggest measures that could have been taken to reduce the exploitation.
4. Articulate the feelings of an exploited consumer.

Procedure :

1. Some local products are displayed in the class room like a namkeen packet, a match box, a biscuit packet, packet of tea leaves, etc.
2. The students are asked to comment on the information that is missing from the packet.



3. The significance and consequences of the missing information is discussed.
4. The class is divided into groups and guided to devise an advertisement for their imaginary good or service.
5. The groups can use any medium like charts, role play, song, animation, etc. to make the advertisement.

Time Estimation : A week can be given to the students to research and make their advertisement. 40 minutes (1period) time to present their advertisement to the class.

Assessment Criteria : The activity can be marked considering the effectiveness of the advertisement. Correlation between nature of product, MRP, date of manufacturing, ingredients and other information mentioned.

Feedback : A class discussion on the variety of advertisements will help to adjudge the best advertisements.

Remedial Activity : the components written on a carton of juice or a toothpaste box can be read out. Some good advertisements can also be discussed in class.

Activity No. 3 : Create a poster

Topic : Consumer's rights and duties

Introduction :

This activity helps students to understand their rights and duties as consumers. This activity can be used to introduce the students to their rights and duties and how redressal can be obtained. Subsequently a discussion could be held in class, on ways and means to increase consumer awareness in the community.

Learning Objectives :

1. Identify the causes of consumer exploitation.
2. Identify the different situations that can lead to consumer exploitation.
3. Understand the need for consumer awareness and redressal.
4. Appreciate the need to create consumer awareness in the society.

Procedure :

1. The teacher discusses the 'jago Grahak jago' poster given on page 84 of the textbook.
2. A class discussion happens on the possible areas of consumer exploitation to be depicted in the poster.
3. Students are grouped and asked to creatively design a poster.
4. This can later facilitate in organizing a consumer awareness exhibition.

Time Estimation : a week can be given to the students to research and make their creation. 40 minutes (1period) time to present their poster to the class. Some exceptional posters can be displayed on the class notice board.



Assessment Criteria : The activity can be marked considering the effectiveness of display idea, correlation between the consumer rights and duties.

Feedback : A class discussion on the variety of posters, idea depicted can reinforce the concept of consumer consciousness.

Some other activities related to consumer awareness that could be undertaken are: creating a mock consumer court, collecting adulterated products and conducting lab test to prove their authenticity, a visit to a consumer court, a quiz to promote consumer consciousness and others.







***DISASTER
MANAGEMENT***

***UNIT V : TOGETHER TOWARDS
A SAFER INDIA-III***

UNIT V : TOGETHER TOWARDS

A SAFER INDIA-III

CHAPTERS

2. Tsunami - The Killer Sea Waves
3. Survival Skills
4. Safe Construction Practices
5. Alternate Communication Systems During Disaster



CHAPTER 2

Tsunami-
*The Killer Sea Waves***Project**

- I. **Choose a tsunami hit area and study the following in that region -**
 - i. Extent of damage and location of the epicenter.
 - ii. Areas affected
 - iii. How could the damages be minimized?
 - iv. What measures to be adopted to save the coastal fishermen & villagers, hotelier and the tourists?
 - v. What guidelines to be followed by the people so that they can prevent loss of life next time?
- II. **Suggest operations of a rescue team and disaster management team in a disaster prone area.**
 - i. How will the rescue team operate to help save maximum people and also resettle them.
 - ii. Mention the probabilities of damage and suggest the action plan of the rescue team.
 - iii. How should the disaster management team operate before a tsunami to restrict the extent of damage? You can show the probable areas of damage on a map. Make two index for -
 - a. high risk zone &
 - b. risk zone.

Assignments

- Q.1 Which areas in India are probably affected by Tsunami? What must be done to minimize the extent of damage here? Mention both structural and non-structural measures.
- Q.2 What are the Tsunami warning devices? Where have they been used? How far they are effective in alarming the people?



CHAPTER 3

Survival Skills

Project

1. Mention the necessary steps for survival skills to be adopted for the common incidents that take place in a school, Prepare a manual as a help guide.
(Common incidents - heat stroke, fire, fracture, nose bleeding, electrocution, fainting.)
2. State the role of a Disaster Management team like "Red Cross Society" or the like in a post disaster scenario. Relate a disaster to describe their roles.
3. Managing Disasters - The Role of Students

Choose any man made or natural disaster which your area may be vulnerable to e.g gas leaks, building collapse, rail or road accidents, laboratory accidents, health hazards due to toxic waste disposal , earthquakes, Floods, volcanic eruptions etc.

1. Prepare a survey schedule detailing the different areas that are posing threats due to the various natural and manmade disasters in and around your school for example factory/slum/dump yard located nearby.
2. Collect the data and prepare a report.
3. Develop posters and skits for awareness generation in your school.
4. Make a plan to deal with any one of the disasters likely to affect your school.
4. Preparedness for Disasters
 1. Create activities to make people particularly primary children and school workers aware of disaster mitigation.
 2. Write a manual of instructions and make kit lists for use by teachers to manage Laboratory, classroom, corridors and school building security, buses etc.
 3. Prepare instructions to deal with any accidents in school or in the bus.

Assignments

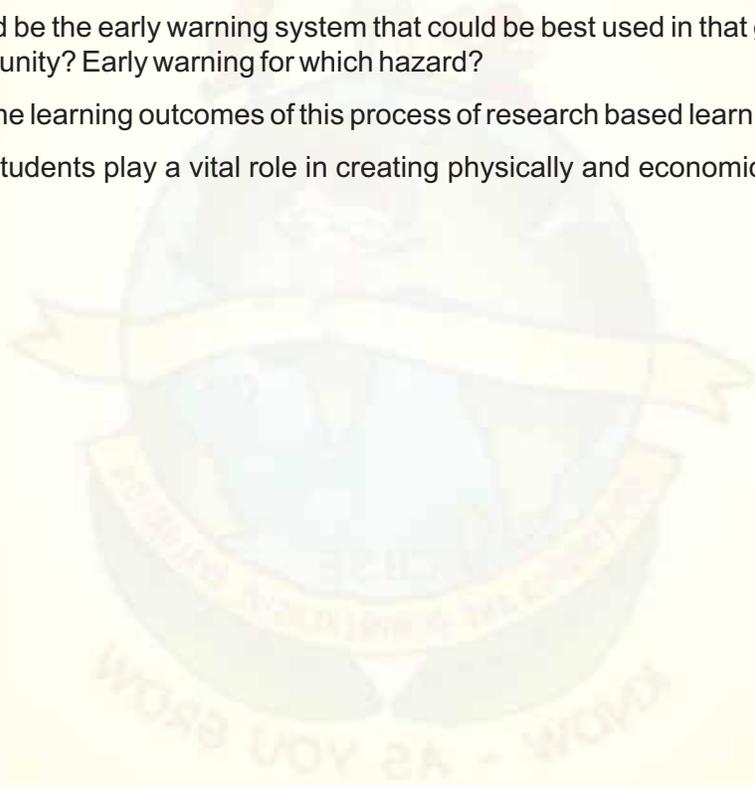
1. In case of a heat stroke, show through a mock show how you will provide first aid to the victim.
2. In case of an electrocution what must be done to the victim to rescue and give him relief? Express through a mock show or provide instructions to your classmates.
3. Incase of a fire in a school/residential building what should be the plans for rescue. Write a manual to make readily available and also demonstrate the same.
4. In a train accident find out how the rescue team operates. Write details about their plans and surviving skills.



CHAPTER 4

Safer
Construction Practices**Assignments**

- ✿ What kind of infrastructural and structural facilities are required in rural/urban communities living in coastal areas or flood-prone areas or earthquake-prone areas?
- ✿ Qualified engineers and architects could be invited by the Head of the institutions to guide students in structural engineering field by taking any case study.
- ✿ What could be the early warning system that could be best used in that given area for that community? Early warning for which hazard?
- ✿ What are the learning outcomes of this process of research based learning?
- ✿ How can students play a vital role in creating physically and economically healthier India?



Unit 5

Alternate Communication Systems during disaster

CHAPTER 5

Assignments

1. What are the suggested ways by which you can enhance life skills?
2. What are your suggestions to the meteorology department and also the Ministry of Information and Broadcasting in order to organize warning system for flood / cyclone?
3. How can the vulnerability map help in warning?
4. How can SMS be a tool to help people at the time of disaster?
5. In a class room a case study of a slum community can be taken where the naked electric wires exposed to the rainwater in places like Mumbai can be the disaster situation.

