

**Central Board of Secondary Education**  
Shiksha Kendra, 2 Community Center, Preet Vihar  
Delhi 110092

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Circular No.18

The Heads  
of all CBSE affiliated institutions

Dear Principal,

In continuation of the office circular no.13 dated 23<sup>rd</sup> June, 2006, I am pleased to forward a copy of the revised guidelines, topics/themes for Project Work in Social Science for classes IX & X to be followed during the current academic session 2006-07. You are requested to kindly bring it to the notice of the concerned Social Science teachers of your school for effective implementation.

Yours faithfully,

(Sugandh Sharma)  
Education Officer (Com.)

# Guidelines on Internal Evaluation in Social Science

## Part III : PROJECT WORK

### CLASS IX & X

(For the Academic Session 2006 – 2007)

CENTRAL BOARD OF SECONDARY EDUCATION  
DELHI

## INTRODUCTION

Education is a developmental process, which transforms learners. It brings about a change in the mental and physical behaviours of students. To bring about this change, teachers need to introduce their students to concepts, generalizations, issues and skills, which seem relevant to their lives.

Social Science is one of the subjects which brings students closer to one's environment, society and the intricacies of the geographical, social, economic and political processes. It enables them to understand the process of social change and the role that they can play towards this change.

With the onset of new millennium, many challenges have been thrown in the school education system. Information explosion and widespread use of information technology has further emphasised demands on the education system. It is imperative to be sensitive to changing societal needs and expectations. In Social Science education particularly there has been a felt need to make its learning interesting, motivating and participatory in nature.

Sensing this need of its schools the CBSE introduced Internal Evaluation in Social Science at secondary stage since the 2004 academic session of class IX.

The Internal Evaluation of 20 marks for each of classes IX and X will have the following break up:

Part 1	Class tests, term tests, etc.	- 10 marks
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Part 2	Assignments	- 5 marks
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Part 3	Project work	- 5 marks
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As each of these different types of assessment evaluate different aspects of learning, the evaluation should reflect the actual effort and performance of the learner. No changes should be made to the marks given by the evaluator to enhance overall performance of the students.

Brief guidelines with respect to Internal Evaluation in Social Science at the Secondary Stage have already been sent to schools. The present guidelines Part 3 pertain to evaluation of Project work.

### Part 3 : PROJECT WORK

Need for introducing Project work in Social Science was being felt for quite sometime. Many schools had also expressed their desire to have projects in Social Science for enhancing students' understanding of different concepts, principles and generalizations inherent in the subject. This also introduces an alternative mode of learning in class rooms with a purpose to increase students participation in the process of learning and enabling them to become independent thinkers. It is expected that by introducing Project work, learning will become more contextual, relevant, contemporary and centred on Learning to Be.

#### A. PROJECT WORK REQUIREMENTS

The project work in Social Science entails the following requirements-

1. The project work will be of 5 marks in each of classes IX & X.
2. The topics for project work have been specified in the guidelines.
3. However, the list of projects is only suggestive. Teachers and students through mutual discussion can devise their own projects suited to the social, cultural and economic conditions and common environmental issues of their locality.
4. In class IX, students will do two projects of which one should be related to Disaster Management and the other from the list of projects specified.
5. In class X, students will do any one project.

#### B. PREPARATION AND SUBMISSION OF PROJECT REPORT

At the end of the stipulated term each student will prepare and submit her/his project report. Following essentials are required to be fulfilled for its preparation and submission-

1. The total length of the project report will not be more than 15 written pages of foolscap size (A-4 size).
2. The project report will be handwritten and credit will be awarded to original drawings, illustrations and creative use of materials.
3. The students should continuously discuss with the teacher and prepare a draft before finalizing the report.
4. The project report will be presented in a neatly bound simple folder.
5. The project report will be developed and presented in this order

- **Cover page** showing project title, student information, school and year
- **List of contents** with page numbers.
- **Acknowledgements** (acknowledging the institution, offices and libraries visited and persons who have helped).
- **Project Overview** : Purpose, Aim, Methodology and experiences while doing the project.
- **Chapters** with relevant headings.
- **Summary and conclusions** based on findings.
- **Planning** and activities to be done during the project, if any giving a calendar of activities.
- **Bibliography** : should have the Title, pages referred, author, publisher, year of publication and if a website the name of the website with the specific website link which has been used.
- All the photographs and sketches should be labelled and acknowledged.
- **Teacher's evaluation report**

6. Teachers will initial the Project Review page
7. On completion of the evaluation of the Project, it will be punched in the centre so that the report cannot be reused but is available for reference only.
8. The Project report will be returned to the students after evaluation. The school may keep five reports each representing of different levels from Class IX and X for record.

#### C. SCHEME OF EVALUATION

Following are the salient features of the scheme of evaluation of the project work.

1. The projects will be evaluated internally and continuously.
2. All the concerned Social Science teachers in consultation with each other should share evaluation of the projects.
3. Questions based on the conclusions of the project will be given as a test (oral or written) of 10 minutes duration after the submission of the project.

**D. ALLOCATIONS OF MARKS**

Total Marks will be allocated over the different aspects of the Project Work in the following manner:-

S.NO.	ASPECTS	(Marks)
1	Content accuracy and originality	2
2	Presentation and creativity	1
3	Process of Project Completion : Initiative, cooperativeness, participation and punctuality	1
4	Viva or written test for content assimilation	1
	Marks for one project	5
	Total marks for 2 projects in Class IX/1 Project in class X	10/5
	Total marks for internal evaluation (class IX/X)	5

**E. CRITERIA FOR PROJECT WORK**

Following will be the criteria for evaluating Project Work :-

Content accuracy and originality	<ul style="list-style-type: none"> <li>• Reads original sources and chooses content from books and internet</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Presents report with original thoughts and opinions supported by facts.</li> </ul>
Process of Project Completion	Chooses topics on ones own, shares information willingly, interacts with teachers and peers willingly , takes responsibility.
Viva Voce	<p>Answers of all questions in written or oral form should</p> <ul style="list-style-type: none"> <li>• Be relevant and appropriate</li> <li>• Reflect original thinking</li> <li>• Reveal confidence in believing in the work done</li> </ul>

Teachers' report in the given proforma will be attached at the end of the report –

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### PROJECT EVALUATION PROFORMA

SCHOOL'S NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_

ROLL NO. \_\_\_\_\_

CLASS \_\_\_\_\_

SECTION \_\_\_\_\_

#### TEACHERS' ASSESSMENT

1. Content accuracy and originality
2. Presentation and creativity
3. Process of project completion
4. Viva – Voce'
5. Overall remarks \_\_\_\_\_  
\_\_\_\_\_
6. Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_  
with school stamp

#### F. MONITORING OF IMPLEMENTATION OF PROJECT WORK IN SCHOOL

It is very essential that the project work in Social Science be implemented in schools in the right manner and spirit. For such implementation of project work, if necessary the help of the Sahodaya school complexes or schools in the vicinity may be taken.

The student should select the project topic or theme in the beginning of the new session. The project preparation time for the student including discussion should be about four months and sufficient time must be available for evaluation by the teacher. Marks once allocated should not be amended or re-scrutinized.

#### LIST OF SUGGESTED PROJECTS FOR CLASS IX

##### Group 1 (Students to choose any one project)

Project 1 – Imperialism and its impact

Project 2 – Pastoral Economy Communities in Asia or Africa

Project 3 – Clothing – A Social History of Development

Project 4 – Women's Role in History

Project 5 – Changing trends in society as reflected in cinema in the 20<sup>th</sup> Century

Project 6- World Peace and Security

- Project 7 – Population Distribution
- Project 8 - Gender Status ( Sex Ratio pattern and its implications)
- Project 9 – Adolescent – Myths and issues
- Project 10 - Population characteristics of my school
- Project 11 – Changing area under Forest and its impact on Environment
- Project 12 - Conservation of Natural Resources
- Project 13 - Water Resources
- Project 14 - Working of Institutions
- Project 15 – Rights .

Group 2 (Students to choose any one project)

Project 16 – Managing Disasters – The Role Of Students

Project 17 : Preparedness for a disasters

CLASS IX

Project 1 – Imperialism and its impact

1. Agriculture and Forestry – Deforestation impact as reflected in environment in the 18<sup>th</sup> – 20<sup>th</sup> century.
2. Colonialism and its impact on Environment both positive and negative.

Project 2 – Pastoral Economy Communities in Asia or Africa

1. Choose at least 2 communities from Asia or Africa
2. Prepare a photo essay on the life of the community using pictures and drawings
3. Describe the impact of colonialization through policies of the colonizers - steps taken for the development of these communities and impact of colonization on their development in the 18<sup>th</sup> and 19<sup>th</sup> Centuries.

Project 3 – Clothing – A Social History of Development

1. Interview different classes of people on the clothes they wore when they were young.
2. Trace the trend in clothes worn at work, leisure, sports in the early 19<sup>th</sup> C and today in the World and India
3. Trace the impact of colonization on the handloom workers and industry and compare it with changes in Handloom and Khadi industry since Independence.

Project 4 – Women’s Role in History

Choose 2 women from each field and document their lives, writings and their contribution. The women are to be chosen from women philosophers, political workers, revolutionaries, lawyers, doctors, soldiers, and social workers of the 19<sup>th</sup> and 20<sup>th</sup> century.

Project 5 – Project on changing trends in Cinema in the 20<sup>th</sup> Century

1. View at least 15 feature films of different time periods in the 20<sup>th</sup> century in Hindi or regional languages.
2. Evaluate the changing values that the film reflects about society.
3. Describe the change in the depiction of heroes and heroines over the years in the films.
4. Write a film review of at least 2 of the films for the newspapers.

### Project 6 – World Peace and Security

Choose either of the Armed Forces or Civil Defence Forces in India and study

1. The role that they play in India today.
2. Collect information about areas where the Force has been called upon to maintain peace.
3. List the International Humanitarian Law and the Universal Declaration of Human Rights.
4. Interview at least one officer and soldier to find out what their duties involve and how they preserve Human Rights and Peace.

### Project 7 – Population characteristics and change in India

1. Collect data and interpret trends, in growth by using maps and graphics of data related to 1990-2001 census of population based on male, female, total population and growth rate.
2. Rank the states based on (i) Total population (ii) Male population (iii) Female population (iv) Growth rate

Represent it using maps. Interpret the maps and draw conclusions.

### Project 8 – Gender Status ( Sex Ratio pattern and its implications)

1. Find out the sex ratio of your school/locality. Represent this data through graphs.
2. Analyze the sex ratio pattern for your school classwise and stagewise. If you have collected the data for your locality analyse it according to income level and family size.
3. Interview at least 5 children from each stage ( Primary, Upper Primary , Secondary, Higher Secondary ) or from the families in your locality surveyed, on how they feel about having equal number of boys and girls in the class and how those lesser in number feel.

### Project 9 - Adolescent – Myths and issues

1. Prepare a questionnaire for an 18 year old boy/girl
2. Questionnaires should cover aspects like
  - (i) Status and freedom at home and school
  - (ii) Ways in which drug abuse, smoking, consuming alcohol, rash driving are viewed and prevented.
  - (iii) Freedom to earn and spend
  - (iv) Views on freedom and independence
  - (v) Preferences and eating habits and concern for nutritional values
  - (vi) Views on sex and reproductive health
  - (vii) Attitude towards external compulsions such as economic and social disparities, gender discrimination, peer pressure etc.

Analyse each question and draw conclusions about how adolescents view themselves.

### Project 10 – Population characteristics of my school

Do a survey from sources like attendance registers/admission forms of children on

- (i) Age
- (ii) Religion



- (iii) Parental education level
- (iv) Occupation of parents
- (v) Family size and their sex and age

Based on this write a report analysing of the Population Composition of your school with suitable diagrams and tables.

Project 11 – Changing area under forest and its impact on environment

- (i) Collect data of area under forest in different states of India since 1980 and interpret the trends.
- (ii) Collect case studies on shifting agriculture and its impact in India/world.
- (iii) Collect information on Forest Rights and Environmental Policy of the Government in the Eighth, Ninth and Tenth Five Year Plans. Give your views on how these policies would help/hinder conservation.

Project 12 : Conservation of Natural Resources

Collect information on Bioserves, National Parks and Wildlife Sanctuaries focusing on the policy of conservation of endangered species.

Collect pictures, travel writings, photographs and brochures to describe the special characteristics of these natural reserves.

Project 13 : Water Resources

Choose any one river/water body in India and prepare a project . Some Guidelines are given :

1. For Rivers make Maps on the source, course, catchment area, the tributaries, States benefited,.
2. Collect Data on the length of the river, the frequency of flooding, and Dams and reservoirs on them.
3. Geographic features formed by the river along its upper , middle and lower course – pictures, drawings etc
4. For the water body identify the special characteristics of the water body, its location and extent, the geographical and geological history of the formation of the water body. Pictures and data on depth and area.
5. Legends associated with the river, songs related to water and river,
6. How the river/water body benefits the people – system of water distribution in an urban or rural area.
7. Problems associated with the river/water body.
8. Conservation of the river/water body – Traditional or modern method of water conservation – some methods used.
9. Issues related to water such as Big Dam development, contamination and purification of water, sharing of water resources.

Project 14 : Analysing the composition of the Lok Sabha

Study the current composition of the Lok Sabha –

1. What is the number of representatives who have studied upto class 10, completed class 12, graduates, post-graduates, and have a professional degree.
2. Identify the number of representatives on the basis of religion, caste, sex and age group.
3. In the light of a truly representative Lok Sabha, evaluate the composition of the current Lok Sabha and draw your conclusions.

Project 15 : Elections in India

- Analyze the general election results or elections held in a State for Vidhan sabha.
- What were the emerging trends in the voting patterns?
- What in your view would have been the reasons for this? Collect the opinion from various resources e.g. newspaper, editorials, interviews and current affairs programmes and interviews of ordinary citizens.
- Read a few manifestos of political parties – draft a manifesto of your own and design an election symbol.

Project 16 – Rights.

- Write the Bill of Rights of any two countries.
- Collect 10 news articles of each country where you find these rights have been violated
- Write your own Bill of Rights.

GROUP II : Disaster Management related Projects : Do any one of the following :

PROJECT 17 – 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.

Project 18 : 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.

### LIST OF SUGGESTED PROJECTS FOR CLASS X

(Students to choose any one project)

Project 1 – Cultural Heritage of India

Project 2 – The development and changes in Agriculture/Industry in the world till today

Project 3 – Consumer Awareness

Project 4 – Globe Issue – Human Rights

Project 5 – Administering Disaster Management

Project 6 – Manual for Disaster Management

### PROJECT 1 – CULTURAL HERITAGE OF INDIA

Select anyone of the following aspects for the study and work out the details.

#### 1. Architecture in the Ancient and Medieval times in India

The project will cover aspects related to the monuments listed in the social science text book such as Konark, Khajuraho, Kailashnath. Buddhist sites, Sanchi, Bull capital, Ajanta and Ellora., architecture of the Sultanate and the Mughal period. For each monument, information is to be presented on following points –

- Who built it and the historical significance
- Location on the map
- Physical environment at the monument at present
- Features of the monument
- Materials used in construction
- Stories and legends associated with the monument
- Ways to protect the monument
- The need to preserve and protect the monument

#### II. Language and Literature in Ancient and Medieval times in India

- Scripts and their evolution to today's alphabets in the different languages
- The important literary works in different languages.
- Drawings of the manuscripts – decorations etc.
- Authors and their life sketches
- The role of this information for understanding history

#### III. Music and Art in the Ancient and Medieval times

- Themes and samples of the music and Continuation of styles in each period
- Instruments and their uses in classical and folk music
- Themes and samples of the art and Continuation of styles in each period
- Materials, styles and colours used in the art work
- Information that can be inferred from the pictures about jewellery, clothes, activities, beliefs, and life styles.

## PROJECT 2 – THE DEVELOPMENT AND CHANGES IN AGRICULTURE/INDUSTRY IN THE WORLD TILL TODAY

- A. The development and changes in agriculture in the world till today.
- The evolution of Agricultural practices from the Stone Age through the Medieval period till the Colonial times in India.
  - The types of agriculture in different parts of the world shown on a map.
  - The food and cash crops and their distribution on a map with details of conditions needed for their growth. Case study of farming in any country of the world.
  - The issues affecting farmers and farming
  - Conditions of present day farmers in India in terms of availability of agricultural inputs.
  - Collect pictures and newspaper articles related to the socio economic conditions and issues faced by farmers in India.
- B Case study of the development of an Industrial region
- Case study of any three industrial areas from different continents.
  - The needs of modern industry – raw material, land, labour, capital, energy and space.
  - The agro-based and mineral – based industries developed in the regions in the different continents.
  - Pictures and news articles on work and living condition of workers in these areas.
  - Rights of the workers and the conditions of workers and problems faced in the industrial region.
  - Collect information about any one entrepreneur who started industries in the region.

## PROJECT 3 – CONSUMER AWARENESS

- Consumer awareness and its need.
- Various forms of consumer exploitation
- Role of producers in protecting consumer rights.
- Case study as one incident of violation of consumer rights and the decision by the Consumer Courts.

## SUGGESTED METHODOLOGY

- Survey different products and the information given as the packaging.
- Interview consumer courts officials and develop case study.

## PROJECT 4 – GLOBAL ISSUE – HUMAN RIGHTS

Develop a project on issues of

- Violation of human rights with respect to, children and refugees
- List the Human Rights charter on Children and Refugees.
- Efforts of various Human rights organisation
- Collect 2-3 case studies related to these issues.
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Make use of newspaper writings along with pictures, cartoons, stories of sufferings. Interview people about human rights.

### PROJECT 5 – ADMINISTERING DISASTER MANAGEMENT

1. Interview any of the Govt./Non-Government functionaries in your locality on their role in Disaster Management:
  - Senior District Magistrate
  - Additional District Magistrate
  - Sarpanch
  - Head of any NGO – dealing in Disaster Management
  - Police inspector, Superintendent of Police
  - Civil Defence Warden
  - Home guard personnel
  - NCC Commandant in the school
  - Municipal authorities
2. Enquire from at least 20 persons from different walks of life in your locality or school on the areas in disaster management and preparedness plans developed by them.
3. Prepare a report on the areas where awareness is needed and find out the local resources available to create awareness.

### PROJECT 6 – MANUAL FOR DISASTER MANAGEMENT

1. Choose to be any authority on Disaster Management, such as Village Sarpanch, Disaster Magistrate, Police Inspector or Fire Services officer.
2. Formulate laws or rules to be followed in a disaster for the most vulnerable groups.
3. Prepare a manual for your department's officials to follow in an emergency. It should include rules to follow for health, safety, relief availability and distribution, law and order etc.