

SOCIAL SCIENCE

- HISTORY
- GEOGRAPHY
- POLITICAL SCIENCE
- ECONOMICS
- DISASTER MANAGEMENT



Teachers' Manual on **Formative Assessment**

CLASS-IX



CENTRAL BOARD OF SECONDARY EDUCATION

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

FORMATIVE ASSESSMENT

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....





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

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

PRICE : Rs.

FIRST EDITION August, 2010 CBSE, India

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PUBLISHED BY : The Secretary, Central Board of Secondary Education, Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

DESIGN, LAYOUT : Multi Graphics, 5745/81, Reghar Pura, Karol Bagh, New Delhi-110005, Phone : 25783846

PRINTED BY :

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक ' [म्पणं प्रभुत्व-संपन समाजव द पथतिरेपक्ष लेकेतंत्रात्मक ग ाराज्य ऽबन न के लिे , तथा उएके स समस्त 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 [ष्ट्रीकीरएकता और अ णडाा] सुनिश्चित करे न वाली बंधुता बढ़ाने के लिए ददसंकल्प होकर अपनी इस संविधान सभा में अ ज तारीख 26 नवम्बर, 1949 ई० को एतदद्वारा इस संवि ान को ध अंगीकृत, अ धनियमित और आत्मार्पित करते हैं।

1. संविधान (यालीस्त्रां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (.1.1973) से " भुत्व स्मन लोकतंत्रात्मक गणराज्य " के स्थान प पतिस्त्रामि । त
2. संविधान (यालीस्त्रां संशोधन अ धनियम, 1976 की धारा 2 द्वारा (.1.1973 से) " ष्ट्रीकीरएकता " के स्थान प पतिस्त्रामि । त

भाग 4 क

मूल कर्तव्य ।

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

- (क) संविधान का पालन करे और उसके आद ाँ, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आद करे; र
- (ख) स्मंत्रता के लिए ह रे राष्ट्रीय आंदेलन 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 ँसे 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 वेग 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 दष्टिकोण, मानववाद और ज्ञ नार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और द्विसा 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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ACKNOWLEDGEMENTS

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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 am grateful to National Cooperative Development Corporation, Delhi for helping the Board in developing guidelines for a Project on a Cooperative Society. This project would help student to understand the functioning of a cooperative system of a business organization and the Socio-Economic benefits accruing to the members. 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 such 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 it is 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	60

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.

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 child'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 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 the 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 aspect.



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 - I***

UNIT 1 : INDIA AND

THE CONTEMPORARY WORLD - I

CHAPTERS

TERM-I

Any Two

- 1 The French Revolution.
- 2 Socialism in Europe and the Russian Revolution.
- 3 Nazism and the Rise of Hitler.

TERM-II

Section-II : Livelihoods, Economies and Societies

Any Two

- 4 Forest society and colonialism
- 5 Pastoralists in the Modern World.
- 6 Peasants and Farmers.

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

Any one

- 7 History and Sport : The Story of Cricket.
- 8 Clothing : A Social History.

CHAPTER 1

The French Revolution

Introduction

While teaching the chapter on the French Revolution, the teacher will orient the students about Ancient French regime and its crisis and will explain the social forces and factors that led to the revolution. The teacher must help the students to comprehend the role of different revolutionary groups and ideas of that period. This lesson should enable the student to appreciate the legacy of the French Revolution.

Learning Outcomes :

After learning the lesson the students will be able to do the following:

- ❖ get familiarized with the various personalities involved in the course of French Revolution.
- ❖ use primary sources and evidences.
- ❖ interpret these sources and draw conclusions.
- ❖ get acquainted with revolutionary ideas and new philosophies; and
- ❖ comprehend the importance of democracy and individual rights.

Given below are a number of objective questions and activities, which may enable the teacher to make a lesson interactive and effective. It is desirable that the teacher proceeds from simple to more difficult tasks.

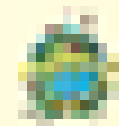
The following objective questions (Q 1-5) are examples of quick recapitulation questions. Teachers can make variety of such questions either to circulate in the form of classwork sheets or in the form of quiz to sum up a lesson or for eliciting response from each student.

1. Match the terms given in Column A with suitable statements from Column B.

	A		B
a.	Estates General	1.	Written by Rousseau
b.	Taille	2.	Legislature of France
c.	The Social contract	3.	A place where the mansion and lands of the lord are located
d.	Jacobin club	4.	Direct tax paid by the members of Third Estate.
e.	Manor	5.	A political club which has less prosperous members of the society as its members

2. Put a (✓) mark for the correct response and a (X) mark for the wrong response. Replace the wrong response with the right answer.

- a. The French society was divided into two estates.
- b. Louis XVI ascended the throne of France in 1774.



- c. The people of Third Estate declared themselves a National Assembly in 1789.
- d. Napoleon Bonaparte became the French emperor in 1780.
- e. The French Constitution of 1791 began with The Declaration of the Rights of Man and Citizen.

3. Provide one word answer for the following :

- a. Between 1793 and 1794, Reign of Terror started in France by _____
- b. The theory of separation of powers was advocated by _____
- c. The device used by the French for beheading a person was known as _____
- d. An insurrection was planned in 1792 and the Palace of Tuileries was attacked by _____
- e. The French Revolution was started in _____

4. Strike the odd one out and give the reason for the choice of the 'odd one'.

- a. Napoleon
- b. J.J. Rousseau
- c. Locke
- d. Montesquieu

5. Which of the following best explains the subsistence crisis ?

- a. Crisis due to shortage of food
- b. Crisis caused by shortage of housing
- c. Crisis caused by the lack of basic means of livelihood
- d. Acute unemployment.

Q.No.6 and 7 are examples of thought provoking questions which need reasoning and analytical skills to answer. Similar questions can be framed wherever possible.

6. Short answer questions:

The French Constitution (1791) began with a 'Declaration of the Rights of Man and Citizen'. Comment on the two words 'Man and Citizen'.

- 7. Even though Robespierre has introduced so many reforms in France, why was his reign termed as a reign of terror?

Suggested activities.

Activities are chosen to provide flexibility to the teachers so that she/he can test or develop the learning outcome as required. These also provide variety of ways to make teaching learning process interactive and enjoyable. Stress must be laid on learning by doing rather than on rote learning. Most of the activities - individual or in groups, would require exploring beyond textbook.



Activity 1- Role Play

Topic

Personalities related to the French Revolution

Learning Outcomes :

This activity will enable the students to develop of the following:

- ◇ the creative skill of the students
- ◇ ability to comprehend the French society in 19th century
- ◇ spirit of enquiry
- ◇ scope for research
- ◇ acting skills.

Strategy/procedure : Time allotted 35-40 minutes.

- Teacher to divide the students into suitable number of groups.
- Each group will select one character from the French Revolution who impressed them the most (eg. Louis XVI, Napoleon, Olympe de Gouges, Rousseau, Marie Antoinette etc).
- Each group will select one student to enact the role of a person of their choice.
- The teacher would assign various duties to other members of the class e.g. explore resource material (as guided by the teacher), stage setting & simple props, seating arrangements etc.
- Though the research will primarily be based on the available matter in the text, the teacher must encourage them to use internet library etc. for additional information. The student will be working on this during on weekends.
- The student now-would select a situation where the 'selected person' played a significant role and enact it in the class. In a similar way other actors will also enact their selected role.

The other members of the group will sit as audience. They will help in peer assessment - so while acting is going on they would make their own notes and give their opinion after the play is over. All four or five speakers will be given 5 minutes to enact the roles and 10 minutes for summing up.

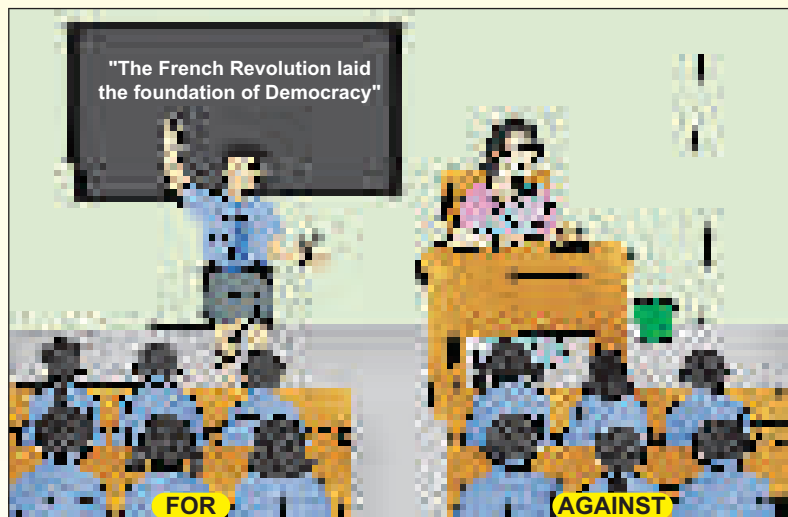
Assessment Criteria:

The teacher may assess the work as a group activity or an individual activity. In either case, she/he has to assign duty and responsibility to each student of the group.

She has to keep the learning outcomes in mind. To what extent the students have been able to transport themselves to another period and depict the 19th century situation is important in this particular role play.

Credit should be given for cooperative effort of each group as well as for helping in assessment.





Activity 2 - Debate

Topic

"The French Revolution laid the foundation of Democracy"

Learning Outcomes :

After doing the activity, the students will be able to do the following:-

- ✦ comprehend both positive and negative impact of the Revolution.
- ✦ analyse its impact on France and on other countries.
- ✦ Develop the skill of organizing one's thoughts.
- ✦ Develop oratory skill & self confidence.

Procedure :

- ✦ The class would be divided into two teams - one for the motion and one against it.
- ✦ One speaker will represent his /her team
- ✦ Team members will choose their speaker.
- ✦ All members of each team will collect points / arguments with evidence in support of their stand.
- ✦ Two members from each team will be selected for the rebuttal.
- ✦ Teacher to chair the debate.

Assessment Criteria :

Assesment will be made by the teacher for :

- ✦ Relevance of content.
- ✦ Clarity of the argument
- ✦ Logical approach
- ✦ Quality of rebuttal



Activity 3 : Crossword Puzzle

Time : 30 minutes.

Topic

Terms/concepts used in the lesson :

With the purpose to recapitulate learning, this crossword can be used by the teacher.

Learning outcome :

The students will be able to do the following:-

- ✧ Develop the skill of problem solving.
- ✧ Make learning an enjoyable activity.

The teacher will develop a cross word like this on main terms and concepts used in the chapter and circulate copies to groups of 3 students each. Students will be instructed to complete the cross word within 15 minutes based on the clues given.

Assessment Criteria :

Completion within time given.

Number of right responses.

This kind of the task may or may not be assessed by the teacher. This can be given to the students to complete with each other or just for making learning a joyful experience.

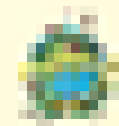
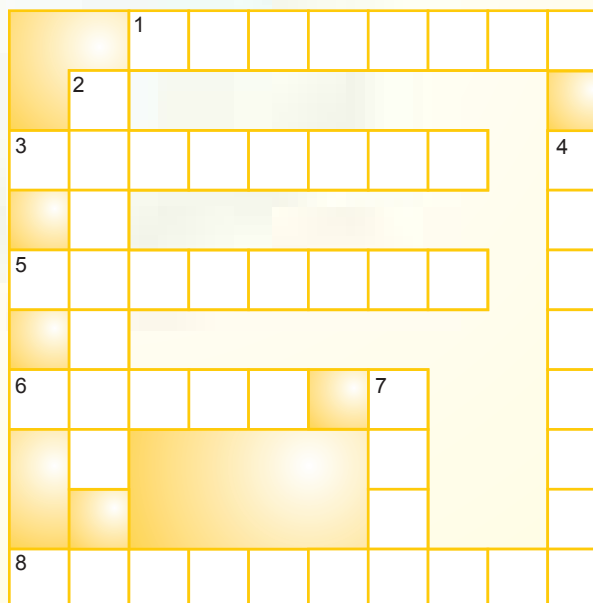
Clues:

Across

1. Fortress Prison
3. French General who crowned him self the emperor of France
5. Author of Social Contract
6. Tax Levied by church
8. Device used to be head a person

Down

2. Aclub of French middle class
4. A great philosopher who inspired French people.
7. A common day item taxed by the French government.



Activity 4 : Diary Writing**Topic**

Execution of King and Queen of France

Learning Outcomes:

- ✧ Develops creative writing skills among learners
- ✧ Develops empathy
- ✧ Reasoning
- ✧ Logical presentation of tasks

Procedure :

- ✧ Imagine yourself to be either Louis the XVI or Marie Antoinette in prison before their execution. Write a page in your diary which reflects your emotion, and also describes the uselessness of autocratic rule. If the student desires, the narrative may even reflect repentance.
- ✧ Helps them to inculcate life skills of empathy, analytical power etc.

Assessment criteria : Individual assessment

Keeping the learning objective in view, the teacher may assess this task for :

- ✧ Creative writing.
- ✧ Expression
- ✧ Logical explanation of facts, if any
- ✧ Emotional identification with the character.

Activity 5 : Group Discussion.**Topic**

"Declaration of the Rights of Man and Citizen was historic not only for France but also for the entire world."



Learning outcomes :

The students will be able to :

- ❖ Comprehend the nature of the Declaration.
- ❖ Analyse the impact on the polity, economy and society of France (all three aspects should clearly be distinguished to identify the anomaly in the declaration.)
- ❖ Develop oratory skills and self confidence.

Strategy/Procedure

- ❖ Teacher should give the topic to the students one week in advance to collect additional information on various related aspects.
(Kindly refer to guidelines in teachers manual prescribed for debate)

Discussion should be conducted under the following points :

- ❖ The background.
- ❖ Nature of the Declaration.
- ❖ People who were given the rights and who were not.
- ❖ Impact on politics, economy & society of France.
- ❖ Impact on other countries with special reference to India.

Feedback

If from peer assessment or from teachers observation some shortcoming is found in understanding the concepts then the teacher should arrange for some remedial measures. For example, if the students fail to understand the implication of Rights, the teacher can give simple examples from daily lives to make comprehension easier.

Activity 6 : Flow chart.

Political system under pre revolutionary France.

Study figure 7 in the textbook which depicts a flowchart showing the political system under constitution of 1791. In a similar way draw a flow chart to depict the Political System that prevailed in pre-revolutionary France. The flow chart should depict the King, Estates General, constituents of the three estates, their respective roles, taxpaying and non tax paying population etc.



Learning objectives :

The students will be able to -

- ✧ Understand the working of the political system in pre and post revolutionary France.
- ✧ Compare two political systems.
- ✧ Identify the difference between the two.
- ✧ Develop the skill of presentation through a flow chart.
- ✧ Learn to establish relationship between different organ.

Extension of activity

The same presentation can be used to explain the division of powers as envisaged in France and compared with the division of powers as visualized in the Indian Constitution. This helps in developing cross curricular links.

After completing the chapter, the students can be shown any periodic film such as 'Tale of two cities' to reinforce their learning.

Activity 7 - Screening the picture - 'A Tale of two cities'.

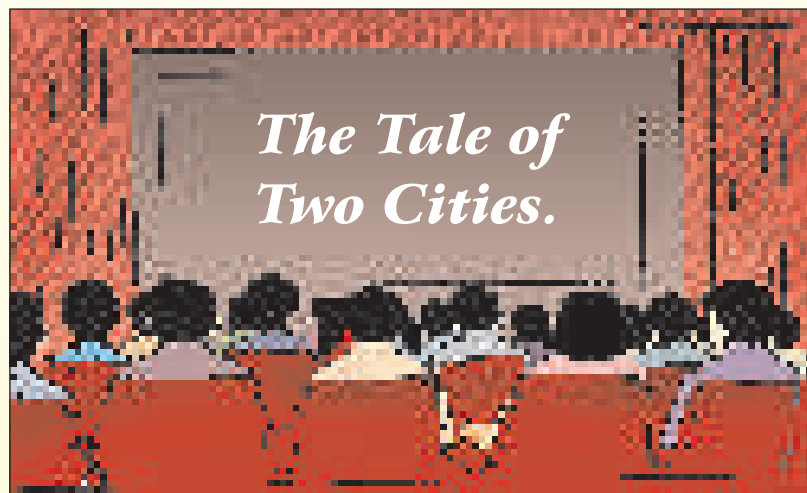
It could be followed by a discussion.

Discussion helps in promoting a democratic environment in the class. Teacher plays a moderator as students play with ideas and develop the skills of critical thinking. But it is only after children engage in self study.

It is essential here that the teacher watches the movie before screening it to the class to identify the issues for discussion and approximate time.

(a DVD version could be used which will help in understanding the language. Teacher could think of any other movie which depicts the historical period under study).

This will help in bringing in discussion of historicity and make students understand the feel of the period, the setting, clothes, mannerisms, characterization, issues related to historical imagination, opposing views as expressed by various characters to understand perspective. This could be also organized linking it to the later chapters on clothing as a social history (IX std) and novels(X std).



Socialism in Europe and the Russian Revolution

CHAPTER 2

In this chapter the teacher will explain the crisis in Tsarist Russia. The teacher may differentiate between the nature of the French and Russian Revolution.

The students will be taught to use primary sources and evidences to identify the historical process in Russia and will also learn to interpret historical evidences.

Learning Outcomes:

After going through this chapter the students will be able to do the following.

- ✦ Explore the history of socialism through a study of the Russian Revolution.
- ✦ Get familiarized with different types of ideas that inspired the Revolution.
- ✦ Comprehend the reasons for social conflict and final Revolution in Russia.
- ✦ Relate the Revolution to First World War
- ✦ Comprehend the impact of socialism on Russia and on other countries
- ✦ Understand the legacy of the Revolution.

The teacher must start with simple tasks for acquainting the students with terms and names used in the chapters. Given below are questions which may be used for quick recapitulation. The teachers may use other tools such as simple word game, anagram, true and false, etc. for this purpose.

1. Strike the odd one out of the following:

- a. Lenin
- b. Nicholas II
- c. Kerenskii

2. a. Karl Marx

- b. Trotskii
- c. Frederick Engels

3. Fill in the blanks with suitable words :

- a. was the advisor of Russian Tsarina.
- b. The Winter Palace of the Tsar was shelled from ship called, in 1917
- c. Bolshevik army came to be known as the army.
- d. The Revolution is also known as the October Revolution.
- e. The international union of Socialist parties was known as



4. Match the words in column A with the suitable phrase in column B:

A	B
Socialism	Collective farms
Bloody Sunday	Ideology popularized by Lenin in Russia
Jaddists	Lenin's demands in 1917
Kolkhoz	Muslim Reformers in Russia
April Theses	Event which triggered off the Revolution in 1905

Five short answer questions are provided below as examples to introduce students to the thought provoking questions. These questions may be used to stimulate later discussion in class.

1. To what extent was Russian participation in World War I responsible for the Russian Revolution in 1917?
2. Distinguish between the ideas of the conservatives and liberals in 19th century Europe.
3. How did the incident of Bloody Sunday spark the Revolution of 1905 in Russia ?
4. Why is the October Revolution (1917) considered a landmark in the history of Socialism ?
5. Analyse the reasons of Stalin's unpopularity in the Soviet Union.

Activities

Varieties of activities have been provided to make learning more interactive. Effective involvement of maximum number of students should be encouraged in group activity. Criteria of assessment must be clearly specified by the teacher in advance before allotting the duties and responsibilities.

Activity 1 : Talk Show**Topic**

Collectivization of Farms.

After reading about collectivisation and source D and E in the text book a talk show could be hosted in class. The topic of discussion will be : "Collectivisation of Agriculture in the Soviet Union"

Select one child as the anchor

Form three suitable groups each representing

- i. The family of a poor landless peasant
- ii. The family of a kulak
- iii. Stalin and his followers

The rest of the class will form the audience who will participate in the interactions during the show.



Learning outcomes :

The students will be able to do the following:

- ✦ Understand the concept of collectivization.
- ✦ Comprehend the advantages and disadvantages of the system;
- ✦ Distinguish between its impact on the rich and poor and the reaction it brought against Stalin.

Since the students are representing different classes of the society, the students should know more about these classes from authentic sources. The teacher should guide and prepare them to represent different sections in true perspective. The students should be guided to explore beyond textbook.

The students in audience must also be alive in activity. They can get involved in peer assessment. In doing so they also would prepare themselves to judge the performers.

Activity 2 : Word Search

This is an activity which can be completed by individual students in their spare time. This can also be distributed to each student in the day to be completed in one period.

Learning Outcomes:

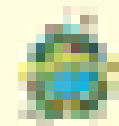
The students will be able to establish relationship between name and achievements.

Procedure -

Read the clues and encircle the suitable words from the grid.

You can find them vertically, horizontally or diagonally.

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



Clues:

1. Father of communism
2. Leader of the provisional government
3. Bolshevik leader
4. He started collectivization of agriculture
5. Council of workers
6. Russian parliament
7. The party renamed as Russian Communist Party
8. Rich peasant
9. Russian ruler's title
10. Secret police of Russia

Assessment criteria :

To be assessed keeping in mind the learning outcomes - ability to complete the task in stipulated time - percentage of correct response.

Activity 3 : Poster making / Slogan writing

Topic - February Revolution 1917

Learning Outcomes :

- ✧ Develops creative talent among students.
- ✧ Analytical skill
- ✧ Logical presentation of talks

Procedure

"The lockout at a factory on the right bank of the River Neva in Petrograd on 22nd February 1917 led to February Revaluation."

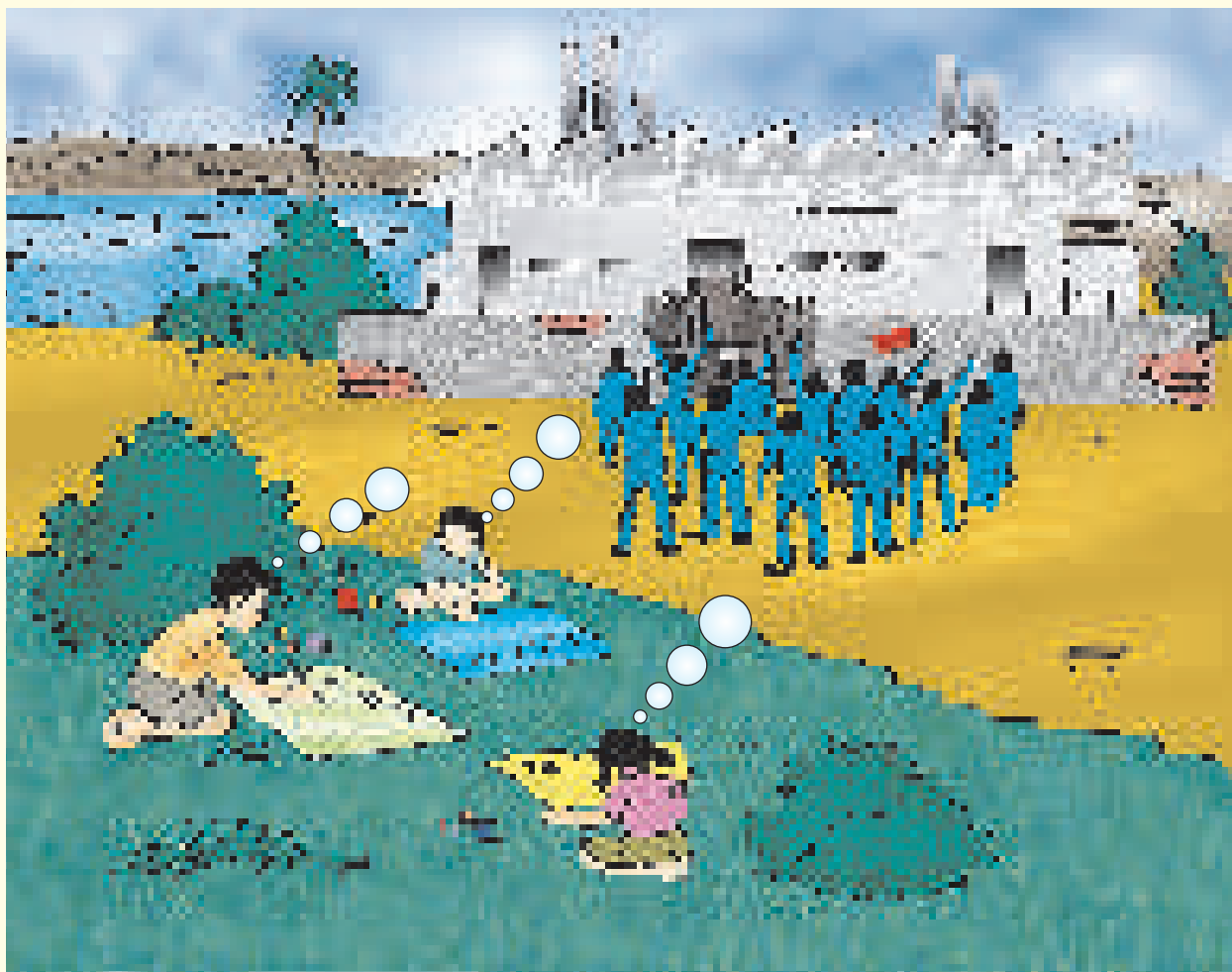
Imagine yourself to be a worker participating in the strike and the demonstration that followed. Prepare yourself for the same by making the following -

- ✧ Suitable slogans
- ✧ Banners and Posters
- ✧ Petition

Assessment Criteria should be based on the creativity and new ideas generated. Catch slogans and attractive banners must be appreciated. This particular activity may not be assessed for



marks.



Nazism and the Rise of Hitler

CHAPTER 3

Introduction

In this chapter the teacher orients the students about the various developments between the two world wars. On the one hand there was growth of social democracy and on the other there was the growth of totalitarian tendencies in Italy and Germany. The main points discussed are (a) the basis of Hitler's rise (b) the ideology of Nazism and (c) the impact of Nazism.

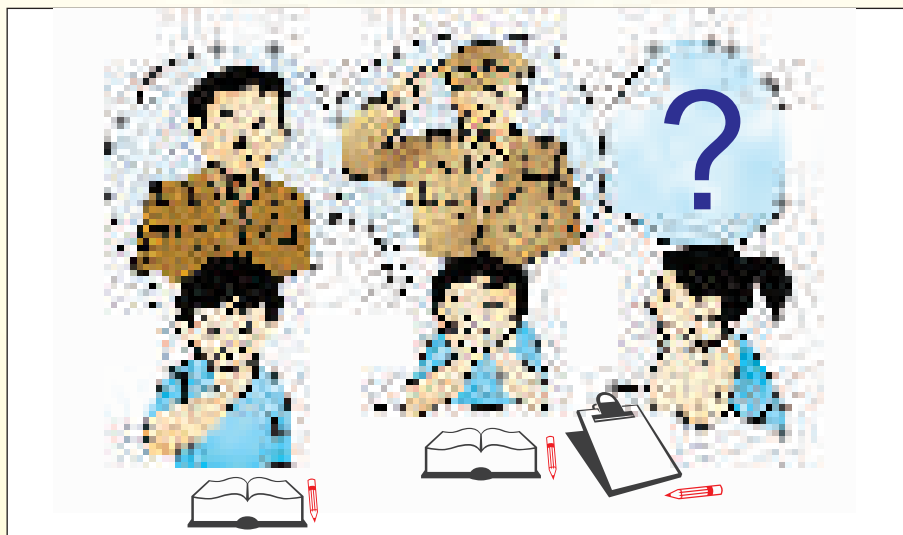
Learning Outcomes

After reading this lesson the students will be able to do the following -

- ✧ Comprehend the factors responsible for the growth of Nazism and the disastrous nature of the ideology.
- ✧ Explain the impact of Nazism in shaping the politics of modern world.
- ✧ Get familiarized with the speeches and writings of Nazi leaders
- ✧ Understand the discriminatory treatment of the Jews and the holocaust.

The teacher may use various types of objective questions for recapitulation and for acquainting the students with names and terms used in this lesson. Following questions are given as samples:

1. **Circle the odd one out. Give reasons for your choice.**
 - i. Selection, final solution, murder, special treatment
 - ii. Jews, Aryans, Gypsies, disabled
 - iii. England, Sudetenland, Rhineland, Austria
 - iv. Germany, Italy, Japan, US



2. Who Am I?

- i. I am a German economist responsible for launching programmes for building Germany's superways and the Volkswagon.....
- ii. I am the German President who offered the chancellorship to Hitler in 1933.....
- iii. My idea of survival of the fittest was used by Nazis to justify the dominance of the Aryan race.....
- iv. Born in 1889 in Austria, I spent my youth in poverty but finally rose to become the chancellor of Germany. I also founded the Nationalist Socialist German Worker's Party

3. Match the terms from Column 'A' with suitable statement from Column 'B'

A	B
a. Genocide	1. A place where people were isolated and detained without due process of law
b. Charles Darwin	2. The highest post in the cabinet of ministers in Germany
c. Euthanasia	3. Nazi mass killing
d. Chancellor	4. A natural scientist who discovered the theory of natural selection and evolution
e. Concentration Camp	5. Nazi method of killing a disabled.

4. Fill in the blanks with suitable words / names

- a. An international tribunal was set up at to try the war criminals.
- b. The Treaty of was humiliating to Germany.
- c. The people's car produced in Germany was named
- d. Japan bombed the U.S. base at Harbour.
- e. The soviet army gave a humiliating defeat to Germany at.....

Here are some examples of thought provoking short answer questions which may be used to stimulate discussion in class and also to develop a rational approach among the students.

5. How did Nazi propaganda stir hopes of a better future for Germany?

6. In what way did the theories of natural scientists help in shaping the Nazi ideology?

7. Read Source F (pg 69) from the History textbook and answer the following questions:

Hitler at the Nuremberg party Rally, 8 September 1934, also said : ' The woman is the most stable element in the preservation of a fold...she has the most unerring sense of everything that is important to not let a race disappear because it is her children who would be affected by all this suffering in the first place...That is why we have integrated the woman in the struggle of the racial community just as nature and providence have determined so.'



- a. What were Hitler's ideas of a socially pure society?
- b. How were women used to implement these ideas?

Suggested activities:

To encourage active participation of students, activities must be carefully developed, which will help in reinforcing the learning objectives, without creating any stress in the minds of the students. Following are some examples of activities which may be used while teaching this chapter.

Activity 1: Learning is Fun

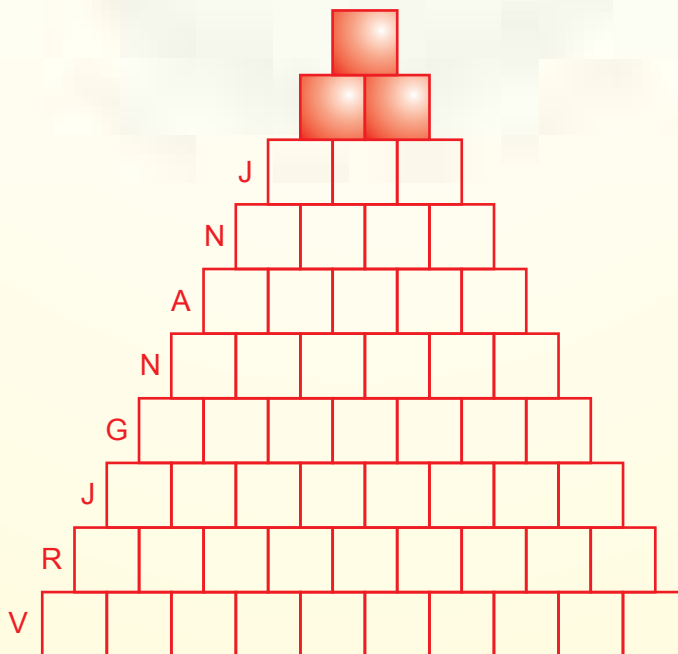
Pyramid - This activity is expected to help students in recapitulating learning.

Procedure : Provide the grid for pyramid with numbers and empty squares number is from third square

The teacher will circulate the picture of a pyramid and clues to the students with the following instructions :

Read the clues and starting from 3 letter word and with the help of the first letter complete the pyramid using words from the chapter. The first word is a three letter word. Each of the following words increases by one more letter :

1. Most oppressed race in Germany
2. Party founded by Hitler
3. Purist race according to Hitler
4. First German Republic
5. Secret Police
6. Youth organization
7. German Parliament
8. Humiliating treaty was signed here.



Activity 2 : Use your Imagination

Topic : Holocaust in Germany

Learning Outcomes :

- ✧ The students will be able to do the following :
- ✧ To comprehend the suffering experienced by the Jews in the Nazi camp,
- ✧ To acquire the skills of empathy
- ✧ Develop creative expression

Procedure :

The teacher gives the following situations.

Imagine yourself to be a Jewish boy / girl who survived the holocaust in Germany. Write a letter to your friend telling him/her about how you survived and what was your life like in a concentration camp.

Assessment criteria :

- ✧ Understanding of Content : / Condition of jews in Nazi camp.
- ✧ Creative expression
- ✧ Imaginative Skill

Activity 3 : Dialogue writing

Topic - Imaginary meeting between Mahatma Gandhi and Adolf Hitler.

Learning Outcomes :

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

- ✧ Develop creativity:
- ✧ Comprehend the difference in ideology of Gandhiji and Hitler;
- ✧ Develop ability of expression and analytical skill.
- ✧ Imaginative skill.

Procedure:

The teacher gives the following situation to students:

Imagine a chance meeting of Mahatma Gandhi and Adolf Hitler.

- a. Prepare a dialogue between them.
- b. Each will put forward his views and beliefs.



- c. End the dialogue by Gandhiji convincing Hitler about the need for world peace and non-violence.
- d. The Best dialogue to be enacted.

Assessment Criteria

- ✧ Argumentation & convincing power
- ✧ Creative expression

Activity 4

Screening of the movie : Life is beautiful

After showing the movie a group discussion may be organized on various issues shown in the movie. (for parameters refer to 1st chapter)

Activity 5 : Debate

Debate may be organized on the following topic

"Can Nazi control over education be justified."

(for parameters refer to 1st chapter)



CHAPTER 4

Forest Society and Colonialism

Introduction :

In this chapter the teacher would focus on Forest society and colonialism - explaining different aspects of forestry and main features of forest society. The teacher would also explain how colonial government exploited the resources and people of forest society for their advantage. The teacher would guide the students to use case studies as resource to understand specific problems of Indonesia.

Learning Outcomes:

After completing this chapter, the students will be able to

- ✦ Understand the relationship between forests and livelihood.
- ✦ Comprehend the changes in forest societies under colonialism.
- ✦ use case study as source material and to compare the effects of colonialism in India and Indonesia.

The following type of questions can be used for quick recapitulation or be used as quiz in class. The teachers are free to make variety of such questions to be used in class for making learning effective

1. Fill in the blanks with the suitable word/s:

- i. Natural forests were cut down and one type of tree was planted in straight rows under the system of introduced by the British in India.
- ii. The practice of cutting and burning of forests and sowing seeds in the ashes is referred to as a agriculture.
- iii. The 'blandongdiensten' system of exempting villages from rent if they provided free labour was introduced by the in Java.
- iv. The in Java chose to protest against tax surveyors by lying down on their land.
- v. In the Ghats it is possible to find as may as 500 different plant species in one forest patch.

2. Match the word in Column A with the correct option from Column B.

A	B
Latex	Skilled forest cutters
Jhum	Railway tracks
Kalangs	Sacred groves
Sarnas	Rubber tyres
Sleepers	Shifting cultivation

3. Pick the odd one out stating the reason for your choice:

- i. (a) Jhum (b) Dhya (c) Semur (d) Penda
- ii. (a) Sarnas (b) Devarakudu (c) Rai (d) Podu



- iii. (a) Santhals (b) Korava (c) Karacha (d) Yerukula

Following are examples of thought provoking questions which require reasoning and analytical skills to answer. Teacher can prepare such questions for testing higher mental abilities.

4. **Examine the similarities between the forest laws introduced by the colonial rulers in India and Java. Compare the response of the people to these laws.**
5. **Read the Source (page 79) and answer the following questions.**

Source A

The idea that uncultivated land had to be taken over and improved was popular with colonisers everywhere in the world. It was an argument that justified conquest. In 1896 the American writer, Richard Harding, wrote on the Honduras in

Central America :

‘ There is no more interesting question of the present day than that of what is to be done with the world’s land which is lying unimproved; whether it shall go to the great power that is willing to turn it to account, or remain with its original owner, who fails to understand its value. The Central Americans are like a gang of semi-barbarians in a beautifully furnished house, of which they can understand neither its possibilities of comfort nor its use.’ Three years later the American-owned United Fruit Company was founded, and grew bananas on an industrial scale in Central America. The company acquired such power over the governments of these countries that they came to be known as Banana Republics. Quoted in David Spurr, *The Rhetoric of Empire*, (1993).

- i. Why did colonizers consider forest as unproductive land?
 - ii. Explain what the American writer Richard Harding mean by calling the Central Americans "a gang of semi-barbarians living in a beautifully furnished house"
 - iii. In the present context of Global Warming, what is the view of developed countries with regard to deforestation? (teacher to provide material)
6. **'Java is now famous as a rice producing island in Indonesia.' Discuss the role played by the Dutch colonialists in this.**
 - ❖ Various types of activities can be used by teachers to reinforce learning. The choice of activities would lead to flexibility and prevent monotony of stereotyped tests.

Suggested activities

Activity 1 : Listing Forest Products.

Learning Outcomes :

After completing this activity the student would be able to do the following :

- ❖ Understand the importance of forest products in our life.
- ❖ Identify forest products out of various other products.
- ❖ Recognise the properties of each product,
- ❖ develop the organizing skill.

Procedure:

Read the words given below in the box given below and list them under two headings (teacher could add many more to the list).

- i) Forest products
- ii) Non-Forest products.



Latex, mobile phone, compact disc, honey, bamboo, chocolate, bangle, plate, baskets, table, chair, haldi, computer, matchstick, oil, eraser, comb, spoon, tendu leaves, mahua, cotton, jute bags, doormats, resin, gum, rubber, indigo, tulsi, book, mint, eucalyptus oil, sweet potato, berries, disposable plates, ropes, tamarind, neem, poppy, shikakai.

Then study the list of forest products and categorise them further on the basis of some common properties / usage (eg : medicinal / domestic / industrial)

Activity 2 : Exhibition

The teacher now will instruct the students to collect any 5 forest products from the list of categories. A limited time of 2 days may be given. Once everyone's collection is over, a mini exhibition may be organized in a convenient place. The students would be required to explain which type of forest material was used to make the items of collection. They also must explain the utility of the product.

Activity 3 : "Life without paper !" use your imagination

Forest products are important source for making paper. Due to reckless cutting of trees, forests are fast disappearing. Under such circumstances imagine that one morning you woke up and found that all paper disappeared! No paper is available anywhere!

Procedure :

Each student would be asked to write a narrative listing five problems that each member of your family would face in the course of the day in the absence of paper (Time one period).

Learning Outcomes :

- ✧ Develops ability to use imagination and creative writing.
- ✧ Develops power of observation and reasoning.
- ✧ Develops creative expression

Assessment criteria :

Each student must be assessed on the basis of the flow of writing ability and creative expression. Narrative should be based on logical ideas.

Follow up

If certain students fall short of required ability, the teacher may find out some time to explain how to overcome those shortcomings.

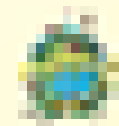
Activity 4 : Debate.

A debate may be organized on the following topic :

Topic - Deforestation is necessary for development.

The following points may be covered in the process of debating.

- ✧ Long term vision
- ✧ Short term goals
- ✧ Examples as evidence to support their argument
- ✧ Matters related to regulation
- ✧ Rehabilitation
- ✧ Effect on livelihoods



- ◇ Stakeholders (who benefit)
- ◇ Space for protest in a democratic view

Procedure :

- ◇ The class will be divided into two groups. Each groups member will contribute in the preparation of content for debate
- ◇ One member from each group will present group views before the class
- ◇ Teacher will assess on the bases of following points :
 - ◇ Clarity of thought
 - ◇ knowledge of content
 - ◇ Expression power
 - ◇ Organisation of content.
 - ◇ Peer assessment

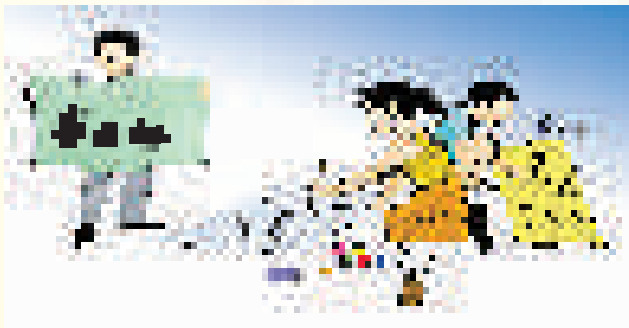
Activity 5. Making a class magazine.

Time given : one week.

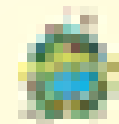
Procedure

- (i) The students will be asked to conduct research on people who are well known for contributing towards protection of environment such as.

- ◇ Medha Patkar
- ◇ Sunderlal Bahuguna



- ◇ Chandi Prasad Bhatt
 - ◇ Rajendra Singh
- (ii) They will also read about the various movements organized by them.
- (iii) After the research is complete, the teacher would divide the class into three groups.
- (a) Group one to enact a scene based on their understanding of the movement.
 - (b) Group two to make posters for preservation of forests
 - (c) Group three to write poem/s for preservations of forests, set them to music and sing in class.



Pastoralism in the Modern World

CHAPTER 5

Introduction :

In this chapter, the teacher will explain different forms of pastoralism and will show how pastoralism has become a way of life for many. The teacher would also sensitize the students on the impact of colonialism on the life of the pastoralists.

Learning outcomes :

After completing the chapter the students will be able to -

- ✦ Comprehend the nature of pastoral life and the change in the life of pastoralists in the modern world.
- ✦ Identify the varying patterns of development within pastoral societies.
- ✦ Understand the impact of colonialism on pastoralists.

The teacher should be able to use different types of tasks and activities for formative assessment. The variety and flexibility of questions and activities may help the teacher in making learning more meaningful and enjoyable. Some suggested questions and activities are provided here as samples.

Q.No. The following questions (1-3) are for quick recapitulation followed by some thought provoking questions involving reasoning.

1. Fill in the blanks with suitable words :

- i. Every summer the Gujjar Bakarwal herders cross the Pir Panjal passes to enter the valley of with their herds of goats and sheep.
- ii. The shepherds stay in the central plateau of Maharashtra during the monsoons.
- iii.peasants of the coastal region provided rice to the Dhangar shepherds.
- iv. Pasture land in India was seen as unproductive by the colonial officials who enacted the rules to settle in these lands.
- v. In pre-colonial days society in East Africa was divided into two groups - elders and warriors.

2. Match the words in Column A with the correct option in Column B

A	B
Nomads	A dry forested area below the foothills of Garhwal and Kumaon
Kafila	A group of pastoral household journeying together
Maasailand	People who move from one place to another to earn their living
Bugyals	Area from North Kenya to steppes of Tanzania inhabited by pastoral people
Bhabar	Vast meadows in the high mountains

3. Tick the odd one out. Give reasons for your choice.
- (a) Ghee (b) Silk (c) Wool (d) Milk
 - (a) Bhotiyas (b) Sherpas (c) Kinnauris (d) Banjaras
 - (a) Camels (b) Sheep (c) Pigs (d) Goats
 - (a) Manufacturing (b) Trade (c) Weaving (d) Herding
 - (a) Maasai Mara (b) Samburu (c) Serengeti (d) Sariska
4. How did the Gujjar Bakarwals of Jammu and Kashmir earn their livelihood? Explain the cycle of their movement.
5. Why is cyclical movement necessary for most of the tribal communities? How does this movement prevent the land from the negative effects of over use ?
6. Why did the Raikas in Rajasthan combine cultivation with pastoralism ? What pastoralist activities do they adopt in winter?
7. To what extent is the Criminal Tribes Act (1871) of the colonial government justified?

Innovative activities are extremely important to used the attention of students as well as for encouraging them to explore beyond textbook and develop different skills. Some suggested activities are discussed below:

Activity 1 : Report on an imaginary interview.

Time : one period

Learning outcomes :

By doing this activity, the students will develop the following skills and ability:

- ✦ Creative ability,
- ✦ Logical expression,
- ✦ Organization of facts and reporting in a comprehensive manner.

Procedure :

- ✦ Imagine yourself to be a reporter who has been assigned the job of interviewing the pastoralists to know their response to the Forest Acts passed by the colonial government.
- ✦ Prepare a report on the interview and your conclusion / s made on the basis of the question asked.
- ✦ After teaching on Forest Acts the teacher can give this activity to the students. Their work would be collected back after 30 minutes and will be assessed by the teacher.

Assessment Criteria :

Assessment will be made based on student's following abilities

- ✦ Interviewing skills
- ✦ Knowledge of forest Acts
- ✦ Creative writing.
- ✦ Comprehension of the nature of forest Acts .



Activity 2: Learning with map



Look at the map which describes the location of the tribal population of India, By referring to text fill up the various columns given below.

Name of the Special Tribe	Region where they are located	Source of livelihood	Common characteristics	Special characteristics if any
1				
2				
3				

The following activities will help the students to relate their learning from history textbook with that given in economics and geography textbooks. These activities need not be assessed.

3. Identify the pastoral communities and the economic activities they are engaged in.

Now look at the picture (Pg no : 19, Economics Textbook).

Where would you place the economic activities of the pastoral communities.

Do you think these communities are an asset and therefore be considered as a 'human resource'(Pg:16,Economics Textbook) ?





4. **Question based on the Fig:18 (pg : 88)**

Do you think anybody involved in killing tigers in 2010 would pose for a photograph like this? Explain with evidence.



5. Juxtapose the information provided in Fig 4.4 (pg:32, geography textbook) and Fig 11 (pg:106, history textbook). Was there any impact of monsoons in the life of pastoralists?

The following activity will help the students in correlating textbook learning with real life learning.

6. Study the following figures in this chapter :

Fig.1(97), 2(98), 3 and 4(99), 5(100), 6(101), 7 and 8(102), 9 and 10(103).

Read any newspaper which you receive in your locality (home or school) for a month.



Did you find any news item on the people depicted in the pictures of your textbook ?

If there is any, share it with your class.

What is written about them ?

OR

Ask your parents if they know about them

OR

If you see them in your locality talk to them. Ask about their life.

What is their daily routine ?



Peasants and Farmers

CHAPTER 6

Introduction

In this chapter, the teacher will focus on the history of the emergence of different forms of farming and peasant societies. Constructing form of changes within rural economies in modern world will be explained with the help of case studies in USA and England.

Learning outcomes :

After reading this lesson the students will be able to do the following:

- ❖ Comprehend different processes through which agrarian transformation may occur in the modern world.
- ❖ Understand how Indian agricultural system is different from that of other countries.
- ❖ Get familiarized with concepts/ideas of large scale farming, small scale production, shifting agriculture and how they operate on a different principles and different histories.
- ❖ The teachers are free to introduce new tools, activities and methods of formative assessment provided they make teaching effective, meaningful and easy to conduct. Innovative activities make learning interesting as well as elicit better involvement of students.

Some sample questions and suggested activities have been provided below to enable the teachers to make many more on these patterns.

1. Match the words / terms given in column A with those given in column B.

A	B
a. Enclosure movement	1. Invented the first mechanical reaper
b. Cyrus McCormick	2. Black blizzards
c. The Great Plains	3. Traveling traders
d. Pykars	4. A major item of export to China from India
e. Opium	5. A movement to divide and enclose land into compact blocks to improve cultivation

2. Examine the adverse effects of the Enclosure movement of the peasants and farmers.
3. Why were Manchus suspicious of all foreign merchants ?
4. Why was the American dream of a land of plenty turned into a night mare?
5. Why were the Indian farmer s reluctant to produce opium ? In which part of India, opium is still produced even though it was made illegal by the government ?

Activity 1 : Prepare a case study on the life of a peasant.

It can be made as an individual activity or group a activity.



Learning Outcomes :

This activity will enable the students to do the following :

- ✧ Understand the living conditions, challenges faced by peasants
- ✧ Appreciate aspirations of farmers.

Procedure :

- (i) The class may be divided in 6 groups.
- (ii) Each group will be guided by the teachers to identify at least one farmer from whom the student would know about the life and work of a farmer. Each student could make 10 similar questions. The teacher would finally collate the information collected by all students .

Learning outcomes :

This activity would enable the student to

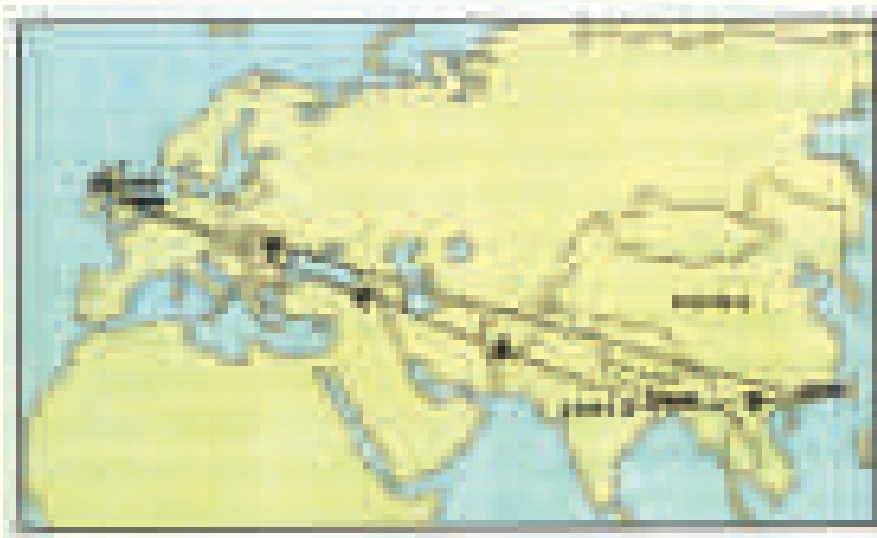
- ✧ respect the work/labour rendered by the farmers for urban people.
 - ✧ comprehend the hardships they face to make both ends meet.
 - ✧ develop dignity of labour.
- (iii) On the basis of the feedback collected by the students a combined response may be submitted by each group which will be read out in class.
 - (iv) An interactive session can be arranged by the teacher in one period where each group will share their experiences with other.
 - (v) Questions to be posed could be written after group discussion in the class. This does not necessarily mean that individual students can not ask supplementary questions.



Teacher Support (Social Science):

Teacher should give support in the form of bringing focus to the questions based on the information given in the chapter. She should identify the text material (all 9th std social science textbooks) related to the following areas :

- Native place of the peasant
- Size of the land owned
- Involvement of the family
- Women as peasants
- What is produced ?
- Earnings from the land ?
- Know the agricultural activities
- Festivals celebrated
- Cycle of crops
- Technology and innovations
- Non-farm production activities
- Support from government
- Peasants as pressure groups and electoral politics
- Migration

Activity 2 : Picture Comprehension (Fig.18, Pg:132)

Look at the picture given above and answer the following questions:

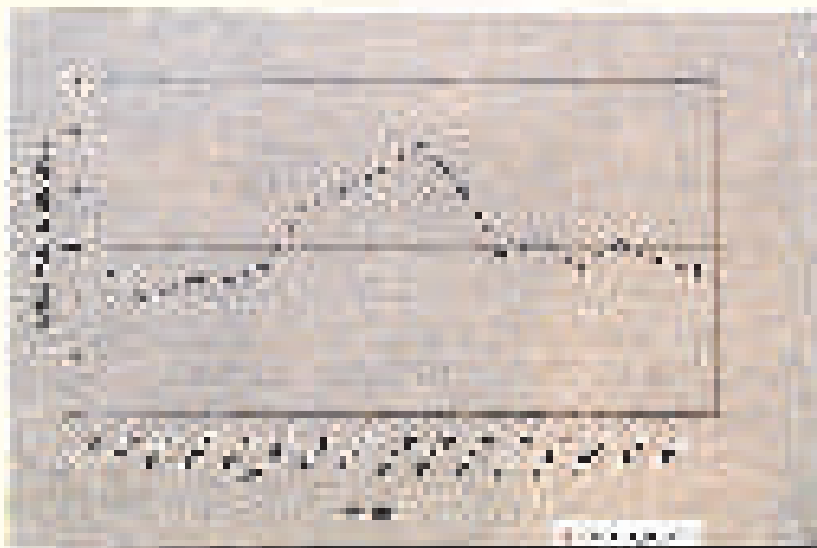
- a. Arrows indicate movement of commodities. Identify the commodities and the direction.
- b. Explain the effect of this movement.



- c. Explain the factors responsible for this disastrous condition.
- d. Which section of society was instrumental in aggravating this situation?
- e. In this triangular trade what did England import from India and in what form did it come back to India?
- f. Can you relate this process of trade to colonialism? What were the effects of the triangular trade on (a) India (b) China.

7. **Learning from the graph (pg :120, Fig.2)**

- a. Explain the rise and fall of wheat prices represented in the graph with specific reference to the information given above the graph (read first paragraph, pg : 120)
- b. What is average price ?



History and Sport:

The Story of Cricket

CHAPTER 7

Introduction

In this lesson the teacher will explain the evolution of cricket as a major sport in England and then in India. The lesson will also focus on cricket under colonial rule and emergence of cricket nationalism in India and the de-colonization process. The teacher will also touch upon modern cricket as a marketable game.

Learning outcomes :

After reading the lesson the student will be able to do the following:

- ✧ trace the history of cricket in England and in India.
- ✧ identify Government's influence on sports.
- ✧ appreciate the contribution of Indian players in the game of Cricket in India.
- ✧ understand the commercial aspects of the sports.

To make teaching interactive, meaningful and interesting the teacher can make a question bank of a large number of objective questions for using these as worksheets for class or oral quiz. These help in quick recapitulation of the lesson taught in class.

Similarly thought provoking short answer type questions should be used to introduce rational approach to teaching or to initiate discussion in class. These can also be used for unit test. These help in development of reasoning and analytical skill.

Given below are examples of some objective type questions and short answer type questions:

1. Read the clues and recognize me. Who am I?
 - a. Born in 1875 in Poona I became India's greatest slow bowler.....
 - b. I was an outstanding batsman and was India's first test captain.....
 - c. I was an Australian television tycoon and introduced 'world series' of cricket.....
 - d. I was the editor of Bombay Chronicle (a newspaper) and became famous as a radio commentator of cricket.....
 - e. I was the Headmaster of the famous Rugby School in England and also the founder of modern public schools.
2. **Cross the odd one out from the following. Also state the reason for your decision.**
 - i. (a) Bat (b) Ball, (c) Gloves (d) Stump
 - ii.
 - a. Oriental Cricket Club
 - b. Bombay Gymkhana
 - c. Ranji Trophy
 - d. Calcutta Cricket Club

3. Write true or false.

- In 1977, cricket celebrated 100 years of test matches.
- Oriental Cricket Club was set up at Calcutta in 1848.
- The British did not consider colonial India as a nation.
- In cricket the length of the pitch is specified as 22 yards.
- The first written laws of cricket were drawn up in 1780.

4. Short Answer Questions

- What values and skills are to be developed through playing the game of cricket? List them.
- What was the effect of globalization on the game of cricket?
- How did the British sow the seed of communalism through cricket in the early phase of the game?
- Trace the stages of development of the game of cricket in India.

As innovative and thought-fully prepared activities are very effective to involve students and helping them students to enjoy while learning. Every teacher must use variety of activities. Some activities suggested below may be used by the teacher whenever needed after teaching the lesson.

Activity 1 : Debate

A debate can be organized in the class on the following topic, 'Should the government interfere with sports' (Parameters are given in guidelines)

Activity 2 : A Cricket Match

By coordinating with the physical education teacher a cricket match may be organized in the school sports grounds. It can be between two sections of the same class or between two teams of the same class.

Activity 3: Film screening :

Screening of film 'Lagan' can be organized for the class.

After seeing the film the teacher may take a period to discuss various aspects of the film and link it up with the lesson.

Activity 4 : Forming class cricket team and making its own rule.

Learning outcome :

After completing the task, the students will be able to appreciate.

- ◇ The need for rules and regulations in the game.
- ◇ Gain self confidence by developing their own rules.
- ◇ Develop awareness of safety concern.



- ◇ recognise the importance of teamwork and discipline.

Procedure :

- i. The teacher would divide the class into two teams and assign them duties and responsibilities.
- ii. Discuss them in the class.
- iii. Each team would make its own rules & regulations on issues like
 - ◇ Boundaries (by drawing a line on the ground)
 - ◇ Declaring outs
 - ◇ Scoring
 - ◇ Pooling money/resources
 - ◇ Safety concerns, etc.
 - ◇ Organise cheering teams.

Follow up :

The teacher should guide the activities of the students and would help in overcoming their shortcomings.

This group activity may be followed by another activity.

Activity 5 : Running Commentary of Cricket

A competition on running commentary of a cricket game can be organized. Speech must be extempore (those who have more knowledge / interest about the game could chose to do this).

Each speaker will be given 4 minutes to speak. (About 10 students of the class may be screened by the teacher)

When the speakers make their commentary the other students would sit in audience and assess the commentator on the basis of forceful delivery, modulating voice and knowledge about the game.

A panel of 3 judges (either from the student body or teaching staff may be selected before hand) would give their judgement on the basis of:

- ◇ Oratory skill
- ◇ Knowledge of the sport
- ◇ Modulation of voice.

Activity 6 : Project Work

- a) Students can make a scrap book, divide into four sections such as Test Cricket, One - day internationals, Champion trophy, Ranji trophy, the latest format (20-20), etc.



Divide the project under various areas.

Collect information

DO NOT PASTE ALL THE AVAILABLE INFORMATION BY REPEATING / PHOTOCOPYING / PRINTING. TRY TO BE ORIGINAL

Select the information needed based on the earlier division.

Select relevant pictures to supplement the text and give apt / witty titles.

Teacher guides the student/s to collect all relevant materials from various available sources over a whole term and the under relevant section. Materials can include news item photographs, data-based information, anecdotes, cartoons, etc. This can be an individual / group project.

B) A wall magazine on these four sections can also be made.

Teacher could provide the options of projects in the beginning of the term so that there is some sustained work coming out of it with the help of INPUTS from teacher and the parent.

Activity 7 : Picture based activity

A picture of a cricketer in the cricket field is given below. Look carefully and list the items used by the cricketer.

Dress items

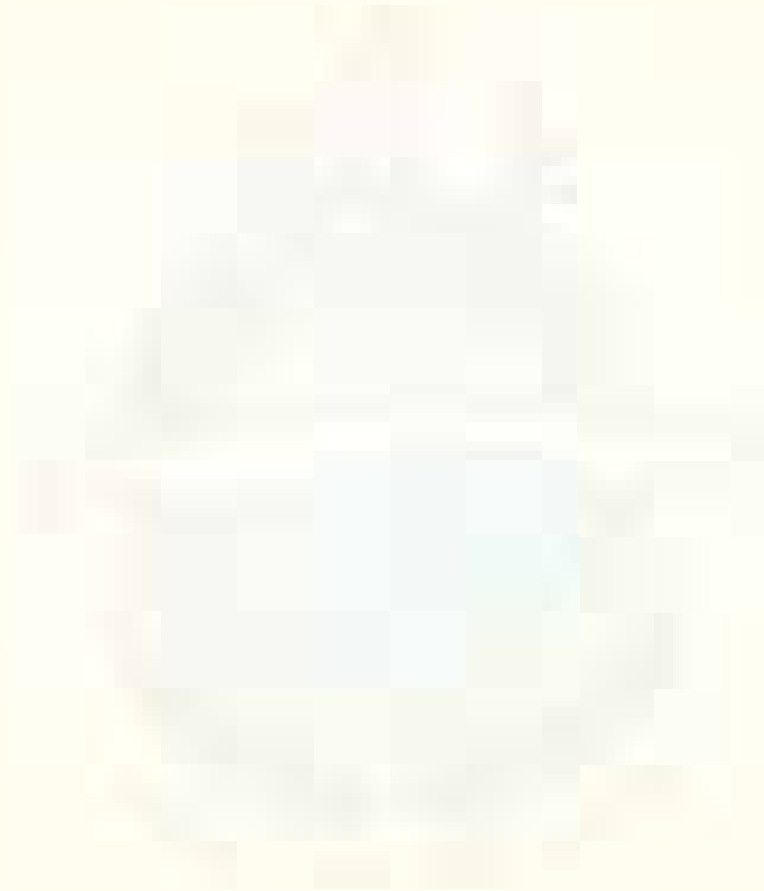
1.
2.
3.
4.
5.

Equipments/Tools

1.
2.
3.
4.
5.



- a. Now list the items which are hand made out of pre-industrial, natural material and other items which have changed over the years, and are man-made / industrially processed material.
- b. How is the modern bat different from the original bat used earlier?
- c. Identify any four protective items. How do they protect the cricketer from preventable injury?



CHAPTER 8

Clothes and Culture **Introduction**

In this chapter the teacher will explain the history of clothing; will focus on the changes in pattern and style of clothing in western countries as well as in India, The teacher will also discuss about the impact of nationalism on clothing, about increase of popularity of Khadi and about the factors responsible for determining the style of clothing.

Learning outcomes

After the lesson is completed, the students will be able to do the following:

- ❖ Comprehend the factors that determine the styles and pattern of dresses.
- ❖ Explain how social norms and changes in economy and political life bring about changes in styles of clothing.
- ❖ Establish relationship between modern world and new trends in clothing.
- ❖ Compare the norms that guided clothing in western countries as well as in India.

In order to make the lesson interesting, effective and meaningful the teacher can use a variety of tools and activities. Formative assessment stresses on learning by doing which helps in the formation of a student's personality in his/her formative years. All activities need not be assessed.

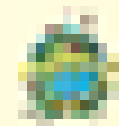
Some examples of questions and activities are given in this chapter of the manual but the teachers are free to make their own questions and innovative activities to be used in class.

1. Fill in the blanks:

- i. Members of the Jacobin Club , who wore long trousers were known as
- ii. Support as part of a woman's dress to hold the body straight was known as
- iii. The National Woman Suffrage Association (1870s America) was headed by.....
- iv. By mid-nineteenth century..... was made stricter.
- v. movement started in reaction to partition of Bengal in 1905.

2. Which part of the body is covered with the following ? Draw a sketch of the same.

- i. Boots
- ii. Phenta
- iii. Breeches
- iv. Turban
- v. Chapkan



- vi. Dhoti
- vii. Tunic
- viii. Fez

3. Match the terms in Column A with suitable options in Column B.

A	B
Corset	Community of toddy tappers in Kerala
Chintz	Symbol of self-reliance and nationalism
Khadi	Cap worn by revolutionaries in the French revolution
Shanars	Stiff inner bodice worn to give women a narrow waist
Cockade	Printed cotton cloth from India with floral designs

4. Suggested short answer questions.

- i. Even though the dress of western women changed radically after the World Wars, why has there been little change in the dresses worn by Indian women.
- ii. Comment upon the 'shoe respect' rule introduced by the British in 19th century in India. What do you understand about the government of that time? In your opinion should any government interfere with items of personal aspects of dressing?
- iii. Discuss the relevance of 'khadi' in contemporary India from your experience and exposure through media.

Activities.

Creative Writing. (Individual activity) Time one period.

Activity 1 : Designing school uniform

You are invited by the Principal of your school to design a new uniform for boys and girls of your school. Which factors will you keep in mind while designing the uniform? Prepare your sketch listing out the reasons for your design.

Learning outcome

By means of this activity, the student will be able to do the following:

- ✦ Develop creative expression, identify the factors required for designing clothes.
- ✦ Develop skills of drawing and sketching.

Procedure:

This can be used as a class activity. The students would complete this in one period. After going through the responses, the teacher would assess them on the basis of assessment criteria.

Assessment Criteria:

- ✦ Creative writing
- ✦ Knowledge about factors required for clothing
- ✦ Presentation and skill for drawing & sketching

Activity 2: Survey on dress habits in India over the last fifty years. (can be group or individual activity).

Learning Outcomes :

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

- ✧ organize a survey.
- ✧ compare the dress habits of people of different age groups.
- ✧ collate and organize data.
- ✧ analyze responses and report.

Procedure :

- i. Prepare a questionnaire of ten questions.
- ii. Distribute these to three groups representing three different age groups (50yrs - 60yrs), (40yrs - 50yrs) and (30yrs - 40yrs) in your neighbourhood / family / school.
- iii. The questions should cover the types of dresses they wear, material used, the factors which influence their choice of dress, how many have the freedom to choose their own clothes and other relevant questions.
- iv. Give them time to respond to the questionnaire.
- v. Collect the responses.
- vi. Analyse the responses and prepare a report on the trends that you perceive in the groups that you surveyed.
- vii. Read it aloud in class to share the finding with other students. You could send it to the local newspaper.
- viii. Students may give their opinion

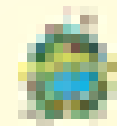
This can be assessed on the basis of the learning outcome - whether the student is able to organize the survey successfully and is able to collect data and collate etc.

Activity 3: Survey on "Clothing choices among Adolescents"

Conduct a survey in your neighborhood.

Choose broad areas / aspects of issues related to their clothing needs

- ✧ Regular wear
- ✧ Choice
- ✧ Cost factor
- ✧ Their notions of 'proper' clothes
- ✧ Their parents / society /any other codes
- ✧ National dress and their region's dress (if they have such identification) according to them
- ✧ Women's dress
- ✧ Dressing codes based on religion / caste /.....
- ✧ Raw material



Form groups of optimum size (5/6).

Compile questions with group work.

All students go to the persons (in this case, adolescents) with the same set of questions. Wherever student feels the need for more information / or find the pre-planned questions inadequate, he is free to add or ask supplementary questions.

All students could do it since the resources needed are available within their neighborhood itself.

Each student could choose 10 adolescents as their source.

There should not be a repetition of the subject.

Self-study a pre-requisite for the work to contribute to discussion.

Once the collection of information is done by individual student, she will go back to her group and compile it after internal discussion.

Teacher supervises these group discussions to bring focus and also observes the involvement / engagement of the students.

If these parallel discussions need block classes and more space it is the onus of the teacher to look for internal resources since the school is committed to new ways of learning through CCE.

An abstract of the findings to come out of each group.

This could be read out / displayed in the class.

Clear time frame during the session, say one week, should be given.

Teacher probes the groups and is open to review her own notions and give due credit to the work of students

Teacher could add similar work by students over the year to enrich the school resource centre.

Review the effectiveness of this format of learning and make pointers for future work and share it with her community.

Activity 4 : Exhibition : History of clothing

Display the work done through survey and include the following :

- ❖ Pictures from the text (IX) in a chronological order with comments which convey the essence. India as the focus but also drawing attention to European clothing and their own transition. Crosscultural influence.
- ❖ Drawings of various designs by the students with titles.
- ❖ Photographs of family photos or any other personal collection (to be returned when exhibition is over)
- ❖ Use the diversity-multicultural diversity existing within the classroom. Also refer the 'cultural and educational rights' (political science text pg no:106). Include what is relevant for your exhibition.
- ❖ Pictures from media (news papers, cinema) with apt titles
- ❖ Cartoons on issues related to choices of clothing in the colonial times(eg :shoe respect from Source D in pg 170, construct dialogue between 'turban wearers' and 'hat wearers' in pg 170 and Source F in pg 172)

- ❖ Stereotypes (rural, urban, regional, etc) in contemporary India
- ❖ What is modern clothing ? Who is modern ? (How we perceive or judge each other by the choice/s we exercise)
- ❖ Notice the changes in Gandhi's choice of cloth : A personal journey (ref : Mahatma Gandhi's Experiments with Clothing - text and pictures on pgs.173,174,175,176 and 177)
- ❖ Developing sensitivity towards various communities
- ❖ Respecting individual choices

Teacher should help students procure the material needed by identifying the sources. Division of work among the students and within the groups. Pooling the resources. Students can make a comparative study between the clothings of identified tribals and peasants of the same.



"Why has there been little change in the dresses worn by Indian women".







GEOGRAPHY
UNIT 2 :
INDIA : LAND AND PEOPLE

UNIT 2

INDIA : LAND AND PEOPLE

TERM-I

Chapter 1 : India-Size & Location

Chapter 2 : Physical features of India:

Chapter 3 : Drainage.

TERM-II

Chapter 4 : Climate

Chapter 5 : Natural vegetation and Wild life

Chapter 6 : Population.

CHAPTER 1 *India-Size and Location*

Introduction:

India a country of diverse features has always been a source of inspiration to the people from time immemorial.

Through this book Contemporary India-I students are given an exposure to some of its varied features, which make her very special.

The first chapter begins with its location on the globe, its longitudinal and latitudinal extent and also its locational advantage on the globe.

Teacher may take the initiative to make students understand the above mentioned aspects through maps and globes.

Learning Outcomes :

After going through this unit, the students will be able to :

- ❖ Understand the location of India on the globe and also will be able to locate India in terms of latitude and longitude.
- ❖ appreciate the aerial extent and its advantageous location.
- ❖ make a comparison with the other countries of the world.
- ❖ realize the need for setting up of a standard time and to reason out the selection of $82^{\circ}30'E$ as the standard meridian of India.
- ❖ recognize implications of having vast latitudinal and longitudinal extent.

Activity 1 : Comparing the duration of day at two different places in India

Learning Outcomes:

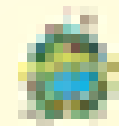
By means of this activity, students will be able to do the following:

- ❖ know that duration of day and night varies from the southern part of India to its northern part.
- ❖ reason out for such a variation in day and night duration

Guidelines to the teachers

This activity is undertaken by the teacher to make students understand the implications of the vast latitudinal extent of the location of India.

- ❖ Teacher must give the values of the duration of day at few places in southern India [such as Thiruvananthapuram, Kanya Kumari, Port Blair, Kavarathi, Kochi, Chennai etc.].
- ❖ Students are directed to find the latitude and duration of day of a place lying in northern part of India [such as Leh, Sri Nagar, Amritsar, Pinjor, Delhi etc.] during the same period of the year.



Unit 2

- ◇ Students may be given two days for the collection of data.
- ◇ They can search Atlas/www.googleearth.com for latitude.
- ◇ Duration of day may be noted from newspapers or internet.
- ◇ Teacher may locate all the places on a black roll-up map along with latitude and duration of day.
- ◇ Observe the variation in duration of day with respect to the variation in latitude
- ◇ Next step is to start the discussion based on it.
- ◇ Teacher will explain the reasons for such a variation in day and night.

Assessment :

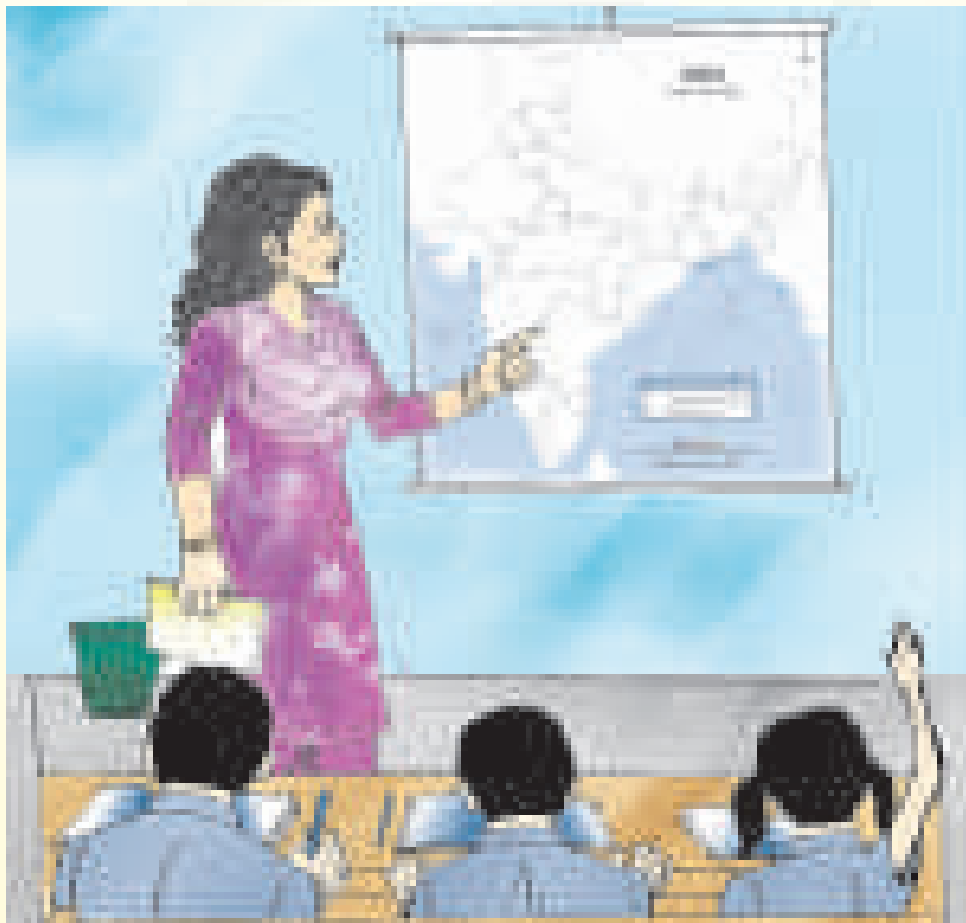
- ◇ This is a fun based activity. Therefore, this need not be assessed
- ◇ Students may be encouraged to interact at every stage for better learning.

Activity-2 : Map Making and Filling

Learning Outcomes:

Students will be able to -

- ◇ Know about the location of different features on an outline map of India.



Guidelines to the teacher:

- ✧ The class is divided into small groups of 4 to 5 students.
- ✧ Each group will locate the features as dictated by the teacher on an outline political map of India.
- ✧ Teacher will give the feature indirectly in the following ways
 - ✧ Southern most state of India (Tamil Nadu)
 - ✧ Capital of Andhra Pradesh (Hyderabad)
 - ✧ Tropic of Cancer ($23\frac{1}{2}^{\circ}$ N Latitude)
- ✧ The group will collectively think and solve the question given by the teacher and will locate it on the map.
- ✧ Each group will display their work on the bulletin board.
- ✧ Teacher can go around and make the assessment.

Assessment:

Assessment of the group work may be done based on the following criterion.

- ✧ Correct identification of the place based on feature.
- ✧ Locating the features correctly on the map
- ✧ Neatness of the work

Follow-up :

Follow up activity may be taken based on the performance of the students. If the students were not able to solve the questions given, then teacher needs to revisit those areas which were taught earlier. If the students find it difficult to locate the places, teacher may give enough practice for the map.

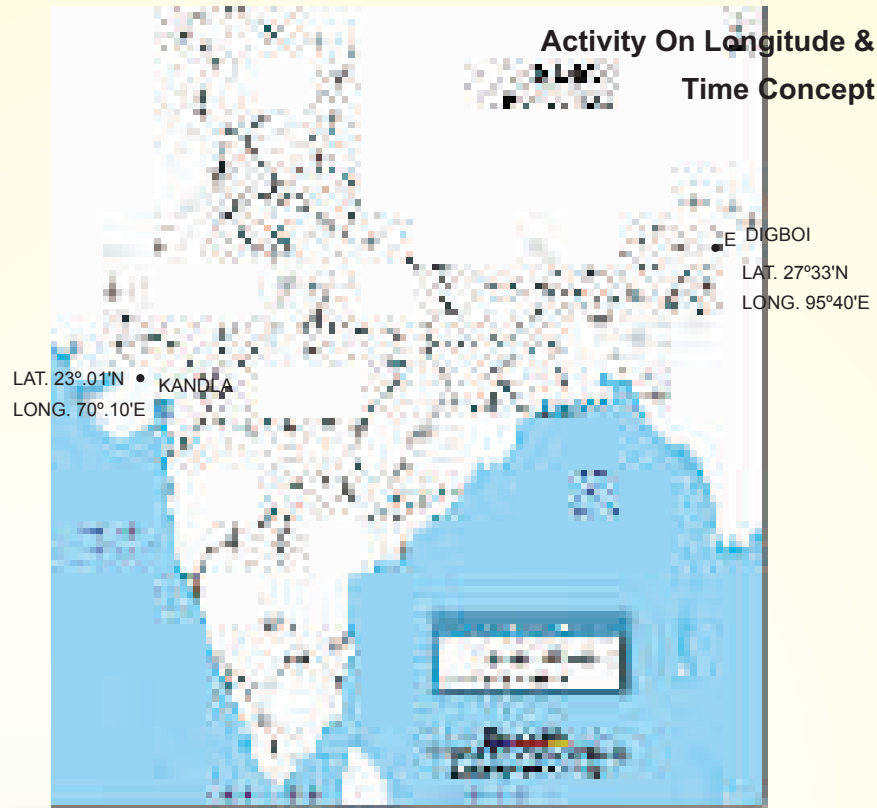
Activity 3: Longitude & Time Concept

Find out why there is a time lag of two hours from Gujarat to Arunachal Pradesh.

Why is the Standard Meridian of India chosen as $82^{\circ}30'E$ though it does not pass exactly through the centre of the country?



Unit 2



Procedure 1

- ◇ Two towns/ cities are identified, one each in Gujarat and Arunachal Pradesh.
- ◇ The longitude of these two towns/cities is found out from the atlas.
- ◇ The time lag between these two towns/cities is calculated (4 minute's time difference per degree of longitude).

Procedure 2

- ◇ Students find out why the standard meridian of India is chosen as $82^{\circ}30'E$.
- ◇ They calculate that the Indian Standard Time is exactly 5.30 hours ahead of the International time (Greenwich Meridian time).

Task :

Worksheet on the concept of time with relevance to the longitude of a place.

Assessment criteria:

Criterion : 1) Concept, 2) Calculation, 3) Logical reasoning.

Follow-up:

Children should be made to understand that local time changes with every degree of longitude & time is added to the east of a place and subtracted to the west. Standard time is calculated from a central meridian, which is always chosen as a multiple of $7\frac{1}{2}^{\circ}$ as per an international understanding.



Activity 4 : Mock Youth South Asian Meet

Procedure

- ✧ The students to be divided into 9 groups according to the nine neighbouring countries - Bangladesh, Myanmar, China, Nepal, Bhutan, Afghanistan, Pakistan, Maldives and Sri Lanka.
- ✧ Each group has to find out information on the following :
 - Socio-cultural exchanges
 - Trade with India
 - Current problems
 - Sharing of water resources
 - Environmental Issues
- ✧ On the day of the activity, the teacher announces "Cultural exchange with other countries and India".
- ✧ Children assigned with this topic speak from each country they represent.
- ✧ Similarly the other topics assigned to students are taken up.
- ✧ Each student should be assigned about 1-1½ minutes to speak on the assigned topic.
- ✧ Students may dress according to the country represented.

Assessment Criterion :

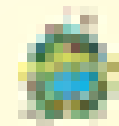
- ✧ Knowledge gathered about the countries
- ✧ Clarity of concept
- ✧ Delivery

Follow up :

The teacher may correct the information if incorrect or incorporate new points in case any major point has been left out.

After the lesson is taught the teacher can recapitulate the concepts learnt by students using some of these questions.

1. **Which one of the following Indian island groups lies to the South East of India?**
 - (a) Maldives
 - (b) Sri Lanka
 - (c) Andaman and Nicobar Islands
 - (d) Lakshadweep Islands
2. **Which one of the following union territories lies along the border line between Gujarat and Maharashtra.**
 - (a) Pondicherry
 - (b) DIU



Unit 2

- (c) Mahe
- (d) Dadra and Nagar Haveli

3. Which one of the following is the longitudinal extent of India -

- i) 98°25'E - 108°6'E
- ii) 68°7'E - 97°25'E
- iii) 67°8' - 98°23'E
- iv) 68°7'N - 97°25'N

4. India's total area accounts for about 2.4 percent of the total geographical area of the world and occupies -

- i) 6th position in size after Australia
- ii) 5th position in size after Brazil
- iii) 6th position in size after Brazil

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

Q	A	S	S	I	M	E	R	I	S	D
S	D	D	K	H	I	S	T	P	D	M
S	I	D	D	E	R	Z	X	N	D	O
R	A	J	I	U	Z	K	N	M	A	R
I	N	D	I	R	A	P	O	I	N	T
S	H	E	E	O	P	D	A	K	E	P
T	A	L	S	P	U	E	S	T	P	Q
C	D	F	G	E	R	W	E	Y	A	S
S	M	S	F	N	L	T	R	W	L	G
P	A	L	K	S	T	R	A	I	T	K
X	C	V	N	P	E	W	M	N	P	P
O	T	M	N	X	Q	S	C	S	L	P

Clues:

- (a) Southernmost point of Indian Union
- (b) Narrow Water body separating India and Sri Lanka
- (c) Standard Meridian passes through this place.
- (d) A country sharing its boundary with India from three sides.
- (e) Silk route connects India with this continent.



Activity 5 : Map Work

Learning Objective

To develop the skill of locating places/area on maps.

Procedure:

1. Show the location of India on the political map of the world and mark & name the countries having common borders with India. Write about the international relations of these countries with India.
2. Prepare a list of seven largest countries of the world in the decreasing order of the size along with the area of each and show them on the political map of the world.
3. On the outline map of India show its location in terms of latitudes and longitudes. Mark the standard meridian of India & Tropic of Cancer on the map. Also answer the following questions with reference to this map:
 - 3.1 What are the implications of latitudinal & longitudinal extent of India?
 - 3.2 How did India benefit from its location in historical times? Give 5 examples.
4. Why $82^{\circ}30'E$ has been selected as the standard meridian of India.
5. Why is the difference between the durations of day & night hardly felt in Kanya Kumari but not so in Srinagar?



Physical Features of India

CHAPTER 2

Introduction :

India a land of varied physiographic divisions had played an important role in evolving to its present form. Moreover the life and present day activities are also closely associated with it. An understanding of its physical environment will enable the students to understand and appreciate natural endowment and to cultivate a spirit of pride in the nation's physical diversity.

Learning Outcomes.

After going through this chapter, the students will be able to -

- ✧ Understand the location of various physiographic divisions and their characteristic features.
- ✧ Make a comparison between each one of them.
- ✧ Relate how each physiographic unit is complimentary to the other.

Activity 1 : A Presentation on Physical Features

Learning Outcomes :

1. Familiarize the students with the content already taught in the class.
2. Enable them to locate the physical features on the map of India.
3. Identify the major physiographic divisions and also the related physical features.
4. Enable them to differentiate one physical feature from the other.

Procedure:

This activity may be taken up after the lesson is taught.

Teacher prepares chits containing the names of various physical features such as -

1. Aravalli Range
2. Malabar Coast
3. Shiwalik Range
4. Pirpanjal range
5. Garo hills
6. Chota Nagpur Plateau etc.

Each one will pick a chit from the box. Based on the chit children are put in six major physiographic divisions,

Students are guided to make a presentation based on the following points:

- ✧ Location - (through maps)

- ◇ Characteristic features.
- ◇ Geographic reason for its formation
- ◇ Human activities associated with this
- ◇ Its influence on the climate of India

Assessment Criterion :

Assessment may be done based on the following criterion :

- ◇ Presentation through maps/diagrams
- ◇ Content accuracy
- ◇ Integration of the topic with the main topic
- ◇ Confidence
- ◇ Clarity

Approximate time for each student - 1-2 minutes.

Follow up

Students may be encouraged to listen to each and every speaker. In between questions may be asked to the students to test their understanding. Teacher may identify the areas of weakness and take the necessary action in order to reinforce learning.

Activity 2 : Preparation of Sand Model & description

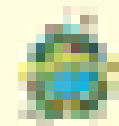
Learning outcome :

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

- ◇ Comprehend the concept of different relief features and their formation.
- ◇ Identify relief features from the local environment.
- ◇ Get acquainted with natural landscape.

Procedure :

- ◇ Students are divided into suitable number of groups and each group must be instructed to bring a tray/box of sand.
- ◇ The teacher writes names of particular physical features like - Siwaliks, dunes, Deccan plateau on chits of paper according to the number of groups in class.
- ◇ Students prepare the formation of the relief with sand & write a few lines about the following -
 - ◇ Where it is located?
 - ◇ How is it formed?
 - ◇ Names of places (any important place close to it)
 - ◇ Possible human activities in and around the given relief feature.
- ◇ The teacher allows 10-15 minutes for each group. The list of questions are written on the board which are common for all the topics/features.



Unit 2

- ✧ In the group the student capable of making modeling make model, while the others write the answers after discussion.
- ✧ The papers may be corrected later while the teacher can go round and assess sand model instantly.

Criterion:

- ✧ Understanding the form of the relief. (Close to reality)
- ✧ Locational idea
- ✧ Logical understanding to derive the impact of relief on human life.

Follow-up activity:

- ✧ Teacher may show photographs or draw diagrams of the relief features & once again explain where there is lack of clarity.
- ✧ Some good movies may be suggested to see the relief features. Eg. "Kashmir Ki kali" (mountains) "Lakshya", "Sargam (plateau)", "Razia Sultana - (desert) Sholey (ravines)

Multiple Choice Questions (MCQs) and other questions may be taken up to test how far the students have understood the concepts. If any follow up measure is required teacher may revisit those areas where students are failing to grasp.

1. Which one of the following is a part of the oldest landmass?
 - (a) The Northern Plain
 - (b) The Himalayas
 - (c) The Peninsular Plateau
 - (d) The Coastal Plains
2. Which one of the following forms the northern part of the western coast?
 - (a) Konkan Coast
 - (b) Malabar Coast
 - (c) Kannad Plain
 - (d) Coromandal Coast

Map Activity

Locate the following features on an outline map of India :

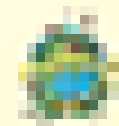
- a. Karakoram, Zaskar, Aravalli, Vindhya, Satpura, Cardamom Hills, Garo, Khasi, Jaintia, Naga Hills.
- b. Mountain peaks - K2, Nandadevi, Kanchenjunga, Anaimudi, Mahendragiri
- c. Aghil pass, Ship kila, Bomdila & Nathula.

Sample Questions

The following questions may be asked to find out if the students have understood the physiographic divisions.



1. Which are the three types of plate boundaries? Which one of them lies in the Himalayan belt ?
2. Describe fault with the help of an example from peninsular India.
3. Make a comparison between the Shiwaliks and Himachal Himalayas based on the following :
 - ◇ Composition
 - ◇ Age
 - ◇ Altitude
4. Describe the following features with examples -
 - ◇ Distributaries
 - ◇ Doab
 - ◇ Bhabar
 - ◇ Bhangar
5. Give a detailed description of the Deccan plateau.
6. State the difference between Central Highland and Deccan plateau.



CHAPTER 3

Introduction :

Rivers have been of great significance throughout human history. Humans have modified its use in a broader perspective with the use of advanced technology. India a land of varied topography is also blessed with numerous major and minor rivers. Though they vary in their capacity, nature of flow, features formed etc., they are responsible for supporting the growth and development of a large population. Sometimes, they have also become a part of discussions and controversies due to their over exploitation.

Keeping in view the significance of rivers to any nation, students should know about this precious resource of our land and limitations of using their full potential.

Learning Objectives

Student will be able to

- ✦ Understand the location of rivers (their origin and course of flow), tributaries, distributaries etc.
- ✦ Locate the rivers on an outline map of India.
- ✦ Appreciate the presence of rich alluvial plains formed by these rivers.
- ✦ Understand the role of rivers in the evolution of human society.

Activity 1 : Rivers of India - A presentation

Learning Outcomes

- ✦ know more about the course of a river
- ✦ understand its significance
- ✦ appreciate its contribution to the mankind.
- ✦ locate rivers on the map

Procedure

- ✦ Divide the class into small groups.
- ✦ Each group can select a river and explore more details about the rivers and can present it through charts/maps or with the help of Power Point Presentation.
- ✦ Students can cover the presentation based on:
 - Its location
 - Originating place/state
 - Tributaries/distributaries
 - States benefited by it/catchment area



- ❖ Important cities located on its banks
- ❖ Agricultural activities undertaken
- ❖ Irrigational project, if any
- ❖ Multi-purpose projects/power stations set up
- ❖ Nature of the terrain through which it flows
- ❖ River Regime
- ❖ Features formed
- ❖ Social issues if any

Assessment:

Assessment of the group may be done based on the following criterion.

- ❖ Content
- ❖ Use of maps and diagrams
- ❖ Presentation
- ❖ Involvement of students in the group.

Approximate time : 5-6 minutes for each group.

Follow up:

After the presentation is done by all the groups, teacher can speak about the work done by all the groups and also comment on the areas of strength and weakness of each group. Students may be guided and motivated to do better in future.

Activity 2 : Group Discussion - Sharing of River Waters

Learning Outcomes :

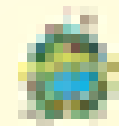
After doing this activity, the students will be able to :

- ❖ Realise the significance of river as an important resource.
- ❖ Role of rivers in integrating/disintegrating the relations between communities, states or even countries.

Guidelines to the teacher:

Teacher to give the topic to the students a week in advance. Students are to collect additional information related to the topic under following heads :

- ❖ Name of the river
- ❖ Countries/states sharing it
- ❖ Volume of water being utilized
- ❖ Treaty, if any
- ❖ Related issues/conflicts
- ❖ Its Impact on the Country/society
- ❖ Suggested solution



Unit 2

Assessment:

Assessment of the group may be done based on -authenticity of the research work done, clarity of thoughts - relevance of the content - presentation.

Approximate time : 30 minutes

Follow up:

Students may be given enough opportunity to understand their shortcomings and the teacher may guide them to do better.

Activity 3 : Model Making

Learning Outcomes :

- ✧ Understand the pattern of flow of a river
- ✧ Differentiate between tributaries and distributaries
- ✧ Understand the features formed by a river
- ✧ Understand the role of other relief features in shaping its course.



Guidelines:

- ✧ Teacher may give instructions about the use of plaster of Paris or clay to create models.
- ✧ Students may be divided into groups to undertake this activity. This is an activity to be conducted in the lab.
- ✧ Each group which is assigned to work on a course of a particular river is to create the topography of the region. (for this they can take the help of the atlas or even consult the site www.googleearth.com)
- ✧ Guidance should be given by the teacher for the colouring and naming, its tributaries & distributaries if any and also the features formed by it.



Assessment:

Assessment may be done based on the following criterion:

- ✧ Neatness of the work
- ✧ Understanding of the concept
- ✧ Slope of the terrain
- ✧ Correct labelling
- ✧ Appropriate colouring
- ✧ Time - approximately 40 minutes for 3 consecutive days may be given.

Follow up:

If the students are not able to understand the concept, teacher may once again give a briefing on it or even ask the other groups to demonstrate.

Activity 4 : Identification of River Pattern

Learning Outcomes :

- ✧ Get familiarized with the various drainage pattern.
- ✧ Identify the drainage pattern based on the terrain.

Guidelines to the teachers:

- ✧ This activity may be undertaken after the lesson is taught.
- ✧ Teachers may make use of atlas or topographic sheets or even search the site www.googleearth.com for undertaking this activity.
- ✧ The class is divided into small groups.
- ✧ Each group is guided to identify the rivers and the drainage pattern formed by it.
- ✧ They will draw out reason for such a pattern.
- ✧ They will also identify other bold relief features in the adjacent areas.

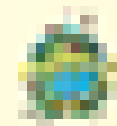
Assessment:

Assessment to be done based on following criterion :

- ✧ Identification
- ✧ Correctness
- ✧ Naming of the relief feature

Follow-up:

If the students find it difficult teacher should re-visit the earlier taught concepts and should guide them to do further.



Unit 2

Questions for Recapitulation

A. A small quiz may be conducted after the completion of the lesson.

I. Fill in the blanks by selecting the appropriate answers given in the box.

Narmada, Indus, Ganga, Godavari, Tapi, Kaveri, Krishna, Brahmaputra, Mahanadi

1. Rivers _____ and _____ form the largest delta in the world.
2. _____ forms an estuary
3. The river _____ rises near Amarkantak.
4. River _____ is the largest peninsular river.
5. Major portion of _____ river flows through Pakistan.

II. Match the following :

A	Tributary	B	Main River
1.	River Penganga	1.	River Indus
2.	River Satluj	2.	River Brahmaputra
3.	River Ghaghra	3.	River Krishna
4.	River Dibang	4.	River Godavari
5.	River Tungabhadra	5.	River Yamuna
6.	River Chambal	6.	River Ganga

III. Write true or false for the statements given below and correct the wrong statement.

1. River Kaveri rises in the Brahmagiri Range of the Western Ghats.
2. The Sambhar Lake is in Orissa.
3. Guru Gobind Sagar is a man made lake.
4. River Krishna is a west flowing river.
5. The Indus emerges from the mountains at Attock.

B. MCQs like these can be used for recapitulation of the topics taught by the teacher.

1. Which one of the following is a peninsular river -

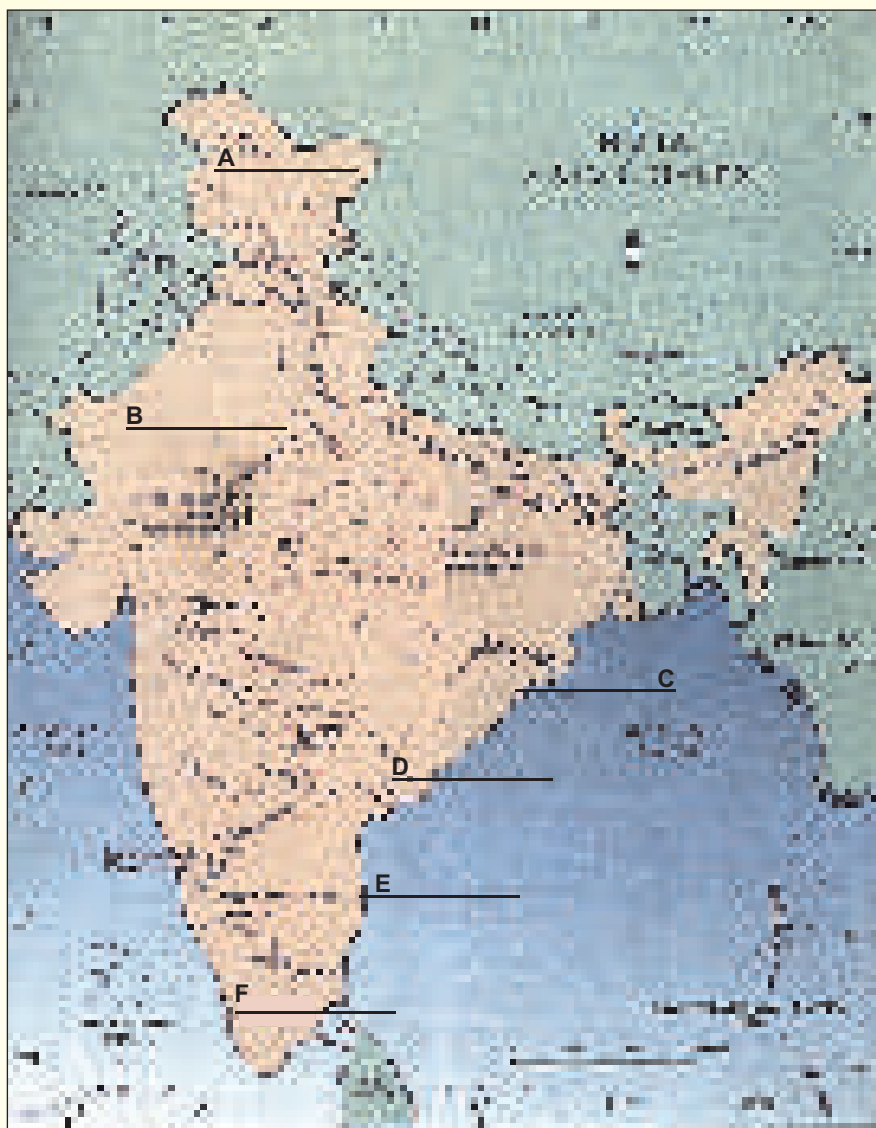
- ❖ River Gomti
- ❖ River Son
- ❖ River Yamuna
- ❖ River Kosi

2. Which one of the following refers to the area drained by a single river system :

- ❖ Water divide
- ❖ Tributary
- ❖ Drainage Basin
- ❖ Distributary



- C. Study the map of India showing the location of lakes. Identify the features marked as A, B, C, D, E and F and name them near their location.



2. Study the diagram shown below and identify the different courses of a river marked as A, B, and C. Also identify the feature marked as D. Give reason for the formation of this feature in this particular course?

Projects :

Prepare a project on the Himalayas under the following headings.

- Branches
- Ranges
- Peak
- Hills Stations
- Rivers originating from Himalayas



CHAPTER 4

Introduction :

This chapter develops the concept of the different climatic controls that guide the climate of India. A clear idea about the latitudinal, altitudinal position and the effect of pressure, winds and continentality needs to be understood. The changing pattern of the monsoon and the impact of El Nino needs to be followed. Monsoon climate is of primary importance and its characteristics need to be understood. As climate influences human activity: movement, food, dress and shelter hence the significance and causal relationship in different areas have to be learnt. It is also important to understand the climate variations in different parts of India & also discover the reasons for such variance.

Activity - 1 : Recording in a weather chart and analyzing the reasons with a graph.

Learning Outcomes :

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

- ✦ Understand how temperature or rainfall is recorded & plotted. Derive the reasons for variance.
- ✦ This activity will test the conceptual skills.

Procedure

- ✦ Students may be asked to record the maximum and minimum temperature and rainfall of their own city from the daily newspapers or internet.
- ✦ They can plot the value on a graph paper and show the rise or fall in temperature or the rainfall recorded during the rainy season.
- ✦ With the help of the teacher they can find out the reason for the increase and decrease of temperature.

Format :

Period -		
Place - New Delhi		
Maximum Temperature	Minimum Temperature	Rainfall



Assessment Criterion :

- ❖ Recording the temperature & rainfall data neatly in a table.
- ❖ Plotting on a graph paper.
- ❖ Finding reason for any anomalies. Reason must be from the book or from newspaper internet.

Follow up activity:

- ❖ The teacher may assist them to plot the temperature or rainfall on a graph.
- ❖ If the concept is not clear the teacher may explain the factors influencing climate once again, with the help of location map.

Activity 2 : Picture analysis & finding relationship with human activity.

Learning Outcomes :

By doing this activity the student will be able to understand, the relationship between climate and pattern of livelihood.



Procedure

- ❖ A picture with flat roofs in the desert and livestock rearing eg. Rajasthan photo.
- ❖ A picture of farmer with a hat, on his head & heavy down pour, slanting roof of Assam.
- ❖ From the two pictures given the following questions can be asked-
 - * Locate the two areas on the map.
 - * What can you guess about rainfall from the slanting & flat roofs?
 - * Does the climate influence the choice of human activity?
 - * Differentiate the factors influencing the climate of the two places.



Unit 2

Assessment Criteria :

- ✧ Map location
- ✧ Analysis
- ✧ Understanding
- ✧ Concept
- ✧ Correlation building.

Follow up activity:

Try to explain how heavy rainfall is connected to farming activity and low rainfall to grazing. Take up any part of India & show how climate changes with the factors influencing climate.

Activity 3: Study of weather conditions of your area.

Learning Outcome:

By doing this activity the students will understand and identify natural weather conditions in their own region.

Procedure:

The students need to find out following information from the meteorological department or local Block Development office -

- ✧ Summer & winter temperatures
- ✧ Characteristics of the wind-direction and speed
- ✧ Type of precipitation
- ✧ Amount of precipitation
- ✧ Length of day & night
- ✧ Any special weather phenomenon

Assessment Criteria :

- ✧ Correctness of information
- ✧ Concept of weather elements
- ✧ Completion of given task.

Follow up activity :

The teacher may take up the portion which is not clear and correct their mistakes.

Recapitulation Questions

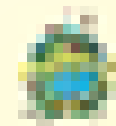
After teaching the chapter some such questions may be asked to test the learning of the students.

Multiple choice questions

1. The arrival of the monsoons is influenced by the following:
 - i. Low pressure in the Indian Ocean



- ii. Presence of tropical easterly jet stream in the peninsular India.
 - iii. Presence of El Nino in the Western Pacific ocean
 - iv. Shifting of the ITCZ to the south of India.
2. Which one of the following is a not a characteristic of the monsoon winds -
- i. They are erratic in nature
 - ii. They are regular in arrival over India
 - iii. They are unevenly distributed
 - iv. They bring heavy rainfall between June to September
3. The winter rainfall in western India is advantageous because -
- ❖ They bring heavy showers
 - ❖ They help the rabi crops to mature
 - ❖ They bring relief after a long dry spell
 - ❖ They help in irrigation of kharif crops.
4. Pune receives less rainfall than Mumbai though they lie close to each other because -
- ❖ Pune is close to deserts in the west of India
 - ❖ Pune does not lie in the path of the monsoon winds.
 - ❖ The winds do not carry moisture.
 - ❖ Pune lies on the leeward side of Western Ghats, which is a rain shadow area.
5. Map questions:
- On the outline map of India -
- a. With an arrow show the direction of monsoon winds in July.
 - b. A low pressure region in summer.
 - c. Shade a region receiving annual rainfall 100cm-200cms.
 - d. Shade a region receiving annual rainfall 0-20 cms.
 - e. Shade a region receiving winter rainfall.
6. Short Answer Questions :
1. Explain the role of jet stream in modifying Indian climate.
 2. 'Monsoon is known for uncertainties'. Support this statement with suitable arguments.
 3. Which jet steam flows over peninsular India in the Summer months?
 4. Explain 'break' and 'burst' of monsoon.



5. What is 'October Heat'?

7. Long Answer Questions :

1. Why Simla on higher altitude has cool summers while Delhi has hot summers?
2. Why Mumbai has pleasant winters while Nagpur lying in Central India has very cold winters?
3. Discuss the role of El Nino in weakening Monsoons.
4. Mention the characteristics of monsoon mechanism in India.
5. Discuss why monsoon develops a unifying bond in India.
6. India has characteristics both of tropical and temperate types of climate. Discuss.



Natural Vegetation and Wildlife

CHAPTER 5

Introduction :

It is important for students to understand the relationship with between Climate and the growth of natural vegetation, significance of natural vegetation for human existence in the environment & how would life be without the natural vegetation. Presence of wildlife and biodiversity together allow a balance in the ecosystem and how it is essential to maintain the trophic level in the food pyramid - role in the environment.

Activity 1: A poster on the regional study of forest, wildlife and climate relationship.

Learning Outcomes :

- ✦ Understand the correlation between climate & vegetation
- ✦ Understand how change in climate or environment is affecting natural existence of wildlife.

Procedure :

- ✦ Students are divided in the groups of 5.
- ✦ Each group is allotted a particular region of India - Kerala, Manipur, Assam, Jodhpur, Sunderbans, Rann of Kutch
- ✦ Each group finds out the climate of the region, types of trees found there, characteristics of the vegetation, wildlife present.
- ✦ If any animal is endangered find the reason.
- ✦ They can show the regions on the map.

After assigning different regions of India to each group the following questions are given for research & findings:

1. Which topography is found here? Plain/plateau/mountain/ desert.
2. How much is the rainfall?
3. How are the summers & winters?
4. What are the characteristics of the vegetation?
5. Name of the different plant species.
6. What are the uses of plant species?
7. Which animals are present?
8. Describe their habitat.
9. Is any animal endangered?
10. Why? Solution.



Unit 2

- ✧ The students who are probing in nature should find out information on climate, vegetation and wildlife. Those who have a flair for writing they do the writing on the poster. The ones good at drawing can do the map work or show the characteristics of the vegetation, draw kind of leaves, height of trees, kind of roots eg. breathing roots in case of mangrove vegetation. The one who is a smart speaker assimilates the points and speaks about the poster display, they have made on correlation of climate, vegetation and wildlife. Thus all children with diverse talents get an exposure and are rightly judged for their talent.
- ✧ The teacher can ask every group to have equal distribution of artists, speakers, researchers and one with good writing skill.

Assessment Criteria :

- ✧ Delineating correctly on the map.
- ✧ Identifying correct relation between climate & vegetation.
- ✧ Findings of plant & animals species.
- ✧ Setting correct correlation between human interference and animal extinction.

Each group may be asked to work on the natural vegetation & wildlife of the region the children belong to.

Follow up activity :

Correlate climate & vegetation of a region and show the region on a map of India.

They may identify the vegetation around their home/school and later find the relationship with the climate of the region.

Activity : 2 Street play / Story Telling on wetland preservation, forests - should they be preserved?

Learning Outcomes :

Understands the importance of the natural habitat and the living organism & harmful impact of human interference.

Procedure :

- ✧ Develop a street play to sensitize people on preserving wetlands and forests - often rendered wastelands.
- ✧ Several groups may be formed and they can develop different roles of animals, birds, human beings and express their problems through their roles.
- ✧ Finally a positive message - about environment conservation must come out.

Assessment Criterion :

Message conveyed, theme, expressive roles in the play.

Follow up activity

The message conveyed can be corrected or a good slogan added appropriately.



Activity 3 : Prepare a Scrap Book on migratory birds visiting our country.



Learning Outcome :

To know about the birds which visit our country and reasons for their migration.

Procedure :

- ◆ In a scrap book paste picture of each migratory bird on a page and write the following information -
 - ◆ Name
 - ◆ Reasons for migration
 - ◆ Pattern of movement
 - ◆ Place from where they have migrated
 - ◆ Duration
 - ◆ A map showing the location of the birds in India and the place from where they travelled.

Assessment Criterion :

- ◆ Correct information
- ◆ Map
- ◆ Presentation

Follow up activity : Errors may be corrected.

Task :



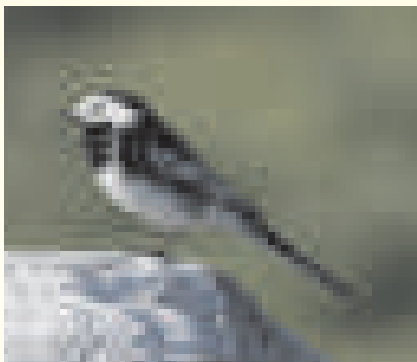
Unit 2

Little Bird Song

There's a little bird
Somebody sent down to Earth
To live on the wind
Blowing on the wind
And she sleeps on the wind
This little bird, somebody sent

Light and fragile
And feathered sky blue
Thin and graceful
The sun shining through
She flies so high up in the sky
Way out of reach of human eyes

Light and fragile
And feathered sky blue
Thin and graceful



The sun shining through
She flies so high up in the sky
Way out of reach of human eyes

Light and fragile
She's feathered sky blue
Thin and graceful
The sun shining through
And the only time that she
touches ground
Is when that little bird, little bird
Is when that little bird, little bird
Is when that little bird, little bird
Is when that little bird dies

Lyrics : Jewel

<http://www.lyricsfreak.com/j/jewel/little+bird+song2007/360.html>

Learning Outcome :

Awareness about the common birds in your locality.

Procedure :

It can be a group or an individual activity -

- ✦ Students collect information on sparrow
 - ◆ Their habitat
 - ◆ Their food
 - ◆ Their breeding season
 - ◆ Weather conditions
 - ◆ Reason for dwindling number

Assessment Criterion:

- ✦ Information gathered
- ✦ Presentation
- ✦ Preparation

Follow up activity:

Errors may be discussed.

After the teaching of this chapter the following questions may be asked to assess the learning ability of the students.

I. Multiple choice questions:

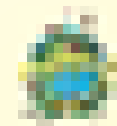
1. Virgin vegetation is different from the vegetation we find in the school campus because -
 - (i) There are more number of plants and trees in the virgin vegetation areas.
 - (ii) These virgin vegetation contains those plants which are indigenous or endemic and have grown on their own & not planted.



- (iii) Virgin vegetation areas are not entered by human beings.
 - (iv) Virgin vegetation areas are homes of animals.
2. Western slopes of Western Ghats are having Tropical evergreen forests while the eastern slopes have scrub vegetation due to -
 - i. Over grazing
 - ii. Deforestation
 - iii. Very heavy rainfall on the windward side compared to the rain shadow area on the eastern slope
 - iv. Western slopes have reserved forest and national parks while the eastern slopes have mining and agriculture.
 3. One of the chief characteristics of Mangrove forests are -
 - i. They have stilt roots and the roots are submerged in saline/sea water.
 - ii. They have numerous branching.
 - iii. Trees are short and shed their leaves in dry season
 - iv. Trees bear thorns and needle-shaped leaves.
 4. Which one of the following is not true of the Montane vegetation-
 - i. Temperate forests cover the southern slopes of the Himalayas.
 - ii. Tundra vegetation is found in the highest attitudes of Himalayas.
 - iii. Wet temperate forests contain oak and chestnut.
 - iv. There are large number of trees shrubs, creepers giving it a multi layered structure.

Short Answer Questions :

1. Explain how attitude influences the type of vegetation in the Himalayas.
2. Which areas of the mountains are used by the Gujjars and Bakarwals? Why do they choose to live in those areas?
3. Why are wetlands important and need to be saved?
4. Why are one horned rhinos found in Assam & West Bengal?
5. What is the need for developing Biosphere Reserve? Name a biosphere in South India.
6. State the differences between Tropical evergreen and Tropical deciduous forests.
7. What kind of adaptations are found in Thorn and Scrub vegetation to withstand the extreme climate in the desert?
8. "In Mountainous areas there is a succession of natural vegetation belts from the tropical to the tundra region." Explain this statement with suitable examples from India.
9. How are the mangrove different from other types of vegetation? Gather more information about their germination and adaptation in both saline and fresh water. Also collect pictures related to it.
10. Locate the following wildlife sanctuaries on a political map of India.
 - ◆ Dachigam
 - ◆ Rajaji
 - ◆ Sariska
 - ◆ Periyar
 - ◆ Manas
 - ◆ Gorumara



CHAPTER 6

Population

Introduction :

People of a country make the country developed or under developed. People become a resource as well as a burden depending upon how far they are qualitatively groomed. For a country like India, with its teeming millions it is imperative to know about the various aspects of its population such as its growth, distribution, female-male ratio, density, their educational attainment, occupational structure etc.

Through this lesson teacher highlights both positive as well as negative aspects of our population .

Learning Outcomes:

Students will be able to do the following-

- ◇ Understand the size and distribution of population;
- ◇ Reason out the variation in population distribution;
- ◇ Analyse the population growth over different points of time;
- ◇ Understand the processes involved in population change;
- ◇ Understand the population composition based on age, sex, occupational structure, literacy etc.
- ◇ Rethink about the problems faced by the adolescents.

Activity 1 : Bulletin Board

Learning Outcomes:

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

- ◇ Understand the concept such as sex ratio, occupational structure, literacy rate, age-structure etc.
- ◇ Make a comparison of the number of boys & girls.
- ◇ Understand the different occupational structures and the standard of living of the people.
- ◇ Represent data collected using diagrams.

Students may be divided into small groups and directed to collect information related to-

- ◇ Sex ratio
- ◇ Age groups
- ◇ Total no. of students in each class/section
- ◇ Educational background of their parent



- ✦ Occupation of the parents of different sections of 2 or 3 classes. Let it be pre-primary/Primary/Middle/Secondary.

After the collection of data, students may be directed to calculate the number of boys and girls in different sections of particular classes to present it diagrammatically using a bar diagram.

Similarly all other aspects of population may be represented through diagrams and placed on Bulletin Boards for comparisons.

Assessment :

Assessment of the group work may be done based on the following criterion:

- ✦ Genuineness of the work
- ✦ Correct classification & tabulation
- ✦ Representation through diagrams
- ✦ Analysis

Activity 2 : Group Discussion on following topics:

- ✦ 'Girl child needs to be protected'
- ✦ 'More people more income'
- ✦ 'Multiplying adolescent population' - A major concern
- ✦ Young India - A boon or bane

Learning outcomes :

By doing this activity student will

- ✦ understand social issues and
- ✦ analyse the consequences of various aspects of the population growth in India.

Guideline to the teacher :

Teacher can select any such topic and students may be given the topic a week in advance for preparation

Procedures :

- ✦ The class may be divided into small groups.
- ✦ Teacher will initiate the proceeding by introducing the topic, for example,

'Girl Child needs to be protected'.

Teacher will speak about the sex ratio and the growing imbalances of the sex ratio and will raise a question 'Is it necessary to protect the girl child'?

The question is passed to different groups. Based on the arguments placed further questions be created and an atmosphere for further thinking is created.

This will definitely give an opportunity for the learner to associate various aspects of the growing imbalance in sex ratio and the need to balance it.

Assessment criterion



Unit 2

Assessment be made by the teacher based on

- ◇ Participation
- ◇ Clarity of the agreement
- ◇ Co-operative spirit
- ◇ Confidence
- ◇ Logical explanation of the fact

Approximate time = 30 minutes

Follow up

Group performing well should be applauded, The group requiring guidance and motivation may be provided with further materials

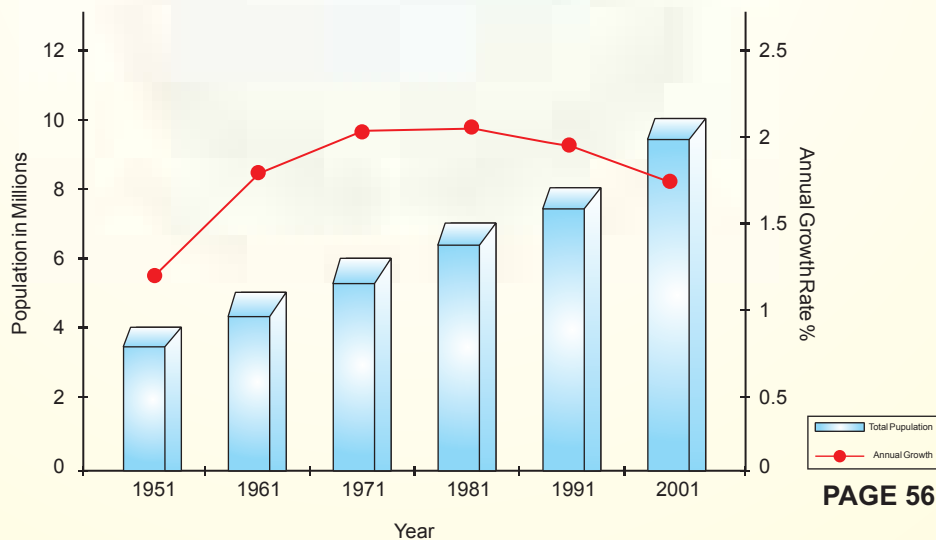
Activity 3: Interpretation of Graph

Learning Outcomes :

Students will be able to do the following :

Make an analysis of the rate at which the population is multiplying

- ◇ Understand the variation in annual growth rate.
- ◇ Reason out the increasing population even with a declining annual growth rate.
- ◇ Interpret diagrams.



PAGE 56

Guidelines to the teacher :

Graph shown on page 56 is given to the class for interpretation. Students are asked to study the graph and solve the following questions based on it.

1. How much is the total population of India as per 2001 census?



2. Identify the decade registering highest population growth rate.
3. What is the relationship between the total population and annual growth of population during the decade 1991-2001? Also give reason for this pattern.

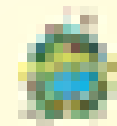
Assignments

Question such as following can be given to recapitulate the topics such as population density, distribution, growth of population, processes of population change, sex ratio, age-structure and occupational structure.

1. Why is the population density higher in the Northern plains and Kerala?
2. Which are the three main processes responsible for a change in population?
3. Why is it necessary to know about the population of any country?
4. Give reasons for the shift in the occupational structure from primary to secondary and tertiary sectors.

Thought provoking questions -

1. Why is it necessary to know about the age-composition of a country?
2. What are the implications of the present age-structure of our country?
3. Give reason for the shift in the occupational structure from primary to secondary and tertiary sectors. What are its consequences?







POLITICAL SCIENCE



UNIT 3:

DEMOCRATIC POLITICS - I

UNIT 3

DEMOCRATIC POLITICS - I

TERM-I

- Chapter 1 :** Democracy in the Contemporary World.
- Chapter 2 :** What is democracy ? Why democracy ?
- Chapter 3 :** Constitutional Design.

TERM-II

- Chapter 4 :** Electoral Politics.
- Chapter 5 :** Working of the Institutions
- Chapter 6 :** Democratic Rights.

Democracy in

CHAPTER 1 *the Contemporary world*

Introductory :

In this chapter the idea of democracy and the key role of democratic government and its procedures are introduced to the students. It is highlighted that how democratic governments are better than non-democratic governments.

The teacher will ask the following questions to introduce the lesson (the teacher may also frame other questions of her/his own) :

1. What is Democracy?
2. What are the features of a Democratic Government?
3. Why is a Democratic Government better than a Dictatorial Government?

Most students may be able to answer what is Democratic Government and its features as they have studied about it the Previous class.

Only some students will be able to answer the last question.

Learning Outcomes :

By going through this unit, the students will be able to:

- ❖ Develop conceptual skills of defining democracy.
- ❖ Develop a sophisticated defence of democracy against common prejudices.
- ❖ Appreciate democratic practices and strive to preserve and maintain democracy in all countries.
- ❖ Compare democracy with non- democratic governments

Activity 1 : Project Work

Learning Outcomes:

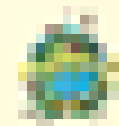
- ❖ Develop an understanding of democratic and non democratic regime.
- ❖ Understand the distinguishing features of both types of governments.

Procedure

The students will be instructed to find out

- ❖ Countries having democratic and non- democratic governments besides those mentioned in the textbook, such as Chile, Poland and Myanmar.
- ❖ distinguishing features of both these forms of governments
- ❖ Their experiences with others based on their findings in the class.

Approx Time : 2 days

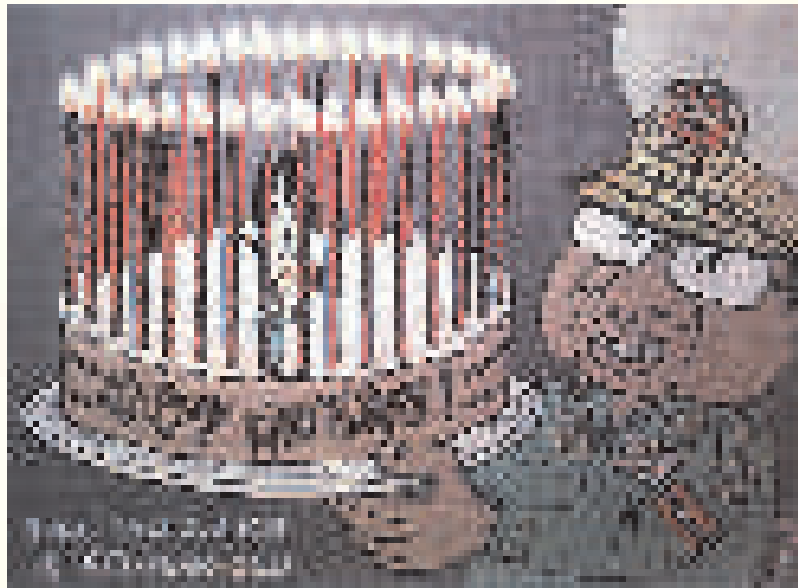


Assessment Criteria:

- ✧ Presentation skill - effectiveness
- ✧ Conceptual knowledge
- ✧ Originality of thought & presentation
- ✧ Creativity
- ✧ Reasons to support conclusions.

Activity 2: Picture Interpretation**Learning Outcomes :**

- ✧ To enhance the understanding and interpretation of the topic given.

**Procedure**

- ✧ The teacher can use either flash cards, poster, printouts, etc.
- ✧ The teacher will ask the questions based on the picture -
 - ◆ Who is holding the cake?
 - ◆ Name the lady behind the bars?
 - ◆ Which country does this refer to?

Approx Time : 1 period

Assessment Criteria : Need not be graded

Activity 3 : Comprehension of the passage from the text.

Any passage such as the following passage would be given and questions would be asked based on the passage.

Read the passage and answer the following questions:

In China, elections are regularly held after every five years for electing the country's parliament called Quango Renmin Daibiao Dahni (National People's Congress). The National People's Congress has the power to appoint the president of the country. It has nearly 3,000 members elected from all over China. Some members are elected by the army. Before contesting elections, a candidate needs the approval of the Chinese Communism Party. Only those who are the members of the Chinese Communist Party or eight smaller parties allied to it were allowed to contest elections held in 2002-2003. The government is always formed by the Communist party.

1. If elections are held regularly in China after every five years then why the government is always formed by the Communist Party?
2. What is the criteria for a candidate/party to contest elections in China?
3. Who has the power to appoint the President of China?

Learning Outcome :

- ✦ To develop the analytical skill of the students

Approx Time : 1 period

Assessment Criteria :

- ✦ Understanding of the chapter.
- ✦ Analytical skill

Follow up

- ✦ Similar type of comprehension passage can be given to enhance better understanding of the chapter.

Activity 4: Debate

Suggested Topics

"Does UN appear to be a democratic organ?"

"Democracy is the best form of govt."

"A democracy is the form of government, which allows us to choose our rulers".

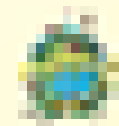
"Democracy is real only with participation and not merely through electing representatives."

Learning Outcomes:

Procedure

- ✦ Class to be divided into two groups to speak for the motion and against the motion about the topic given by the teacher.
- ✦ Topic for debate should be given in advance.
- ✦ Each child belonging to both the groups will give their inputs to prepare the debate.
- ✦ The group leader will lead the discussion in the class and hold a debate.

Approx time : 2 period



Unit 3

Assessment Criteria :

- ✧ Reasons to support his/her points.
- ✧ Effectiveness of presenting the debate.
- ✧ Ability to convince the class.

Follow up:

- ✧ At the end of the debate, the teacher should summarize the significant points given by both the groups .

Activity 5 : Group discussion

"Real democracy is not possible without universal adult franchise"

Real democracy is about taking decisions directly in gram sabhas (Village Assemblies) or mohalla sabhas (Neighbourhood Assemblies).

Learning Outcomes :

To sensitize the students about what is real democracy and what are the factors that play an important role in making democracy real and effective.

Procedure

Topic for group discussion to be given a week in advance.

- ✧ Entire class to be divided into the group of 8-10 students (depending upon the strength of the class)
- ✧ Each student in a group will give his/her inputs in the discussion.
- ✧ Each group will discuss the topic for 15 minutes.

Approx time : 2 periods

Assessment Criteria :

- ✧ Effectiveness of presentation
- ✧ Reasons to support conclusions
- ✧ Accuracy of Content
- ✧ Richness of data/information

Follow up:

Teacher should conclude in the end by summarizing the significant points raised by each group.

Activity 6 : Making album / collage / bulletin board

Preparing an album, collage/bulletin board or a wall paper on the following topics (any one)

1. What makes a government democratic?
2. What makes a government non-democratic?
3. What are the reasonable demands of the people in India.

Learning Outcomes:

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

- ✧ Identify the factors that make a government democratic or non-democratic.
- ✧ Understand what are the justified/non justified demands of the people in a democratic country like India.

Procedure

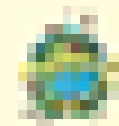
- ✧ The students would collect newspaper clipping or any material to support their topics.
- ✧ The students would prepare an album, collage/bulletin board or to put it on the wall paper based on their findings.

Approx Time : 1 Period

Assessment Criteria :

The following criteria may be applied to assess them -

- a) Effectiveness of presentation.
- b) Richness of data/information



What is Democracy? Why Democracy

CHAPTER 2

Introductory:

In this chapter the democratic concepts will be further clarified. The students will be explained the historical factors which led to the development of democratic institutions and presented convincing argument in support of democracy as opposed to the dictatorial government.

Learning Outcomes:

By going through this chapter the students will be able to :

- ✧ Develop conceptual skills of defining democracy.
- ✧ Develop a sophisticated defence of democracy against common prejudices.
- ✧ Understand how different historical processes and forces have promoted democracy.

Activity 1 : Worksheet

Learning Outcomes:

- ✧ To generate awareness among the students about processes and different democratic countries across the world to open avenues for further enquiries.

Procedure

The students may be provided with a worksheet containing questions like these:

1. What are the various forms of governments?
2. (i) What types of governments do the following countries have:
 - (a) Pakistan
 - (b) Saudi Arabia
 - (c) Mexico
 - (d) Zimbabwe
 - (e) China
 - (f) Poland
 - (g) Chile
 - (h) India
- (ii) Mention any two features of governments in each of the above countries
- (iii) List the common features if any.
5. Match the following



	A		B
i.	Pakistan	a)	More weightage to indigenous voters
ii.	China	b)	Military rulers who got a five year extension as President through Referendum
iii.	Mexico	c)	Women do not have right to vote
iv.	Saudi Arabia	d)	Law that limits the right to criticize the president
v.	Zimbabwe	e)	School teachers are forced to influence parents to vote to a certain political party
vi.	India	f)	Largest democracy in the world.
vii.	Fiji	g)	The country's Parliament (national People's Congress) has nearly 3000 elected members

Approx time : 1 period or ½ period depending on the no. of questions.

Assessment Criteria :

The teacher would assess the students on the parameters -

- i) Conceptual understanding
- ii) Analytical skills
- iii) Research work depending upon the questions

Activity 2 : Educational Excursion

- ✧ Excursion to nearby local self government bodies like Gram Panchayat, Vidhan Sabha (as per convenience)

Learning Outcomes

- ✧ To get first hand experience of the working of democratic institutions.

Procedure

- ✧ The teacher needs to identify the place - either gram panchayat, panchayat samiti, zilla parishad, state assembly or Lok Sabha.
- ✧ Organize a visit to the place near their area.
- ✧ Write a report on the composition.

Approx. Time : 1 Hour

Assessment Criteria

Based on the report written, the teacher will assess students on the following parameters -

- a) Originality in presentation
- b) Creativity
- c) Ability to correlate the theoretical knowledge with practical situations.

Follow up:



The teacher will explain why there is a difference in theory and practical situation regarding working of these democratic institutions.

Activity 3 : Project

Develop a case study on the evolution of democratic set up in any one of the following countries :

Chile/Poland/China/Pakistan.

Procedure

1. Class will be divided into 4 groups.
2. Each group will do a project on one country based on the following criteria :
 - ✦ Past political set up
 - ✦ Problems faced by the people
 - ✦ Rights of the people their struggle towards achieving democracy
 - ✦ Transitional phase (if any) regarding the form of government
 - ✦ Present political set up
 - ✦ Democratic features of the present set up.
3. Each group will explain the evolution of democratic set up in one country to the whole class.
4. Class discussion will follow.
5. Wherever there are doubts teacher will intervene.

Assessment Criteria:

- 1) Correctness of data
- 2) Effectiveness of presentation
- 3) Creativity
- 4) Originality
- 5) Content/knowledge

Activity 4 : Group Activity

Learning Outcomes :

- ✦ To sensitise the students of the problems faced by people in dictatorial countries.
- ✦ To inculcate respect for democratic values.
- ✦ To develop an understanding of the past and present political systems in Chile, Poland, China & Pakistan.

Procedure :

1. Divide the class into two groups A and B representing dictatorial and democratic governments.

2. Let group A nominate their leader and group B to elect their leader.
3. Both the groups should prepare their own charter containing rights and duties of the students.
4. At the end of the activity, each group will make a presentation in which each student will tell one merit or demerit of their deliberation. They would collectively discuss , which is the better form of government.

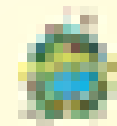
Time : 1 period

Assessment Criteria

- ❖ Correctness of data
- ❖ Richness of data
- ❖ Reasons to support conclusions
- ❖ Analytical Skill

Follow up activity:

- ❖ Teacher will highlight points students have missed out.
- ❖ Teacher will recapitulate all points.
- ❖ Each group will explain the concepts.



CHAPTER 3

Constitutional Design

In a democracy the rulers are not free to do what they like. There are certain basic rules that the citizens and the government have to follow. All these rules are called the Constitution. While highlighting the importance of the written Constitution, as the supreme law of the land. The powers of the government are stated and how the government should function.

Learning Objectives:

- ◇ Understand to the process of the making of the Constitution.
- ◇ Develop respect for the Constitution and appreciation of Constitutional values.
- ◇ Recognize that Constitution is the living document that undergoes changes.

Activity 1 : Skit/Role Play

"Racial Discrimination in South Africa"

Learning Outcomes :

Develop an understanding of the effect of racial discrimination in Africa.

Procedure :

- ◇ Class can be divided into three groups.
- ◇ Two groups should enact a skit showing any three aspects of racial discrimination.
- ◇ Third group will observe them and discuss / suggest ways to eradicate such happenings of racial discrimination in future.

Assessment Criteria:

- ◇ Effectiveness of the Presentation.
- ◇ Creativity.
- ◇ Correctness of the fact.
- ◇ Proper character dramatization.

Follow ups:

- ◇ The teacher should highlight the purpose of the role play and also co-relate such kind of discrimination based on caste & religion in India.

OR

- ◇ In the context of racial discrimination in South Africa, the students can compare and find out some of the oppressive policies of the British Govt. on the Indians.



Activity 2 : Project Work/Making a Scrap Book

Prepare a project/scrap book to show the comparison between Nelson Mandela and Mahatma Gandhi based on the following points:

- ✧ Method of struggle.
- ✧ Life style of both the leaders.
- ✧ Outcome of the struggle.

Learning Outcome:

- ✧ To familiarize the students about two great personalities and their struggle against apartheid.

Procedure of the task:

- ✧ Collect information from the text book, internet, books written on Mahatma Gandhi or Nelson Mandela and find out facts about their life style and struggle against racial discrimination.
- ✧ Prepare a tabular form of presentation and write about both the personalities under different headings.
- ✧ Give a presentation in the class.

Approx time : 2 days

Assessment Criteria:

- ✧ Interpretation of fact finding.
- ✧ Correctness of the fact.
- ✧ Creativity
- ✧ Originality

Follow up:

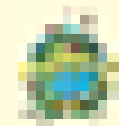
The teacher can discuss some other personalities and their struggle against discrimination in the society and their impact to give an insight to the students to raise their voice against any injustice.

Question for Assignment :

The following questions may be given as assignments to recapitulate learning from lesson.

1. What are the most significant features of the Constitution of India? Enumerate /highlights 3 main points.
2. Explore about the constitution drafted by Motilal Nehru in 1928 and adopted at the Karachi session of the Indian National Congress of 1931.
3. Fill in the blanks with appropriate words

Our leader were inspired by the ideals of _____, the practices of parliamentary democracy in _____ and the bill of rights in the _____, besides the socialist revolution in _____.



Unit 3

4. Match the following to make full sentence:

- | | |
|--|--------------------|
| A | B |
| 1. Elections to the constituent assembly were held in | a. Dec. 1946 |
| 2. The first meeting of the constituent assembly was held in | b. July 1946 |
| 3. The Constitution of India was adopted on | c. 26th Jan., 1950 |
| 4. The Constitution of India came into effect on | d. 26th Nov., 1949 |

Word Search

Q.5- Based on the given clues, find the right answer words. They may be horizontal, vertical, diagonal, forwards or backwards

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

Clues

1. A country with elected head of the state who is not hereditary.
2. People have supreme right to make decisions on internal as well as external matters of the state.
3. A preliminary version of a legal document.
4. An introductory statement in a constitution which states the reasons and guiding values of the constitution.
5. It means to take oath.
6. A form of government where people enjoy equal politics rights, elect their rulers and hold them accountable.
7. Claims of a person over other fellow beings, over the society and over the government recognized by society and sanctioned by law.



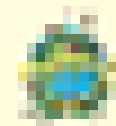
8. No unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts.
9. Ability to dominate others or have an authority to make people obey.
10. A definite territory having its own population.
11. It is based on social and economic equality.
12. Freedom to religion without offending the followers of other religions.
13. An organized group of people with common political aspirations with an aim to attain political power.

Learning Outcomes :

- ✦ Solving word search puzzle is a fun learning activity.
- ✦ Helps students to have a better understanding of the concepts.

Procedure of the task:

- ✦ A word search puzzle to be given to the students to solve.
- ✦ Below the puzzle, some statements/definitions are given.
- ✦ Based on those definition, the students are supposed to find out the answers hidden in the puzzle horizontally and vertically.
- ✦ Write the correct answer against each statement.



CHAPTER 4

Electoral Politics

To be a representative government we need to have regular, periodic elections, held in a free and fair manner. This chapter explains about the process of elections and the body conducting elections in India.

Learning Outcomes:

After going through this Chapter, the students will be able to do the following:

- ✦ Introduce the idea of representative democracy via competitive party politics.
- ✦ Get familiarized with the electoral system and reasons for choosing this.
- ✦ develop an appreciation of citizen's increased participation in electoral politics.
- ✦ recognize the significance of the election commission and its functioning.

Activity 1 : Election of Class Monitor

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

- ✦ understand the election process in a democratic set up.
- ✦ appreciate the electoral system in India.
- ✦ develop an appreciation of student's increased participation in the election of the class monitor.
- ✦ recognize the significance of the Election Commission.

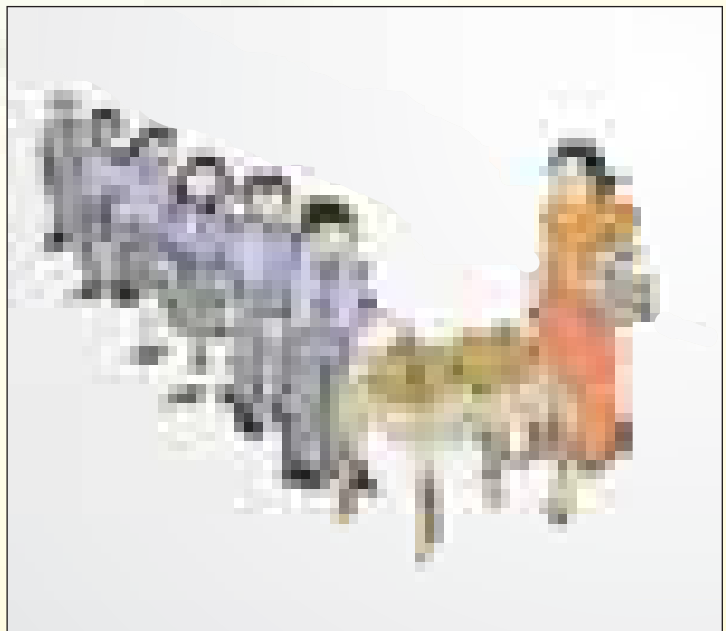
Procedure

1. The teacher will ask one student to be the Chief Election Commissioner.
 - ✦ Ballot papers will be prepared by students.
 - ✦ Two students can be made returning officers.
 - ✦ Two students can be made as officers on election duty.

Approx time : 1 period

Activity :

- ✦ One week in advance the election process can start.



- ❖ Nomination papers to be filed for 2 class monitors to be elected.
- ❖ Students can do campaigning.
- ❖ On the election day, ballots will be cast.
- ❖ Counting to be done by the students.
- ❖ Results to be declared by CEC.
- ❖ The procedure followed should be same as Lok Sabha elections.

Assessment Criteria:

It is a learning activity mixed with fun, need not be graded.

Follow up Activity:

Student who have not understood the election process, may be asked the following :

- ❖ Arrange the election process in a chronological order -
 - ❖ Data for scrutiny
 - ❖ Election day
 - ❖ Date for withdrawal
 - ❖ Filing the nomination papers
 - ❖ Campaigning
 - ❖ Campaigning to stop
 - ❖ Announcement of result
 - ❖ Oath taking

Activity 2 : Poster Making

Learning Outcomes :

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

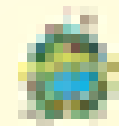
- ❖ understand the concept of electoral system, processes, electoral participation.
- ❖ Understand its importance in a democratic country.

Procedure : recognise about election process

The teacher will give the topics for poster making related to the chapter for example -

- ❖ Discrimination on the basis of sex in terms of representation of women in Lok Sabha and other local bodies.
- ❖ Increasing economic inequality and effect on elections.
- ❖ Protection of political rights of the citizen .

Approx Time : 1 Hour



Unit 3

Assessment Criteria:

The teacher should assess the students on the following parameters -

- ✧ Relevance to the context
- ✧ Creativity
- ✧ Thinking skill & understanding of the concept
- ✧ Expression of the ideas

Activity 3 : Debate

Learning Outcomes :

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

- ✧ develop analytical skills
- ✧ develop understanding of the concept

Procedure

- ✧ Teacher may give either of topic - "Is it good to have political competition" or 'Minimum Educational Qualifications should be mandatory for Contesting Elections of debate'.
- ✧ Two groups of 4 students each, one group for and one group against the motion.
- ✧ Two students for rebuttals on each side.

Approx time : 1 period

Assessment Criteria:

- ✧ Content knowledge
- ✧ Relevance points
- ✧ Creative Presentation
- ✧ Good questions for rebuttals
- ✧ Convincing arguments

Follow up activity

The teacher can elaborate the relevant or convincing points which the students came up with. S/he may elaborate and clarify points at the end.

Activity 4 : Chart Making

Topic : Model code of conduct for candidates/political parties for election campaign

OR

Composition and functions of election commission of India.

Learning Outcomes :

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

- ✧ recognize the model code of conduct of the candidates of political parties in India.

- ◇ recognize the significance of the election commission.

Procedure:

- ◇ Class will be divided into three groups based on their choice.
- ◇ Each group will make charts on one suggested topic.
- ◇ Reference can be taken from internet.

Approx Time : ½ period for discussion of charts to be made at home.

Assessment Criteria:

- ◇ Content
- ◇ Appropriateness of the content
- ◇ Effectiveness of presentation
- ◇ Richness of data
- ◇ Reasons to support conclusions

Follow up Activity:

- ◇ Each group will explain the charts made by its members and class discussion will follow.
- ◇ Wherever doubts arise, teacher will intervene.

Activity 5 : Discussion

Learning Outcomes:

- ◇ get familiarized a with the party system - one party (advantages & disadvantages)
- ◇ develop an appreciation for two party or a multi-party system.
- ◇ appreciate our national goals and ideals - secularism, socialism, democracy.

Group Discussion

Procedure

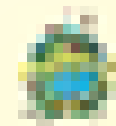
Class will be divided into groups of 8-10 students depending upon class strength.

- ◇ Students will choose either of the two topics -
 - ◆ Merit and demerits of one party system
 - ◆ Advantages and disadvantages of multi-party system
- ◇ Topic has to given a week in advance
- ◇ Each student in the group must give his/her inputs for the discussion.

Approx Time : 2 period

Assessment Criteria :

- ◇ Effectiveness of presentation



- ✧ Reasons to support conclusions
- ✧ Content/Knowledge (exhaustive)
- ✧ Richness of data/information

Follow up

- ✧ The non-participating students - or those from the other group should summarise the merits and demerits of one party or multi-party system.
- ✧ Teacher will intervene wherever students were not able to cover all relevant points.

Assignments Questions

Questions such as following can be given to students for recapitulation:

Q.1. Fill in the blanks by choosing appropriate words from the given box:

41, ticket, 483, 543, EPIC, voters list, reserved, 79

- a) In Lok Sabha _____ seats are reserved for the scheduled castes and _____ for the scheduled tribes.
- b) Electoral roll is commonly known as _____.
- c) For Lok Sabha elections, the country is divided into _____ constituencies.
- d) Party's nomination is often called party _____.

Q.2 Say whether the following statements are true or false :

- a) 1/3 of the seats are reserved in rural and urban local bodies for women candidates.
- b) Elections are not essential for any representative democracy.
- c) Lok Sabha and Vidhan Sabha elections are held regularly after every six years.

Q.3 Answer the following questions in brief :

- a) What makes an election democratic in India? Give four points.
- b) How does the constitution specify the cultural and educational rights of the minorities?

Q.4 During the 1982 general elections in Haryana, Choudhary Devi Lal, then an opposition leader, led a movement for justice. In the election campaign, Devi Lal said that if his party won the elections, his government would waive of the loans of the farmers and small businessmen. The people were unhappy with the existing congress government. So, when election was held, Devi Lal's party and its allies won 76 out of 90 seats.

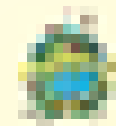
Read the above passage and answer the following questions :

- a. Was the commitment of Choudhary Devi Lal that he would waive the loans of the farmers and small businessmen a fair election promise? Give your arguments.
- b. Why did Devi Lal give his movement the name "Movement for justice"?
- c. Devi Lal fulfilled his promise that he made during the election campaign immediately after the election. Is it power of the democracy or a sign of dictatorship?

Q5. Which amongst the following conditions is not conducive to democratic election in India :

- a. Every one should have one vote.

- b. Every vote should have equal value
 - c. The voters should not be given the freedom to choose the candidates.
 - d. All Indians should have the freedom to contest the election
 - e. Political parties should be free to contest election.
 - f. Elections should be held strictly in accordance with the rules.
 - g. The parties should be allowed to use their own transport to help the voters to reach polling booth on the election day.
 - h. Secret ballot should be replaced by open ballot.
 - i. One of the political parties has offered a cycle to every household that commits to vote for that party.
 - j. All the villagers of a locality has provided a public platform and asked all the candidates to address village people collectively.
6. Mention any three advantages of having an election photo identity card.
 7. Do you agree that political candidates for different elections should have no definite qualifications? Justify your answer.
 8. Do you agree with the following statements or not. Justify your answer.
 - a) Many candidates with criminal background are given tickets to contest election.
 - b) In spite of losing election, many important party leaders are given birth in the Council of Minister.
 - c) Many defeated candidates of the ruling party are appointed as governors of different states.
 - d) Even the physically fragile and aged politicians do not make way for the young and energetic upcoming leaders.
 - e) In reality, most of the political parties are not in favour of reservation of seats for women.



Working of the Institutions

CHAPTER 5

Introduction

This chapter deals with the working of the government institutes like centre, state and local bodies. The composition, term and powers and functions of these local bodies are also discussed in this chapter.

Learning Outcomes:

By going through this chapter, the students will be able to do the following:

- ✦ provide an overview of central governmental structures.
- ✦ get sensitized to the key role of the parliament and its procedures.
- ✦ distinguish between nominal and real executive authorities and functions.
- ✦ understand the parliamentary system of executive's accountability to the legislature.

Activity 1 : Classification Game

Read the following statements and place them under the proper headings of LOK SABHA & RAJYA SABHA.

Lok Sabha	Rajya Sabha

- (i) Known as "Council of States".
- (ii) Enjoys more powers in money matters.
- (iii) Known as the 'lower house'.
- (iv) Can remove the council of ministers.
- (v) Exercises real power on behalf of the people.
- (vi) Looks after the interests of various states.
- (vii) It is a permanent house.
- (viii) No money bill can be introduced.

Learning outcomes:

- ✦ understanding of the powers and functions of the Lok Sabha and Rajya Sabha.

Procedure

Divide the class into two groups: Rajya Sabha and Lok Sabha.



- ❖ Ask the students to collect information on the Lok Sabha/ Rajya Sabha.
- ❖ The teacher will jumble up information and read them in the class.
- ❖ The students will put them separately under appropriate headings of Lok Sabha and Rajya Sabha
- ❖ Discuss them at the end after the completion of the table.

Approx Time : 1 period

Assessment Criteria:

- ❖ Ability to recognize the powers & functions of Lok Sabha and Rajya Sabha.

Follow up:

Two students from each group can summarize the powers and functions of Lok Sabha and Rajya Sabha separately to recapitulate the topic.

Activity 2 : Educational Trip / Excursion of Local Institution

Learning Outcome:

To have a first hand experience to see and know how the local institutions perform their day to day activity.

Procedure

- ❖ Organize a visit or excursion to any local institution.
- ❖ Explore who are the office bearers in the organization.
- ❖ know the role played by the people in the organization.
- ❖ understand their day to day work.
- ❖ write a report based on their finding.

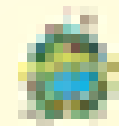
Approx time : 1 day

Assessment Criteria:

- ❖ Application
- ❖ Originality
- ❖ Creativity
- ❖ Relevance

Follow up :

After the visit, the teacher should recapitulate the lesson based on the information collected by the students during their interaction with the officers at local institutions about their working.



Democratic Rights

CHAPTER 6

This chapter discusses the rights that make a government democratic, importance of rights in a democracy, and how these rights put a limit on a democratic government.

Learning Objectives:

By going through this chapter, the students will be able to do the following:

- ✧ develop citizens' awareness of their rights.
- ✧ appreciate fundamental rights of citizen.
- ✧ Recognise the ways in which these rights are exercised and denied in real life situations.
- ✧ Understand the judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.

Activity 1 : Bulletin Board Display

1. To collect news clippings related to violation of rights and put them for display on the bulletin board.

Learning Outcomes:

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

- ✧ get awared on fundamental rights and their importance.
- ✧ explain how rights can be violated and what steps should be taken in such circumstances.
- ✧ recognize the ways in which these rights are exercised and denied in the real life situations.

Procedure:

- ✧ The teacher should explain the factors leading to violation of rights
- ✧ Students will collect relevant news clippings from newspapers or magazines related to violation of rights.
- ✧ They will display these clippings under suitable captions on the bulletin board.
- ✧ Discussion will follow on remedial measures against violation of rights.

Approx time : 1 period

Assessment criteria:

- ✧ Ability of finding fact/information.
- ✧ Correlating the theoretical knowledge with practical situations.



Activity 2 : Debate

Topic :

Job reservations are not a violation of the "Right to Equality"

Learning Outcomes:

This activity aims to develop among students:

- ✧ Understanding and analytical skill among the students about right to equalities.

Procedure

- ✧ Topic for the debate should be given a week in advance.
- ✧ Class may be divided into two groups to give their arguments in favour and against the topic.
- ✧ Each student must give his/her inputs to prepare the debate.
- ✧ Group leaders should lead the debate.

Approx time : 1 period

Assessment criteria:

- ✧ Presentation skills.
- ✧ Reasons to support his/her arguments.
- ✧ Ability to convince the class.
- ✧ Logical thinking

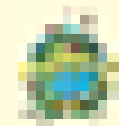
Follow up:

If in the course of debate, the students are not able to come up with relevant points and convincing argument, then the teacher should highlight the relevant points for the debate.

Assignment Questions:

The teacher may use questions such as following to recapitulate topics learnt by students.

1. Identify the fundamental right to which each of the following statement is associated with:
 - a. The constitution made untouchability a punishable offence.
 - b. No person can be deprived of his/her life or personal liberty.
 - c. "Dr. Ambedkar said that this right can be called "The heart and soul of the constitution.
 - d. Every religious group or sect is free to manage its own religious affairs.
2. Correct the following statements and rewrite them.
 - a. "Begaar" is a practice where the worker is willing to render service to the 'master' free of charge.
 - b. Freedom is a license to do what one wants to do.
 - c. Citizens of India do not have the freedom to travel to any party of the country.



3. Fill in the blanks with appropriate words from the box given below:
48, reasonable, court, law, community, traffic, 24, society
- The constitution prohibits _____ in human beings.
 - Rights are _____ claims of persons recognized by _____ and sanctioned by _____.
 - A person who is arrested and detained shall be produced before the magistrate within a period of _____ hours of arrest.
4. Answer the following questions in brief :
- "Fundamental rights are not absolute". Justify the statement by giving at least one limitation of any four fundamental rights.
 - Mention any three rights guaranteed by the constitution of South Africa to its citizens.





ECONOMICS



UNIT 4: UNDERSTANDING ECONOMIC DEVELOPMENT

UNIT 4 : UNDERSTANDING ECONOMIC DEVELOPMENT

TERM-I

Chapter-1 The story of village Palampur

Chapter-2 People as a resource

TERM-II

Chapter-3 Poverty as a challenge facing India

Chapter-4 Food security in India



The Story of Village Palampur

CHAPTER 1

Introduction :

The class 9 students are being familiarized with Economics as unit IV in the subject of Social science. In this introductory chapter simple concepts have been integrated with suggested questions and activities. You can construct your own questions and activities to make the teaching learning of Economics for students an enjoyable experience.

Learning Objectives :

After reading through the chapter the students shall be able to:

- ❖ Familiarize themselves with the basic concepts like factors of production, Yield, Surplus
- ❖ Classify the main occupations in a village into farm and non farm activities.
- ❖ Understand the importance of factors of production in producing a commodity.
- ❖ Appreciate the importance of mechanized means of farming in creating surplus produce.
- ❖ Understand the disparity in the existing distribution of agricultural land.
- ❖ Correlate dairy farming, transport services to non farm activities.

Suggested Questions for Unit Tests / Assignments

The question no. 1, 2 & 3 can be used to recall the concepts like physical capital and modern means of farming.

1. Identify the following as fixed capital or working capital

Items of expenditure	Fixed capital	Working capital
a. Bullock cart		
b. Tube well		
c. Jute fibre to make sacks		
d. Electricity to run machines		
e. Loan taken to buy a tractor		
f. Cash in hand to purchase seeds		

2. What are the three resources which a modern farmer is likely to use on his farm?
3.
 - a) Which area in India first witnessed Green Revolution?
 - b) Why did they adopt the Green Revolution technology?
 - c) What benefit did the region reap?
 - d) What has happened to the same land over a period of time?

The question no. 4, 5 & 6 can be used to check the understanding of concepts like multiple cropping, non-farm activities and mechanized means of farming.

4. How does a landless farmer earn a living from all sources available to him in the village?
5. Why should a farmer adopt multiple cropping?
6. Why do non-farm activities develop in a village of Palampur? State two examples of non-farm activities.

Question no. 7, 8, 9 & 10 are thought provoking. These can be used to judge the ability of students to correlate, compare and analyze concepts learnt in the chapter.

7. Suggest 3 ways in which the crop yield from a given piece of land can be improved.
8. Discuss how the following would be different if land were more equitably distributed.
 - a) Employment
 - b) Income earned
9. You want to establish a carpentry shop. What factors of production would you require for this business and why?
10. A tea shop owner earns an income of Rs. 2,500 in a month. He spends Rs 1,075 on regular expenditure. One month his son falls ill and he spends the balance on treating his son. Explain the impact of this decision on the tea shop owner's earnings in the next month.

Suggested Activities

Activity 1 :

Conduct a Survey and analyze the data in groups

Topic:

Disparities in Income and standard of living

Learning Objectives:

After this task, the student shall be able to:

- a. Understand that economic disparities exist in the society.
- b. Identify the causes for economic disparities
- c. List the consequences of economic disparities
- d. Collect relevant data.
- e. Process relevant objectives.
- f. Collate and analyse data collected
- g. Present ideas and content effectively
- h. Work effectively as a team member

Procedure :

1. Class is divided into groups of 6-8 students.
2. Each group is given a separate topic to collect data on at least 10 individuals (As suggested in 3 below).





3. Each group member collects data related to the group topic in the format given below:

S.No.	Income of Individuals	Given topic for data collection
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Suggested topics- mode of transport used by people to commute to their place of work, pocket money given to children, number of times eating out in a week, newspapers and magazines bought by a family, brand of cooking oil, no. of electronic items at home.

4. Students to collate data in their own group.
5. Students to analyse data and make notes on:
 - a. identification of disparity or similarity, if it exists
 - b. possible causes and consequences of disparity or similarity
6. Each group to make a presentation in the class on the data collected and analysed.
7. The teacher concludes the activity by explaining the different ways in which disparity can be witnessed in society, its possible causes and consequences.

An example is done to explain the activity. Let the group members collect information on pocket money received by the children in their locality

S.No.	Income of Individuals	Pocket Money received by children
1	20,000 Rs p.m	100 Rs p.m
2	40,000 Rs p.m	250 Rs p.m
3	50,000 Rs p.m	500 Rs p.m
4		
5		
6		
7		
8		
9		
10		

The students would collate their findings as income increases so does the pocket money provided to children in a family.

Time Estimation:

A two day time can be given to the groups to collect the data. 60 minutes (2 periods) time to collate the information in class and make a presentation about their findings.

Assessment Criteria:

The activity can be marked considering the reliability of data collected, analysis and explanation provided. The participation of all group members should be ensured.

Feedback:

A verbal feedback from the students can disclose the effectiveness of the activity.

Remedial Activity:

The graph 1.1 and picture 1.5 in the textbook can also be used to reinforce the concept of disparity in distribution of resources.

Activity 2 : Interview

A newspaper/ radio channel/TV channel wants to interview different classes of farmers in Palampur to ascertain their different lifestyles

Learning Objectives :

After this task, the student shall be able to:

- a. Demonstrate the different lifestyles of large-medium, small and landless farmers of Palampur.
- b. Differentiate between the different lifestyles.
- c. Suggest solutions for a more equitable society.
- d. Articulate and communicate effectively to the audience.
- e. Work effectively as a team member.

Process:

1. Divide the class into 4 groups.
2. Each group is given one of the following to enact life of a -
 - a. landless farmer
 - b. Small farmer
 - c. Medium -large farmer
 - d. Large farmer
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 skit.



6. Teacher to summarize the children's skits along with highlighting the fact that these differences in life styles are prevalent all over India.

Time Estimation:

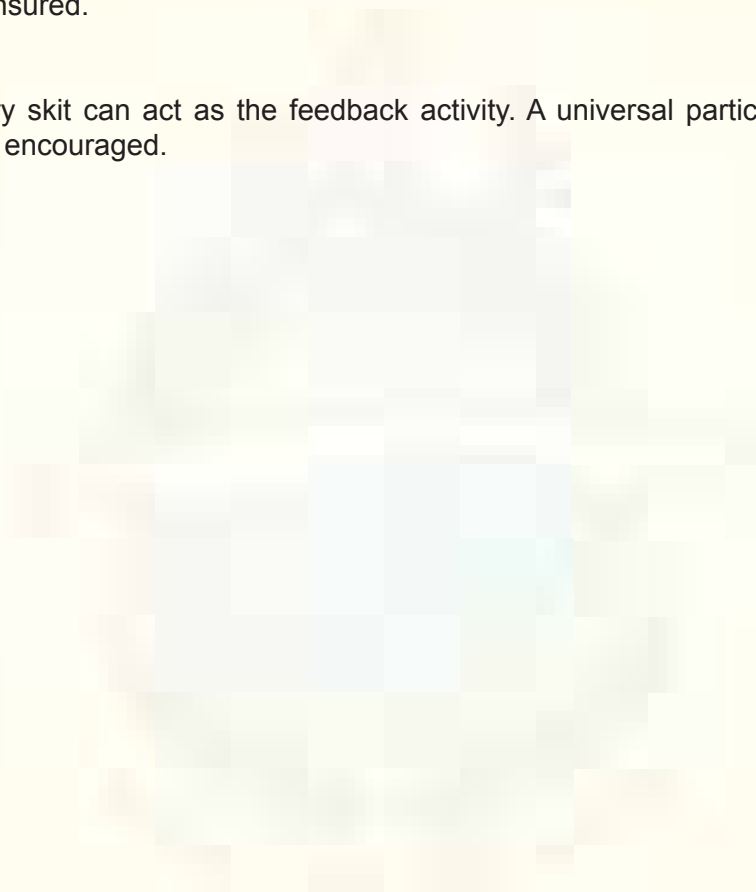
A two day time can be given to the groups to prepare their skit. 60 minutes (2 periods) time to present the skit in class and have a discussion.

Assessment Criteria:

The activity can be marked considering the storyline. The difference in standard of living and opportunities available should distinctly be shown in the skits. 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.



Unit 4

CHAPTER 2

People as a Resource

Introduction :

The students are well versed with the concept of Human resource through their previous classes. A discussion about the continent of Antarctica which doesn't have this resource and open immigration policies adopted by the countries like Australia and Canada can create an interesting beginning to the chapter.

Learning Objectives:

After reading through the chapter the students shall be able to:

- ✧ Familiarize themselves with the basic concepts like Human capital formation, economic activities, types of unemployment
- ✧ Classify the economic activities into market and non- market activities.
- ✧ Understand the importance of health and education in Human capital formation.
- ✧ Understand the difference between Disguised and Seasonal unemployment.
- ✧ Correlate Quality of population to literacy rate and life expectancy of population.
- ✧ Identify that disparities exist in our economy. Women are not given equal opportunities.

Suggested Questions for Unit Tests / Assignments

Question no.1 -4 and 7 are recall and understanding based. These can be used to reinforce the main concepts discussed the chapter.

1. Why are people considered to be a resource?
2. Are the following statements True or False? Correct the false statements:
 - a. Seasonal unemployment exists only in the rural sector.
 - b. Women with high education and skill are paid at par with men.
 - c. Economic activities include only market activities.
3. What is the mid day meal scheme? Explain its purpose.
4. Distinguish between physical and human capital.

Question no. 5 and 6 are thought provoking questions. Such questions can invite a variety of answers. The students should be encouraged to think logically.

5. Answer the questions that follow the given case study:

Shanker, Gita, Sita, Shyam and Manohar have their own handloom carpet weaving factory in a village. Each member contributes towards the number of carpets woven in a year. The factory produces 50 carpets annually. Manohar leaves for the city as he finds a job. The output of carpets woven in the year remains unchanged despite Manhor's departure and no other changes being made in the factory.



- (a) Why does the output of carpets remain constant, despite Manohor's departure?
 - (b) Is it a waste of human resource to employ more than the required no. of people? Justify your answer.
6. George works in a small cooler installation shop.
- (a) Identify the nature of his employment
 - (b) Suggest two ways in which George's unemployment can be reduced.
7. Match the items of column A with suitable choices in column B:

Column A	Column B
a. Non market activities	transport, health, education
b. Literacy rate	average number of years that a person is expected to live
c. Tertiary Sector	production for self consumption
d. Life expectancy	percentage of people who can read or write

Question no. 8, 9 and 10 can be used to gauge the high order thinking skills of the students. They need to correlate unemployment, literacy rate, IMR with human resource development and give Examples to support their ideas

- 8. What are the objectives of India's national policy on health? Suggest two ways in which the policy objectives can be met.
- 9. Explain why infant mortality rate and literacy rate are considered to be indicators of human resource development.
- 10. Why does unemployment have a detrimental effect on the overall growth of an economy?

Suggested Activities

Activity 1: Graph Analysis

Topic: Literacy rates in India

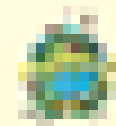
Learning Objectives:

After the task the students shall be able to:

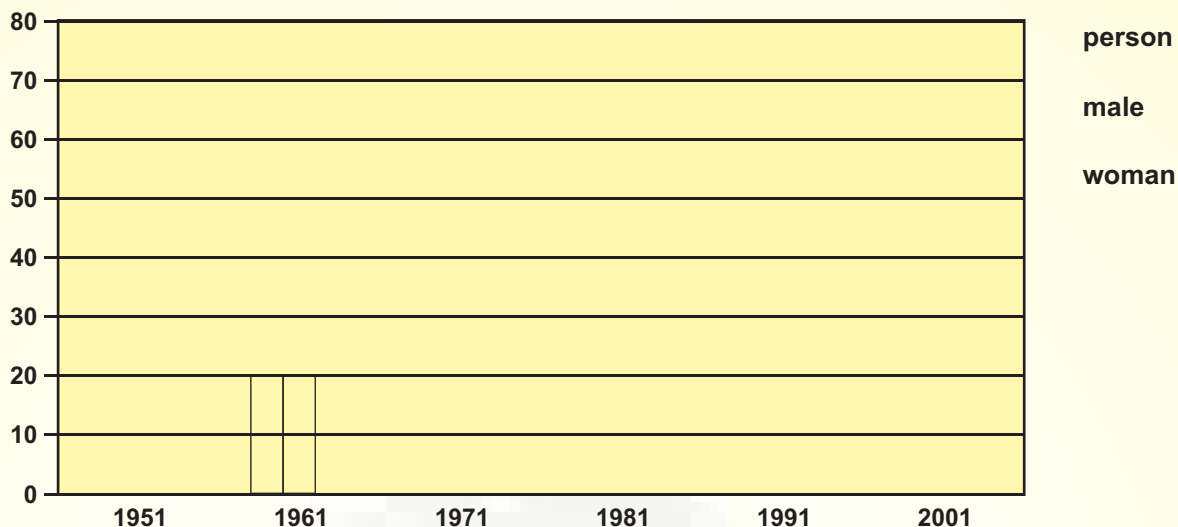
- a. distinguish between different variables shown in the graph.
- b. read the values correctly.
- c. compare the growth of literacy over a period of time.
- d. identify the source of the data.
- e. mention causes leading to gender disparity in literacy.
- f. compare growth in literacy rates of men and women over time.
- g. identify gender differences in literacy.

Procedure :

- 1. Teacher to replicate the graph 2.1 literacy rates in India (Page.21) on a chart paper/OHP/Transparency/Power point Presentation.



Graph 2.1 : Literacy rates in India



- Distribute a structured worksheet to each student.
- Each student answers the question in a given time period.
- Teacher to assess answers.
- A class discussion to be held on the worksheet.

Suggested Worksheet

The worksheet should contain questions like:

- Is there a disparity in the literacy rate among male and female? Suggest one possible reason for your finding.
- Give two reasons why the literacy rates have improved over the years?

Time Estimation:

40 minutes (1 period) time to understand the graph and answer the worksheet in class is more than sufficient.

Assessment Criteria:

The activity can be marked on the basis of correct responses. The questions in the worksheet should be True- false, fill in the blanks, MCQ's.

Feedback:

The no. of correct responses can disclose the effectiveness of the activity.

Remedial Activity:

The graph 2.1 in the textbook can be explained again to reinforce the concept of disparity in literacy rates in India.





Activity 2 : Debate

Topic: "Education is the most important factor in human resource development"

Learning Objectives:

After the task the students shall be able to:

- a. distinguish between different variables that contribute towards human resource development
- b. develop their arguments in a comprehensive way.
- c. articulate ideas succinctly.
- d. Justify their arguments through adequate use of examples.
- e. appreciate the views and perspectives of classmates.
- f. Conclude the debate to a logical ending.
- g. Conduct themselves with poise.

Process

1. Class is divided into 6 groups where time and topic is given.
2. Each group to discuss and prepare a debate for and against the topic.
3. Two volunteers per group shall represent the group.
4. Two rebuttals per speaker shall be permitted.
5. Teacher to facilitate the debate and wrap up the discussions.

Time Estimation:

The teacher should explain the topic. Discuss its pros and cons and give 30 minutes for each group to prepare for the debate. The debate itself should take 30 minutes. The activity in all can wind up in an hour. The teacher may split the activity over two days.

Assessment Criteria:

The activity can be marked on the basis of points raised by the speakers and handling of interjections.

Feedback:

The views of the non participating students can help us know the effectiveness of the activity.

Remedial Activity:

The teacher can explain to the class how the State of Kerala is leaping forward due to its literacy rates.

Unit 4

Activity 3 : Story Telling

Topic: Factors affecting Human Resource Development



Ramu is Sheila's son.....



This is study time.....



This is the story of little Lata who forgets to wash her hands.....





Suhani is growing well.....

Learning Objectives:

After this task the students shall be able to:

- a. Understand the importance of health, education and other related factors for human resource development.
- b. Demonstrate the importance the above factors by developing a story.
- c. Articulate their ideas imaginatively and interestingly.
- d. Appreciate the universal importance of health and education in building a nation.

Process

1. Class is divided into suitable number of groups.
2. Give one picture to each group.
3. Teacher to explain the guidelines for developing a story through the given picture.
4. Students must highlight at least the following:
 - a. Possible events that could have led to the picture
 - b. Possible events that could follow.
 - c. Suitable title to the story
5. Students prepare the story.
6. The story is presented such that every child gets a chance to speak.
7. Teacher to sum up the importance of health and education in developing a nation.

Time Estimation:

A two day time can be given to the groups to prepare their story. 60 minutes (2 periods) time to present the stories in class and have a discussion appears appropriate. Each group should be given a maximum of 5-7 minutes as presentation time. Groups should be encouraged to use



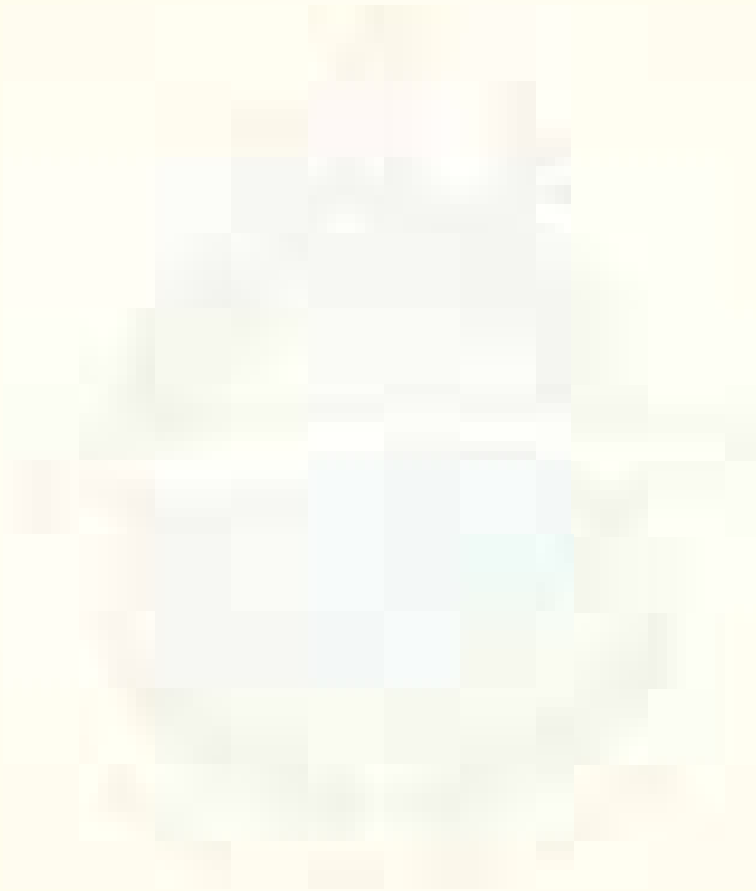
different mediums for story telling like puppets, animation or role play.

Assessment Criteria:

The activity can be marked considering the storyline, the clarity with which concepts like importance of education etc are explained. The participation of all group members should be ensured.

Feedback:

Discussion after very story can act as the feedback activity. A universal participation in the discussions should be encouraged.



Poverty as a Challenge Facing India

CHAPTER 3

Introduction

In this chapter the teacher must endeavour to sensitize the students towards one of the biggest challenges being faced by India - poverty. Through the chapter, the teacher must try and help students understand that poverty is a multidimensional concept, how it is estimated and that poverty levels are not uniform across different states in India or in different countries. A discussion on the causes and the measures taken by the government to reduce poverty levels in India is considered necessary.

Learning Objectives

After completing the chapter, students shall be able to:

1. Understand that poverty is a multidimensional concept within the rural and urban contexts.
2. Explain the meaning of a poverty line.
3. Discuss how poverty estimates have changed in India from 1973 - 2000.
4. Compare poverty estimates across countries.
5. Appreciate the anti poverty measures adopted by the government in India.

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 would expect students to demonstrate their understanding of concepts such as rural and urban poverty, and poverty line and causes of poverty.

1. Explain any one distinguishable cause of rural poverty and urban poverty. (3)
2. Why is the rural poverty line different from the urban poverty line? (3)
3. Explain with a suitable example how the social scientists relate social exclusion to poverty? (4)
4. How do the inequalities of income and wealth contribute towards poverty? (3)
5. Explain any two objectives of the government anti poverty programmes. (3)

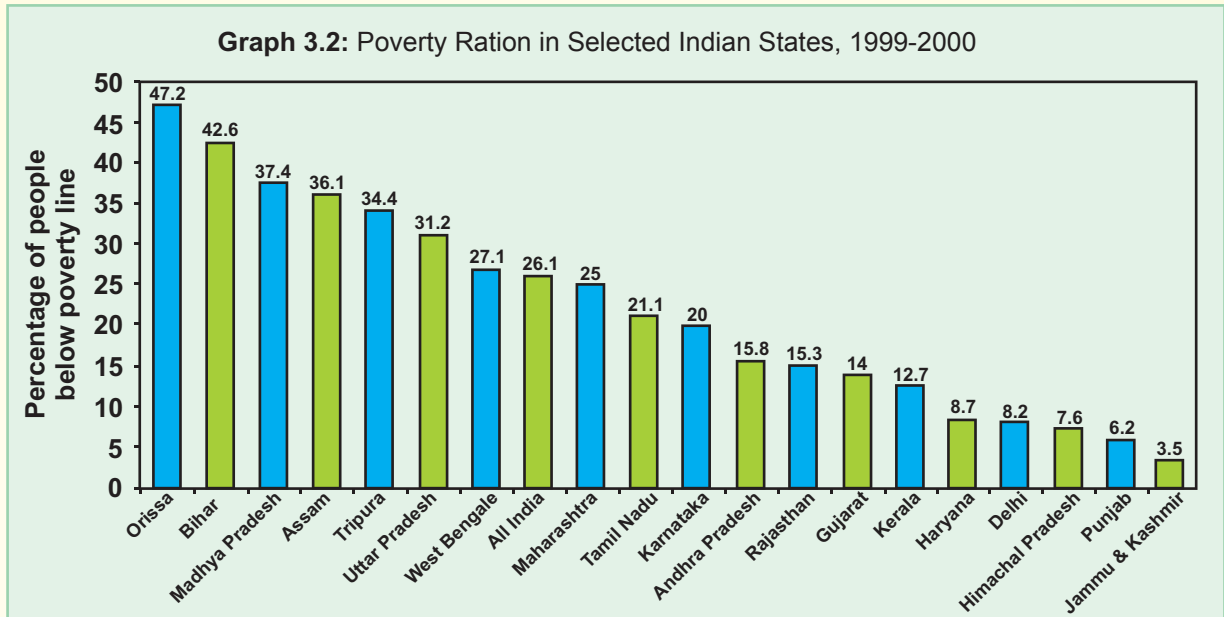
Questions 1 - 3 are higher order thinking questions wherein students must think critically and apply their knowledge.

1. Explain two points of similarity and dissimilarity between rural and urban poverty. (4)
2. Is it correct to say that unemployment breeds poverty? Justify your stand. (3)
3. Does the NREGA 2005 try to achieve only employment generation or does it aim for the rural development? Explain. (4)
4. Why are the rural agricultural labourers and urban casual labourers considered to be a vulnerable group of the society? (4)



The following question allows students to hone their skills of reading and analyzing a data that is represented through a graph.

Look at the graph given below (Pg 36), and answer the following questions.



1. Name the state in which almost half the population is living below the poverty line?
2. Name those states in which less than 10% of the population is living below the poverty line?
3. Give two reasons to explain the disparities in the poverty ratios existing in the states of India?
(1+1+2)

Suggested Activities

A few activities have been suggested to make learning more engaging and interactive for students along with taking the learning beyond the structured curriculum. These activities help in co-operative and collaborative learning.

Activity 1: To conduct an interview and prepare a bulletin board on the following :

Topic :

Understanding that people have different opportunities in life based on their employment and income levels

Note to the teacher:

It is suggested that this activity be conducted after a discussion is held on the multidimensional concepts of rural and urban poverty using the case studies that have been given in the NCERT textbook.

Learning Objectives:

After the task the students shall be able to:

1. Understand the lifestyles associated with different employments, including migrant labour.
2. Understand that different people enjoy different opportunities in life.



3. Understand problems related to workforce that is living in poor conditions.
4. Conduct an interview to gather relevant data.

Process:

1. The class is divided into suitable number of groups.
2. Each group is given the task of conducting an interview of different types of workers in the society like casual labourer, cobbler, shopkeeper, auto rickshaw drivers, employees of an organisation, professionals such as doctor, engineer etc or any other relevant profession with the objective of gathering information that is relevant to understanding the lifestyle of the allotted profession. Each student of a group would need to conduct at least two interviews. This is a home task.
3. In the next class, each group collates the data each student has gathered on a particular profession.
4. Each group analyses the interview data and write their findings.
5. A class bulletin board can be prepared on the bases of their findings highlighting the different types of employment, income earned, opportunities for growth, migration from different states and related issues.

Estimated time:

Home task: 1 - 1½ hours

Classroom work: 1 - 1½ hours

Assessment Criteria:

The following broad assessment criteria could be used to assess the group work:

1. Relevance of information collected
2. Quality of conclusion drawn from findings
3. Quality of presentation made on the bulletin board

Follow up:

1. It is possible that a few students do not actively participate in the group activity. The teacher could ask such students to make a brief presentation of their group's findings.
2. A class discussion could be held so that a wrap up of all findings can be done - with the teacher assisting in drawing relevant conclusions.
3. In case the teacher feels that some students have not understood the multidimensional aspect of poverty through this activity, then a revision of concepts could be undertaken.

Activity 2: Graph Analysis

Topic:

Phenomena of global poverty

Note to the teacher:

It is suggested that this activity be undertaken before discussing global poverty. The activity helps introduce students to read and analyse data represented in a graph.



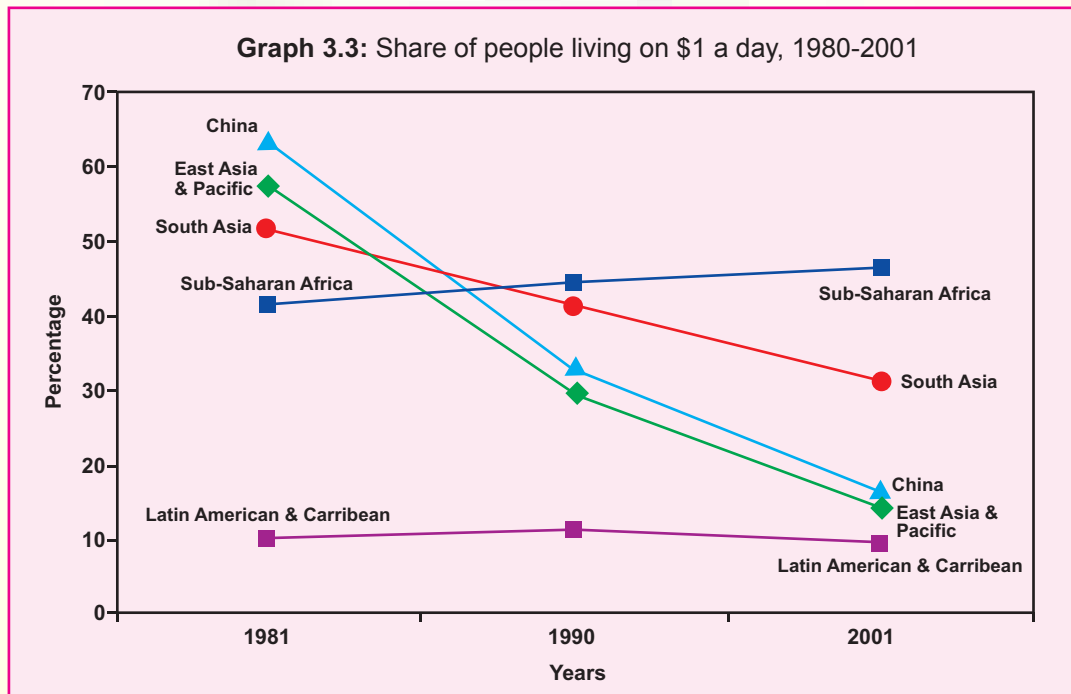
Learning Objectives:

After the task the students shall be able to:

1. Distinguish between different variables shown in the graph.
2. Read the values correctly.
3. Compare the poverty ratios over a period of time.
4. Identify the source of the data.
5. Appreciate the graphical tool.
6. Compare differences between the poverty ratios in different countries.
7. Mention causes leading to disparities in poverty ratios.

Process:

1. Teacher to replicate the graph 3.3 (pg 37) as shown below on a chart paper/ OHP Transparency / Power point Presentation.
2. Distribute a structured worksheet to each student.
3. Each student answers the question in a given time period.
4. Teacher to assess answers.

**Suggested Worksheet**

The teacher is encouraged to develop her own worksheet on the graph that have questions moving from simple and complex. As a guideline, few sample questions are given below:

- a. What is time period within which the graph is comparing poverty ratios?
- b. What was the percentage of poor in Sub Saharan Africa in 1981? What was the ratio in 2001?



- c. Name two countries where poverty ratios have improved over time.
- d. Is there a disparity in the poverty ratios between countries? Suggest one possible reason for your finding.
- e. Give two reasons why poverty ratios have improved over the years?

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 poverty ratios over a period of time.
4. Compare differences between the poverty ratios in different countries.
5. Appreciate causes leading to disparities in poverty ratios.

Follow up:

1. A class discussion to be held on the worksheet highlighting the areas where students have tended to make errors.

Activity 3: Scrap Book Preparation

Topic:

Poverty alleviation plan for a district.

Note to the teacher:

In this activity students are given an opportunity to demonstrate a deep understanding of the causes of poverty and suggest ways in which they believe poverty levels could be reduced. It is suggested that this activity be conducted as a summation of the chapter.

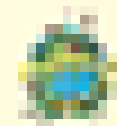
Learning Objectives:

After the task the students shall be able to:

1. Identify different living conditions of people in an area.
2. Identify causes of poverty for a given area.
3. Understand how inequitable distribution of assets and income and employment levels are linked to poverty levels.
4. Understand the problems of resource allocation and budgeting.
5. Understand that why a government can't alleviate poverty despite all its efforts.

Process:

1. The class is divided into suitable number of groups.
2. Each group is given the task of making a poverty alleviation plan for the colony/ district/ village/ state.



3. Each group must describe the living conditions of their colony/ district/ village/ state.
4. The groups identify and analyse causes of people living below poverty line in their area.
5. Each group prepares a detail plan of employment opportunities that can be created for the BPL population along with proposed budgets and accountability for non-performance.
6. A scrap book can be prepared by each group about their plan. This could be done outside the scheduled classroom time.

Estimated time:

Outside classroom time: 1½ - 2 hours

Classroom work: 1 - 1½ hours

Assessment Criteria:

The following broad assessment criteria could be used to assess the group work:

1. Description of the area for which a poverty alleviation plan is to be made.
2. Relevance of suggestions made to reduce poverty levels in the chosen area.
3. Relevance of budgets and accountability for non-performance.
4. Quality of presentation in the scrap book.

Follow up:

1. It is possible that a few students did not actively participate in the group activity. The teacher could ask such students to make a brief presentation of their group's findings.
2. A class discussion could be held so that a wrap up of all findings can be done - with the teacher assisting in drawing relevant conclusions.
3. In case the teacher feels that some students have not understood the process of budgeting or reasons why the government may fail to effectively implement poverty alleviation programmes through this activity, a revision of concepts could be undertaken.



CHAPTER 4

Food Security in India**Introduction**

This chapter is closely connected with the previous chapter on poverty. In teaching the concepts of Food Security a teacher must constantly endeavour to draw conclusions as to how poverty levels are linked to lack of food security in different regions of the country and in different social classes. This will also reinforce the idea of poverty being a multidimensional concept, impacting an individual's life in many ways.

Learning Objectives

After the lesson the students shall be able to:

1. Give the meaning of terms such as availability, accessibility and affordability in the context of food security.
2. Observe linkages between people who are 'food insecure' and those who are 'poor'.
3. Understand the circumstances in which the government decided to move towards self-sufficiency in foodgrains.
4. Appreciate and critically evaluate the role of government in ensuring food supply.
5. Critically appraise the public distribution system.
6. Discuss the role of co-operatives in ensuring food security in India.

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 -2 are recall questions that test the basic knowledge of students such as ration cards, buffer stock.

1. What is a Ration card? State the three types of ration cards existing in our economy today. (3)
2. What is a buffer stock? Why does every government need to maintain a buffer stock? (3)

Questions 1 -4 help students demonstrate their understanding of concepts such as the need for food security, ration shops and ration cards.

1. Why is it necessary to provide food security in an economy? (3)
2. In an economy food is easily available and accessible to the people, however it is not affordable. What would you say about the food security in the economy? (3)
3. Distinguish between Issue price and MSP. (4)
4. Why is a ration shop called a Fair Price Shop? Why does the government have a system of different ration cards? (4)



Questions 1 -4 are higher order thinking questions that could be used to make students think critically.

1. Read the two case studies given below and answer the questions that follow.

Fareed runs a small tea stall besides a bank. He is able to provide two square meals a day to his family of four. However the meals lack in nutritional value like green leafy vegetables, dals, curd etc.

Arjun is a worker in the woollen factory and is able to provide two square meals a day to his family of four during the winter months. However during the summer months he can't afford this.

 - a) Which of the above family faces chronic hunger and why?
 - b) Which of the above family faces seasonal hunger and why?
 - c) Where in India would you find a greater proportion of people suffering from seasonal hunger and why? (3)
2. What is common in a casual labourer, cobbler, petty shopkeeper, auto rickshaw driver, beggar, gardener, cycle mechanic and a road side barber? Explain relationship between their nature of work, income earned and poverty faced. (4)
3. Explain this statement "There is a general consensus that high level of buffer stock of food grains is very undesirable and can be wasteful". (4)
4. Like Mother Dairy is to Delhi, Academy of Development Science is to Maharashtra. Identify these organizations and explain their role in providing food security in the economy? (4)

Suggested Activities

A few activities have been suggested to make learning more engaging and interactive for students along with taking the learning beyond the structured curriculum. These activities help in co-operative and collaborative learning.

Activity 1: Conduct an interview and prepare a report on the following topic:

Topic: Rationing

Note to the teacher:

In this activity students are made to understand the rationing system that existed pre 1997 and compare it to the current system of rationing. This activity could be used as a method of teaching the features of the current rationing system through an exploratory method.

Learning Objectives:

After the task the students shall be able to:

- 1 Identify the purpose of Rationing.
- 2 Understand the main features of the Rationing system pre 1997.
- 3 Understand the problems related to the pre 1997 Rationing system.
- 4 Appreciate the current Rationing system followed in the economy.



Process:

1. The class is divided into suitable number of groups.
2. Each group is given the task of conducting at least 2 interviews of elders in their family like grandparents, parents, uncles, aunts or any other person who are familiar with the Rationing system of India pre 1997 with the objective of finding:
 - a. the main feature of the rationing system
 - b. the main problems faced during the pre 1997 rationing system
 - c. the main features of the current rationing system
 - d. the main problems faced under the current rationing system
3. The members of the groups collate the information gathered from their interviews.
4. Each group prepares a report of their findings.

Estimated time:

Home task: 1 - 1½ hours

Classroom work: 1 - 1½ hours

Assessment Criteria:

The following broad assessment criteria could be used to assess the group work:

1. Relevance of information collected
2. Ability to draw comparisons between the two systems of rationing
3. Quality of report presented

Follow up:

1. It is possible that a few students did not actively participate in the group activity. The teacher could ask such students to make a brief presentation of their group's findings.
2. A class discussion could be held so that a wrap up of all findings can be done - with the teacher assisting in making relevant connections and observations.
3. In case the teacher feels that some students have not understood the different aspects of rationing through this activity, a revision of concepts could be undertaken.

Activity 2 : Picture reading and story writing

Topic :

Public Distribution System : A solution to poverty and hunger

Note to the teacher:

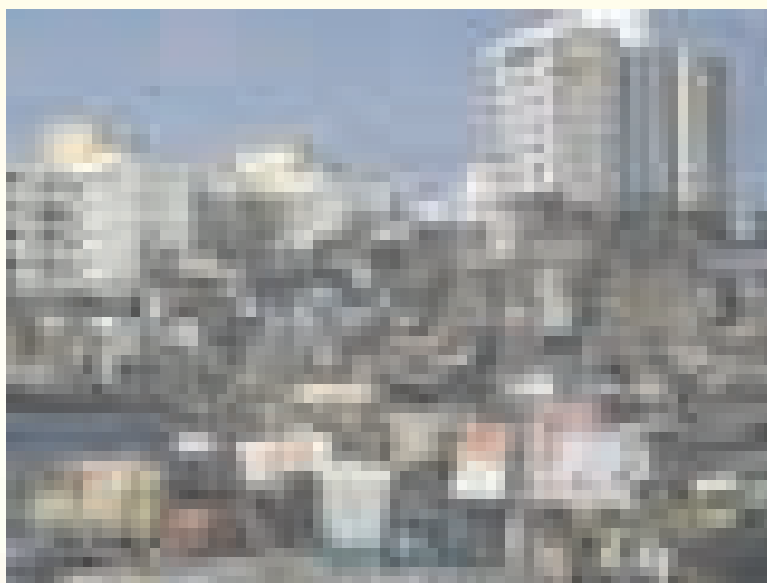
It is suggested that this activity be undertaken when the teacher has explained the features of the public distribution system and had a discussion on how poverty and unemployment are integral to the lack of food security.

Learning Objectives :

After the task the students shall be able to:



1. Identify the picture as that of a slum.
2. Understand the reasons behind the development of a slum.
3. Relate the poverty, unemployment, hunger and PDS in a creative story line.
4. Articulate their ideas imaginatively and interestingly.
5. Appreciate the role played by the government through the Rationing system.



Process:

1. Class is divided into suitable number of groups.
2. The picture is centrally placed or a copy is given to each group.
3. Each group is to develop a story that pertains to the picture keeping the learning objectives in mind. The story must at least emphasise the following:
 - a. Possible problem that leads to the picture
 - b. Possible solutions
 - c. Suitable title to the story
4. Students prepare the story.
5. The story is presented such that every child gets a chance to speak.

Estimated time:

Classroom work: 1 - 1½ hours

Assessment Criteria:

The following broad assessment criteria could be used to assess the group work:

1. Relevant title of story
2. Clear description of the problems that lead to the picture
3. Relevant solutions to solve the problems that are highlighted in the picture
4. Creative aspects of the story



**Follow up:**

1. A class discussion could be held so that a wrap up of all stories could be done in order to help students realize the linkages between poverty, unemployment, hunger and slum development.
2. In case the teacher feels that some students have not understood the concept through this activity, a revision of concepts could be undertaken.

Activity 3: Project on a cooperative society.**Topic :****Learning Objectives :**

The overall objective is to have a clear perception of the functioning of cooperative system of a business organization and socio-economic benefits accruing to the members.

1. Identification of the pictures of the various types of cooperatives (based on the perception, knowledge and functioning of a cooperative).
2. The students may have to understand the purpose behind their functioning and the advantages to be derived. They need to visit a functioning cooperative and do the research.
3. The micro position of a cooperative in an area/ activity is to be co-related to the Cooperative Movement in India at the macro level. The students need to articulate their ideas imaginatively - based on real life situations- and after conducting a deep rooted research. For real life situations, the student need to be shown a functioning cooperative and motivated to do deep rooted research and thereafter be asked to identify the positive and negative features and challenges faced by the organization and how in their view, the same could be successfully negotiated.
4. The Government plays the role of a friend, philosopher and guide, promoters and financier of the activities of the cooperatives and therefore has a huge role in the functioning of a cooperative. For example, if a housing cooperative has to be formed, the involvement of government machinery would be necessary for allotment of land till the allotment of the houses to the members. The Government also provides policy support and policies are reviewed and modified from time to time.

Project Preparation :

After the students are oriented into the basics of the Cooperative Movement, they are expected to choose an activity, organize research and prepare a project as to:

- (i) Benefits of forming a cooperative
- (ii) How to form a cooperative
- (iii) Management of a cooperative
- (iv) Socio-economic impact of a cooperative.

Methodology :

- ✧ They can identify an activity which can be organized in their school, neighbourhood or area on cooperative lines.

- ✧ Study the working of an already functioning cooperative(s) and whether a similar institution can be emulated or improvements can be brought about.
- ✧ The method by which the project could be presented is to be decided by the students.

Process

1. Class is divided into suitable number of groups.
The class could be divided into 3 to 4 groups and should be assisted by a resource person- preferably a teacher or a cooperator of a standing to guide the students to understand and appreciate the nuances of a cooperative organization. They must visit a cooperative in different activities and see the things for themselves. They may be motivated to ask questions and provided true replies without sacrificing the focus of their judgment.
2. The pictures are centrally placed. (More pictures of cooperative banks, marketing society should be added.)

When the pictures are centrally placed, the students may be asked to identify the activities and work out the processes to which the formation and management a particular cooperative is subjected to.

3. Teacher explains the guidelines for developing the project.
 - I. Students must highlight at least the following
 - a. Purpose of the cooperative in India.
A cooperative has a definite purpose in India as it is basically an agrarian economy and there are million of small and marginal farmers and persons of weaker sections of the community and unless they have collective approach, their socio-economic condition cannot be improved. Cooperatives have played a pivotal role in the last 100 years and this aspect has been amply brought out in the approach paper and other information already furnished. This has to be clearly brought to the knowledge of the students and while developing a project, the very purpose of forming a cooperative should be the central theme.
 - b. Select any one such cooperative and research about it in detail
This is the right way and the students may be advised to select a cooperative or an activity, do extensive research and work out the details.
 - c. Prepare a chart paper/report/scrap book on the organization.
Whereas the students may have the option to present the activities of a cooperative organization in the manner they may deem fit, it is advised that somehow wholesome treatment may be given to the activity so that this distinct form of enterprise gets the maximum mileage and the portrayal turns out to be realistic based on facts and figures.

Activity 4: Newspaper reading and Diary entry on :

Topic: Different Prices in the farm market

Note to the teacher:

This activity takes the students beyond the academic curriculum. They need to demonstrate how they relate concepts learnt (such as issue price, MSP, market price) to real world situations.





Learning Objectives

After the task the students shall be able to:

1. Identify the issues mentioned in the article.
2. Understand the reason behind the stir caused by the farmers.
3. Able to distinguish between MSP, issue price and market price.
4. Appreciate the role played by the government and the problems faced by the farmers.

Process:

The following newspaper article is given read out to the students.

1. Teacher explains and discusses the issues involved.
2. Each student to write a diary entry recording his/her understanding of the situation and suggesting solutions to the problem.

Farming made unprofitable (news paper article)

The government has not hiked the price of fertilizer since 2002. So, how does this input play out for the farmer? "There are gaps in distribution. Artificial scarcity is created in the market by diverting the stock to the black market rather than the open market," said Dev. "It finally reaches the farmers' at a higher price than that set by the government."

While the Centre has set the rate of urea at Rs 4,830 per tonne, it is available in Karnataka's black market at Rs 6,000 per tonne, according to farmers in the state. Diammonium phosphate, fixed at Rs 9,350 per tonne, sells for Rs 12,000 per tonne. The government rate for muriate of potash is Rs 4,455 per tonne; the black market rate is Rs 6,000 per tonne. Farmers in the state protested fertilizer scarcity recently. The protests turned violent and one person died in police firing.

It's not just the farmer at the receiving end. The fertilizer industry, too, is reeling, because of the fertilizer subsidy. This raises questions about the economic viability of the industry that supported the Green Revolution. In the wake of rising costs of production the farmers are not satisfied with the low MSP. Thousands of farmers thronged the Delhi roads to protests against the low MSP for sugarcane.

Estimated time:

Classroom work: 1 - 1½ hours

Assessment Criteria:

The following broad assessment criteria could be used to assess individual work:

1. Identification of issues represented in the article
2. Diary entry shows an understanding of why the farmers stirred in Delhi

Follow up:

1. Students could be paired in a way that a student who has shown an understanding of the article is paired with one who has not performed so well. A discussion in pairs could be held.
2. In case the teacher feels that some students have not understood the concepts through this activity, a revision of concepts could be undertaken.





Disaster Management
UNIT 5: DISASTER MANAGEMENT

UNIT 5

DISASTER MANAGEMENT

TERM-I

- Chapter-1** Getting Acquainted with Disaster Management
- Chapter-2** Specific Hazards and Mitigation

TERM-II

- Chapter-3** Preventing common Human Induced Disasters
- Chapter-4** Community Planning for Disaster Management

Getting Acquainted with Disaster Management

CHAPTER 1

1 Power Point presentation

Develop a power point presentation with the following parameters from one of the recent occurrences in India.

- i. Content of the subject matter
- ii. Location of the disaster
- iii. Vulnerabilities
- iv. Impact
- v. Rehabilitation Plan
- vi. Critical analysis of the pre disaster preparedness plans

OR

Field Survey based on a preset questionnaire.

If you are in one of the areas which has been affected by a disaster, study the impact of that disaster on children and teachers (psycho-social impact, loss of instructional time, economic loss to the school etc)

OR

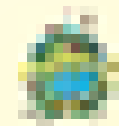
Prepare a list of activities that need to be taken care by the administrators for camp management (pre, during and post disaster)

2 Newspaper Clipping

Collect a recent disaster clipping and discuss the impact on the area and how to control it?

3. Innovative project

- ◇ Students to make functional models showing land slide due to deforestation.
- ◇ Students to select a topic of their choice and children make posters and display on the soft boards which also conveys a message. For eg. Kosi flood where physical and political factors have played vital role.



OR

Street Play (Depicting Emotional Quotient)

"The trauma after the Disaster": Children can enact the pain and trauma faced by the people.

4. **Debates : Selected topics eg. Structural or non-structural mitigation measures. How far are they effective in India?**

The debate can be intra-class or inter-class or as per the choice of the teacher.

5. **Mock Drill (Eg. use of fire extinguisher. The dry leaves collected in the park or open fields of school where safely we can display the use of fire extinguisher.**

Inviting the Resource persons for special talk and interview from the departments related to disaster management in the rural and urban areas.



Specific Hazards and Mitigation

CHAPTER 2

Questions for Unit Tests and assignments

- 1 Answer the questions based on the given picture.
 - a. What kind of flood control measure has been adopted in the given picture?
 - b. What are the purposes of such a measure?
 - a. Give one disadvantage of picture A and an advantage of picture B.
 - b. Which are the ideal areas you would use to construct these kinds of roofing?



- 2
 - a. Name 2 states which are highly prone to earthquakes.
 - b. Suggest any one mitigation measure for the above mentioned disaster.



- 3 How can desilting help in flood control?
- 4 How can 'ring bunds' help in controlling flood on hill slopes?
- 5 Which are the two most effective methods of warning of a tropical cyclone?
- 6 What are human activities leading to landslides?
- 7 What are the appropriate water harvesting methods to control drought?
- 8 Correlation of geomorphology & land use planning
 1. How can the denuded upper slopes be protected from landslides?
 2. What are geographical factors that help in determining high risk zones for a disaster?
 3. What do you understand by watershed management?
- 9 Mitigation measures
 1. How does hazard mapping help in preparedness?
 2. How can building codes & guidelines help reducing architectural disasters?
 3. Suggest mitigation measures to protect the highways a connecting hill stations.



Preventing Common

CHAPTER 3 *Human Induced Disasters*

Thought provoking questions

- Q.1 Why are Thermo-nuclear bombs more disastrous than nuclear bombs?
- Q.2 Why are they called "dirty bombs"?
- Q.3 What kind of daily use articles can be chemically hazardous? Explain.
- Q.4 What are the precautionary measures to be adopted by the local community near a chemical factory?
- Q.5 Why should it be disposed? How biological waste should be disposed from pathological laboratories and hospitals?



- Q.1
 - a. Which disaster is associated with this picture and mention its source?
 - b. What were the toxic elements causing the disaster?
 - c. Could this tragedy be averted and How?



- Q.2 a. Identify the place of occurrence of this disaster.
 b. What is the shape of the clouds caused by atomic explosions?



Assignments

1. Collect the 'news' from the internet on the disaster of 2nd, 3rd Dec. 1984 in India. Reflect your views on it. (Website)
(Enactment; Mitigation)
2. The recent Mayapuri incident is an eye opening event of nuclear exposure. Collect media reports and study the impact of nuclear radiation and what are the measures that need to be taken to prevent it. Prepare a list of Do's and don'ts for your class with pictures.
2. Discuss the various biological weapons used to create a disaster. Mention some examples from the recent past.

Innovative Projects

1. Causes and Consequences of chemical disaster that occurred in 2009 at Jaipur.
2. Suggest contingency plans for the rehabilitation of the disaster affected people.

Debate

1. Should India go ahead with nuclear tests?

Activity

2. Visit the school sanatorium/sickrooms/health clinic & find out the infrastructural facilities available to combat any biological disaster.



Community Planning

CHAPTER 4 for Disaster Management

Thought Provoking Questions

1. Which are the institutions to be formed to develop a cCommunity Disaster Management Committee?
2. Discuss how common village can contribute in a Disaster Management Committee?
3. What comprises your community in order to manage a disaster?
4. What is the significance of having a Community Disaster Management Committee.

Assignment

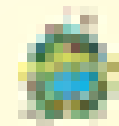
1. Make a plan for a Disaster Management Committee in your school. Create a rescue plan for your auditorium/place or classroom to the play ground.

Innovative Project

1. Suggest effective measures to make the Disaster Management plan successful in Canteen, Laboratories, etc.

Activity

1. A skit displaying the functions of a Disaster Management Committee to rescue the affected people.





KNOW - AS YOU GROW



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