

CENTRAL BOARD OF SECONDARY EDUCATION
2, COMMUNITY CENTRE, PREET VIHAR, DELHI – 110092

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All the Heads of Institutions affiliated to CBSE

Dear Principal,

In continuation of this office Circular No.06/2004 dated 11.02.2004, I am pleased to forward a copy of the Guidelines to Project work on Social Sciences. You are requested to kindly bring it to the notice of the concerned subject teacher(s) of your school for effective implementation.

Yours faithfully,



(G.BALASUBRAMANIAN)
DIRECTOR (ACADEMIC)

INTRODUCTION

Education is a developmental process, which transforms learners. It brings about a change in mental and physical behaviours of students. To bring about this change, teachers should 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 intricate network of the life 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. With information explosion and widespread use of information technology, demands on the education system to sensitize itself to changing societal needs and expectations have also increased manifolds. In Social Science education particularly there has been a felt need to make its learning interesting, motivating and participatory in nature.

Sensing the need of its schools the CBSE introduced internal evaluation in Social Science at secondary stage w.e.f. academic session in 2004.

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
Part 2	Assignments	- 5 marks
Part 3	Project work	- 5 marks

Brief guidelines with respect to internal evaluation in Social Science at secondary stage have already been sent to schools. A brief write up on part 1 on class tests, term tests and part 2 assignments will also be sent to you shortly. The present guidelines pertain to part 3, project work.

Part 3 : PROJECT WORK

Need for introducing the project work in Social Science was also 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 and also introducing an alternative mode of teaching in class rooms with a purpose to defuse teaching learning load among teachers and students. It is expected that by introducing projects, learning will become more contextual, relevant, updated and centered on learning to be.

D. 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. In class IX, students will do two projects of which one should be related to Disaster Management, out of the list of projects specified.
3. In class X, students will do any one project out of the list of projects specified.
4. The list of projects is only suggestive. Teachers may devise their own projects suited to the social, cultural and economic, environmental conditions and common hazards of their locality.

E. 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 be 15-20 pages.
2. The project report will be handwritten and credit will be awarded to original drawings, illustrations and creative use of materials.
3. The project report will be presented in a neatly bound simple folder.
4. The project report will be developed in this sequence-
 - Cover page showing project title, student information, school and year
 - List of contents
 - Acknowledgements and preface (acknowledging the institution, offices and libraries visited and person who have helped).
 - Introduction.
 - Chapters with suitable headings.
 - Planning and activities to be done during the project, if any.

- Conclusions (summary and suggestions or findings, future scope of study)
- Bibliography
- All the photographs and sketches should be labeled and related to the theme.
- Appendix (if needed)
- Teacher's report
- Teachers will initial preface page
- At the 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.
- The project report will be returned after evaluation. The school may keep the best reports.

F. 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. Topics covered by the project work will be included in the examination/tests.
4. Questions based on the conclusions of the project will be given as a test (oral or written) of 10 minutes duration on one fixed day after the submission of the project.

G. ALLOCATIONS OF MARKS

Total marks will be allocated over the different aspects in the following manner:-

<u>S.NO.</u>	ASPECTS	CLASS IX (Marks)
1	Initiative, cooperativeness and participation	1
2	Content accuracy and research work	1
3	Creativity, originality	1
4	Analysis of different situations and different perspectives	1
5	Viva or written test for content assimilation	1
	Marks for one project	5
	Total marks for two projects (Class IX)	10
	Total marks for internal evaluation (class IX/X)	5 (10 divided by 2 for class IX)

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

PROJECT EVALUATION PROFORMA	
SCHOOL'S NAME	_____
ADDRESS	_____
STUDENT'S NAME	_____
ROLL NO.	_____ CLASS _____
SECTION	_____
TEACHERS' REMARKS	
1. Initiative cooperativeness and participation	_____
2. Aesthetic presentation, visual appeal, expression and neatness	_____
3. Content accuracy, creativity, originality, analysis of different perception, performance in the oral/ written tests.	_____
4. Date of submission	_____
5. Total marks	_____
6. Overall remarks	_____
7. Teacher's signature	_____ Date _____

MONITORING OF IMPLEMENTATION OF PROJECT WORK IN SCHOOL

It is very essential that the project work in Social Science be implemented in the school in the right manner and spirit.

Out of the two projects that are to be done, one can be given for summer vacation. However, the student should select the topic in the beginning of the new session. Methodology of study and research work should be completed before the vacation and during vacation the project can be systematically organized for presentation and preparation for viva. The second project can be done in school. Approximately 30 periods can be allotted for project work, which will enable the students to do the project under the supervision of the teacher. For the implementation of the project in the right spirits, if possible the help of sahodaya school complexes or schools in the vicinity may be taken.

LIST OF SUGGESTED PROJECTS FOR CLASS IX

GROUP 1 (Students to choose any one project)

PROJECT 1 - EXPLORATION AND DISCOVERY OF THE WORLD DURING 13TH –
18TH CENTURY

PROJECT 2 – IMPERIALISM AND ITS IMPACT OF INDIA

PROJECT 3 – ROLE OF WOMEN IN INDIA'S STRUGGLE FOR FREEDOM

PROJECT 4 – POPULATION AND ITS IMPACT ON ECONOMY

PROJECT 5 – THE ROLE OF REVOLUTIONS AND MODERN DEMOCRACY

PROJECT 6 – WORKING IN A PARLIAMENTARY SYSTEM

GROUP II (Students to choose any one project)

DISASTER MANAGEMENT RELATED PROJECTS

PROJECT 1 – OUR EARTH – ITS DIVERSE ENVIRONMENT

PROJECT 2 – MANAGING DISASTERS – THE ROLE OF STUDENTS

GROUP 1 – Do any one of the following:

PROJECT 1 – EXPLORATION AND DISCOVERY OF THE WORLD DURING 13TH – 18TH CENTURY.

Collect information on

1. The reasons for the rise of spirit of inquiry and the beginning of the age of explorations.
2. Lives of important explorers in the 15th century.
3. The invention of compass, ships, sextant, astrolabe telescope and other instruments to aid discovery and explorations.
4. An account of discoveries, maps showing their routes
5. The consequence of discovery of new lands.
6. History of maps, tracing the changes in their methods over the years.
7. The spread of railways, roads and their special nature-trans continental channel, etc.
8. Developments in communications till 18th Century
9. The future needs of transport, space travel, and Ocean discovery

PROJECT 2 – IMPERIALISM AND ITS IMPACT ON INDIA

Use newspaper cutting

and articles, speeches, examples of patriotic literature, photographs, laws passed, pictures, incidents, anecdotes and illustrations.

- A. Explain impact of imperialism on economy with regard to -
1. Commercial policy and colonial economy
 2. Agriculture
 3. Ruination of indigenous industry
 4. Lopsided regional development
- B. Study the growth of national consciousness by highlighting impact of -
1. Uniform administration
 2. Inflow of new ideas and cultural influence

3. Racial discrimination
4. Growth of press and national literature
5. Collect data on tariff policy by occurrence of famine, crops grown, role of moneylenders etc.

PROJECT 3 – ROLE OF WOMEN IN INDIA’S STRUGGLE FOR FREEDOM

Select

eminent women freedom fighters from different parts of India and present information through photographs, illustrations, writings, speeches, etc.

PROJECT 4 – POPULATION AND ITS IMPACT ON ECONOMY

Population and Economy –

1. Collect data and interpret trends by using maps and graphics of data related to 1991-2000 census of population – male and female State-wise and compare population increase and growth rates.
2. 2001 demographic characteristics, state-wise
 - (a) Work force in primary, secondary and tertiary occupations
 - (b) Women’s participation in the work force
 - (c) Female literacy levels
 - (d) Opinion and analysis of population related issues based on news and editorials in newspapers on
 - Population growth and impact
 - Migration –both interstate and overseas
 - Food needs and lives of farmers in different States of India

PROJECT 5 – THE ROLE OF REVOLUTIONS AND MODERN DEMOCRACY

1. Collect information on the conditions of the peasantry, city dwellers, kings and nobility before the revolution and the kinds of inhuman practices that were followed in France, Germany, Russia and USA. Life as portrayed in the novels of Victor Hugo and Charles Dickens.

2. Philosophers and their views on the freedom of Man – Voltaire, Rousseau, James Stuart Mill, John Locke, Karl Marx, Abraham Lincoln, Raja Ram Mohan Roy, Subramania Bharati, Swami and Vivekanand.
3. The meaning of the terms Revolution, Rights of man and citizen, Bill of Rights, Parliament, Democracy, Socialism, Social Contract, Liberty and Human Rights.
4. Types of democratic governments. Examples of their main goals in their constitutions.
5. The meaning and objectives of the Preamble of the Indian Constitution.

PROJECT 6 – WORKING OF PARLIAMENTARY SYSTEM

Prepare the following documents to organize a session of Parliament for a Parliamentary democracy.

1. Officials required – Composition of the House.
2. Seating plan diagram
3. A Bill on any current economic or social value, for example child labour laws, women’s reservation, free medical care bill.
4. Documents on procedures
5. Questions of different types and a reply to any two non-starred questions
6. A debate/speech on any issue either from the government or opposition side.

GROUP II

DISASTER MANAGEMENT RELATED PROJECTS – Do anyone of the following ;

PROJECT 1 – OUR EARTH – ITS DIVERSE ENVIRONMENT

Choose any one of the realms of the Earth (land, air and water) and collect information and analyze it to find out about:-

1. The diversity of environment that exists in the world, which supports life.
2. Collect stories, legends, festivals, poetry, sayings, rituals, that are associated with the realm chosen.

3. Show the diverse environments on a map.
4. Write a report on how man's interaction with nature has resulted in different hazardous situations such as :-
 - Deforestation and soil erosion causing floods and droughts.
 - Faulty constructional practices leading to disastrous impact on life and property during cyclones and earthquakes.
 - Water scarcity in rural and urban areas.
 - Uncontrolled growth of settlements on hazardous hill slopes causing landslides.
5. Design posters/slogans/skits/songs for generating awareness among other school children.

PROJECT 2 – MANAGING DISASTERS – THE ROLE OF STUDENTS

1. Prepare a survey schedule detailing the different areas that are posing threats of various natural and manmade disasters in and around your school/home/community such as a factory/slum/dump yard located nearby.
2. Conduct the survey and analyze the results collected by the group and write a report on the various threats, vulnerability, risk and its management.
3. Develop posters and skits for awareness generation in your locality.

LIST OF SUGGESTED PROJECTS FOR CLASS X

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. For each monument, information is to be presented on following points –

- Who built it
- Location on the map
- Physical environment at the monument
- Features of the monument
- Materials used
- 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
- Drawings of the manuscripts – decorations etc.
- Authors and their life sketches
- The role of this information for understanding history

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

1. Themes and samples of the music and art in each period
2. Materials, styles and colours used
3. Information which can be inferred from the pictures about jewellery, clothes, activities, beliefs, etc.
4. Continuation of styles in music and art today.

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.

1. Weather – temperatures, rainfall conditions of crops in local area in different seasons.

2. The evolution of agriculture from the stone age through the medieval period till the colonial times.
3. The types of agriculture in different parts of the world described and shown on a map.
4. 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.
5. The exports in food and cash crops in the world and the movement of these goods.
6. The problems in modern agriculture such as the need to preserve traditional methods and knowledge to prevent drought, famines and reduce malnutrition etc.
7. Conditions of farmers in terms of housing, security, employment (hidden and actual)

B. The development and changes in industry in the world till today

1. The needs of modern industry – land, labour, capital, energy and space.
2. The distribution of agro-based and mineral – based industrial regions in the different continents.
3. Case study of any three industrial areas one in each continent.
4. The number of workers in industrial and tertiary sectors in developed and developing countries and the reasons for the differences.
5. Rights of the workers and the conditions of workers in the mining and unorganized sector especially, women.

PROJECT 3 – CONSUMER AWARENESS

1. Consumer awareness and its need.
2. Various forms of consumer exploitation
3. Role of producers in protecting consumer rights.

4. Case study as one incident of violation of consumer rights and the decision by the Consumer Courts.

SUGGESTED METHODOLOGY

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

PROJECT 4 – GLOBAL ISSUE – HUMAN RIGHTS

1. Violation of human rights with respect to women, children and refugees
2. Human Rights charters
3. Efforts by Amnesty, UNHRC, Indian Govt., South Asian Countries
4. Role of citizens

Make use of newspaper writings along with pictures, cartoons, stories of sufferings. Interview people about human rights.

PROJECTS 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
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.

PROJECTS 6 – MANUAL FOR DISASTER MANAGEMENT

1. Choose to be any authority on Disaster Management , such as Village Sarpanch. Disaster Management , Police Inspector or Fire Services officer.
 - Formulate laws or rules to be followed in a disaster for the most vulnerable groups.

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.