

Teacher's Hand Book

Social Studies
Class X



State Council of Educational Research & Training
Telangana State, Hyderabad

RESOURCE PERSONS INVOLVED IN THE DEVELOPMENT OF MODULE

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FORE WORD

We brought out the new text books for class 6, 7 during 2012-13, 8, 9 during 2013-14 and for class 10 during this academic year i.e. 2014-15, which are prepared, on the basis of the recommendations and guidelines given in National Curriculum Framework-2005 (NCF-2005), Right to Education Act-2009, and Andhra Pradesh State Curriculum Framework-2011 (Position Papers).

In the text books of classes 6th, 7th and 8th, Geography, History, Civics and Economics are integrated and compiled in six themes, whereas in 9th and 10th the parts of Geography and Economics are integrated as part I; History and Civics as part II. With regard to 10th class Public examinations the part I is treated as Paper I and the part II as Paper II.

In tenth class text book the issues are discussed in a detailed manner which are related to India relief features, climatic conditions, rivers, people and migration, ideas of development, employment opportunities, globalization, food security and so on. Along with these some issues like consequences of World wars, various efforts shown in colonies for their independence and freedom, Indian National Movement, drafting of our constitution, changes taken place chronologically in post independence India are also discussed.

Whenever the text books are changed according to the guidelines of NCF-2005, the teaching learning processes, projects, discussions, questioning, group activities, field trips or visits are to be organised by shifting in to child centric method. Continuous and Comprehensive Evaluation is to be taken up to achieve the academic standards. For this, it is necessary to train the teachers in preparing year plans, lesson plans and the way of teaching i.e., teaching steps and to clarify with regard to new examination pattern. This module is developed by identifying the needs of the teachers like organizing Formative and Summative assessment, grading, making the children to write their own answers, enabling the teachers to make the children to face the new examination pattern and to organize the learning process in the classroom by involving the children, considering their experiences and to know their strengths and weaknesses so as to help them accordingly. This hand book is helpful to the teachers in managing all these in a right way.

To get a comprehensive understanding on these areas, training is helpful. So teachers should participate in the training programmes and understand various areas given in this module. Hope you all understand, implement and achieve quality education among the children.

Director

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Understanding Social Studies Textbook

Position papers of social studies, NCF 2005, RTE-2009, APSCF-2011, were taken into consideration to design the new social studies textbooks.

Teachers have to think on certain basic questions.

- Why should be social studies taught ?
- What is the importance of social studies in curriculum ?
- What should be taught through social studies ?
- How should be social studies taught ?
- What are we expecting in children through this teaching ?
- How should be the teachers ready to teach social studies well ? What competencies should they possess ?
- What are the minimum resources/TLM required and to be collected for teaching social studies.
- How do you evaluate children and through which methods to know whether the children have achieved expected competencies.
- What are the qualities of a good social studies teacher ?

Instead of simply passing on the information to the children the social studies text books have provided opportunities and experiences to the children to understand and analyze the information in order to develop their own concepts. In addition, there are changes in teaching the experiences, gained by children are directly proportional to the diversities and social backgrounds in the classroom. Hence, local resources, local history, experiences and case studies are given place in the new text books. Lessons in the new textbooks are providing opportunities to think, participate discuss and question, this enabling knowledge instruction among children.

A) Nature of Social Studies :-

Social studies is comprised of different subjects such as history, geography, political science economics etc. Each of these subjects has its specialised methods and visions it is essential to develop methods which establish an internal relationship between these subjects giving due respect to the specialities of those subjects. This should lead to a comprehensive understanding of various social aspects. Keeping the above proposed to encourage, using the method that holds an internal relationship between different subjects, by adding various aspects.

It is necessary to understand the complete meaning of different sections of social studies before dealing with their relation. Social studies not only helps us to understand the social pursuits from different angles but also social properties and methods. Therefore we can stick to the things that we aim to develop through the study of social studies. It also teaches us to look at the world with a broader vision. Thus sensitive thinking and compassion are developed.

Social studies is a subject that studies society through definite methods. These methods are both, quantitative and qualitative. After studying different aspects in quantitative methods. Statistical methods are employed to generalise, specific and reliable results. Social pursuits are studied using quantitative evidences. In qualitative method social pursuits are studied through direct observations, direct and indirect reactions of an individual analyzing reports and printed material.

The important methods used to study the subjects of social studies are surveys, inter analysis of different categories, studies, collecting specimens on a large scale and analyzing them deeply, identifying the timely changes, monitoring contemporary issues, electing facts through historical documents. All such methods are included in educational plan of social studies.

Social encouraged determinism & typification for generations. Geographic determinism, economic determinism, typification of societies and countries had been the hall mark of teaching social studies. This has to be removed. It has to be replaced by broader vision, multiple reasoned explanations. For example the topics "forests" is discussed only under geography rather than analyzing it from historic, civic and economic angles. Hence, to facilitate broad thinking the walls between different sections of social studies must be broken. Actions for co-ordination must be initiated.

Another important aspect regarding social studies is that human reactions that take place socially must be viewed through multiple angles instead of understanding them from any one angle. This should take place obeying democratic principles. Multivisionary methods are comprehensive and meaningful. They help in identifying and utilising different resources. They develop analytical and critical thinking.

Only an in depth enquiry of aspects of social studies will facilitate keen testing of its nature and providing clarity to its form. Reforming social studies means understanding the historical roots of sections of social studies and analyzing them by comparing, thus strengthening the relation between different sections of social studies by facilitating to discuss a topic from the view point of different sections.

Diversified teaching methods and strategies are developed when different sections of social studies acquire common characteristics as mentioned above and when they become inter relative thus, classifying coordinating different sections of social studies will help to view and utilise it through a new angle.

HISTORY :-

History not only makes us understand the changes that occur in time but also tells us how these changes influence the social categories and how these changes are passed on to the next generations. History helps us to imply the historical aspects, evidences to the things unknown to our past by analyzing the information. Therefore discussion on history and understanding it can be facilitated. Thus, we know that every aspect has good and bad to it. Widely accepted methods can be used to critically analyze the evidences and information confirming such things. That is why we should keep two aspects in view while teaching history. They are 1) Timely changes, 2) Why and how history was written in different angles.

While teaching social studies balance must be maintained between local, regional, national and global aspects, whereas the local history has to be given much importance it is not included in the history fearing the domination of local categories. The time has come to step out of such fears and let the students study the history. That way we get at opportunity to discuss historical aspects in a broader view and to discuss different social categories, relations agreements, technical aspects, culture and traditions among them from modern political, social and economic angles.

GEOGRAPHY :-

Geography is generally useful in understanding the periodic order of different places in explaining the diversifications related to that place in connection with social pursuits. It studies the relationship between nature and human (society). The relations between nature and society are seen as strong (in natural environment) from the past. They are considered unique. But these are changes in this trend from a century. Questioning began on nature - social relations. The main reason was that nature underwent changes due to society i.e., human actions in society are causing loss to nature thus leading to natural calamities. It is necessary to understand the society nature relation in the backdrop of globalisation which removes the differences between countries and regions and turns the whole world into global village. Though differences between regions are diminished due to globalisation, Geography scholars are worried about the new regional inequalities and diversifications that are surfacing and due to globalisation. They are analyzing that due to urbanisation the rural resources are available to city dwellers, whereas rural regions are lagging behind. Keeping in view, the geographical resources their distribution and utilisation, geography must be effectively designed and strengthened with the contemporary information as a section of social studies.

Social studies must be constructed through recognising the relations between natural environment and human society, relations between different societies, relations between the societies that are spread over different regions. This helps children to understand the relations between local world and global world.

An important duty of social studies is to train children to identify different geographical regions and places in maps. Study of social studies doesn't only mean identifying the places in maps but also to understand social situations and historical backgrounds of those areas.

These things must be kept in view in studying, drawing and painting maps. Identifying a place on the globe should mean to understand the people of that place, their life style, their needs, resources they have etc. The change should begin in this direction.

SOCIAL - POLITICAL LIFE :-

This has been mentioned as a new subject in social studies education plan. This makes the children ready to discuss and understand the places they live in, social, economic and political state and situation in the society and also the challenges faced. It looks like a coordination between social, economic and political sciences. It is facilitating to discuss multiplicity, equality and justice as they are in society. It is trying to develop human values embedded in constitution by speeding up informing about the basic aspects of social and political issues and their analysis.

Using common teaching methods to teach values do not give proper results. Moreover it develops negligence among students towards values. Attitudes are developed only when values are discussed considering practical situations that are faced in the society. If values are taught by reciting ideals, widening the facts and away from the society then they are limited only to teaching but do not aid any practical change among children.

ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY :-

They are introduced separately at higher secondary stage to necessary facilitate their specialised study. Primary understanding, concepts are provided at higher secondary i.e., intermediate level. This helps to study these subjects in detail at degree level.

Methods and Objectives of teaching Social Studies

We implement many methods and strategies while teaching social studies. We select the appropriate strategy depending on the nature of social studies as well as children. Let us know in detail about.

- The broad objectives of teaching social studies.
- Methods of teaching and
- The strategies to be followed to make the children achieve competencies.



Broad Objectives of Teaching Social Studies :-

1. To develop the skill of giving reasons in social background and skill of searching for reasons.
2. To imply the current social development issues with global trends.
3. To understand the different human expressions that belong to different places and time periods.
4. To understand the social world from different angles.
5. To understand the impact of social exemplifications on people of different categories.
6. To develop the skill of evaluating the information gathered, hypothesis and imaginary aspects.
7. To develop the skills of maintaining printed matter, data, pictures (Ex : to represent information and knowledge in different forms like pictures/implying/displaying the visions).
8. To get personalised with social and constitutional values.

HISTORY :

1. To understand the process of change in society.
2. To understand why and how the society changes.
3. To understand how social changes affect different social categories.
4. To understand how it is needed to study history as a part of recognised methods.
5. To understand the influence of method of recognition in the construction of history.
6. To understand the range and importance of human systems in history.
7. To follow critical and specific methods to understand history with the help of resources.
8. To understand that history influences the social situations reconstructing the part and the methods of transferring.



GEOGRAPHY :

1. To understand the dynamic relation between human societies and natural environment.
2. To understand how space and physical order changed into natural place - to know how societies changed them.
3. To understand the social field relations meaning the relations between colony and greater cities or head quarters.
4. To express in front of children, human experiences filled with broad diversifications that occur throughout the world at the same time to develop the feeling of fraternity among human.
5. To develop the understanding of social and historical situations in geographical research.
6. To develop the skills of designing maps using tools like scale, rain gauge, thermometer and reading those maps. To understand the role of these in the evolution of geography.

SOCIAL, POLITICAL LIFE :

1. To introduce social and economic analytical methods.
2. To introduce fundamental constitutional values and objectives to children.
3. To develop understanding on democratic rule and rules in law.
4. To develop methods that compare the facts in the field with general or ideal situation.
5. To make them understand broadly the diversification of human experiences from different life styles.
6. To consider debatable issues instead of keeping them aside.

Teaching Methods of Social Studies :-

As teaching of social studies was limited to passing on information, there was a need to must it up. Each today is continued as a tradition. One of the reasons could be giving over importance to textbooks. Present teaching method is to read the textbook, to explain the technical terms, and definitions in it and to elicit answers to the questions given at the end of the lesson. According to NCF-2005 knowledge construction in a classroom should take place through interaction. Hence, in order to learn an aspect, children should discuss and share their experiences co-ordinating their daily life experiences.

Knowledge construction is a social process. New generation absorbs the knowledge given by old generation and passes it on to the next generations. So isolated learning by children is not recommendable. In a classroom knowledge construction takes place only through interaction between subject experts, teachers (through textbooks) and children.

Gaining knowledge is not a mechanical process. It is a constructive process in which children think based on their self experiences so, school should not be just a place of transfer of information but it should become a centre for knowledge construction and development.

There is a special place for constructed learning in teaching of social studies. Three important process must be followed in the classroom. Firstly all the students must participate in physical and intellect activities. Secondly - Each child should share his/her experiences, doubts with classmates and teachers. Thirdly to add their own experiences to the topics that are being discussed.

Following activities must be provided in the classroom to develop the understanding of children on different topics - roleplay for expressing their views, mock elections, mock parliament/assembly, responding on aspects/problems related to school welfare and environment, survey, group project works, recording the information in a tabular form.

Thought provoking activities like - understanding, reviewing keeping their experiences in view, comparing differentiating adding annexures, giving imaginary explanations play a key role in learning social studies. They help children to internalise the lesson.

Teachers has to play a very sensitive role in conducting discussions in the classroom. Usually teachers look confidence while dealing with delicate issues like caste religion

gender etc. because they think that these issues might create hostility and amenity in the classroom inclusive education, critical pedagogy help teachers to overcome such obstacles, create an understanding and remove contradictions. Thus confidence, trust and sensitivity are developed among teachers.

Role of text books :

We should give up the feeling that knowledge is just mugging up the printed information in the textbooks. Textbooks are not everything. We know that social studies reference books are not available to children. In such situations textbooks are the available source of quality printed material. Textbooks should play a very important role in learning aspects that are other than the ones covered in textbooks. There are many ways to be followed to achieve this. For example using the language that is familiar to children, giving them an opportunity to question on the lessons, adding their own experiences to the topics, to confirm the known aspects after checking them from different angles. In fact, text books are incomplete. The teachers and students must be made clear that these can be made complete only through teaching learning process in the classroom.

If we analyze the present textbooks keeping in view the above points. We know that textbooks are neither upto the mark nor attractive not only that but the topics in the textbooks are presented in a unidirectional way (no chance for interaction). Hence there is a need to rethink about the material we are going to give children through textbooks. National Council for Educational Research and Training (NCERT) in this regard has practically shown that it is possible to throw challenge to the children in the form of wide and diversified written and visual material. It is better to provide integrated knowledge rather than giving reaggregated information.


Children's Language :

Children like to discuss the social aspects known to them in their mother tongue. It is better to teach social studies in mother tongue or multi lingual approach can be followed. We should consider children's language as their natural expression. Conventional teaching methods do not provide any scope for children to express their feelings in their own words. Moreover it forces the childrens use the textbook or teacher's language in written form to express what had been repeated in the classroom. We must give up such teaching methods and follow those which help to remove fear among children and express their feelings in

their own words. Searching, expressing their experiences and understanding in their own words are very important in learning social studies.

Competencies to be achieved by students by the end of class X

- * To know about the culture, religion and thoughts of first modern European.
- * To research on Social and Economic developments.
- * To estimate the changing trends in the construction of modern world.
- * To identify similarities and differences between Indian and European trends.
- * To know the important aspects of industrial revolution.
- * Dramatising the industrial categories life of child labour in particular.
- * To study the different trends in modern European nationalist movements.
- * To compare different models of nationalism and democracies.
- * To know the different stages of colonialism in different places of the world.
- * To find the changes that occurred in colonialistic theories.
- * To know the differences between democracy and other forms of administrative methods.
- * To estimate the aptness of democracy in the modern politics.
- * To compare the governments that are bound to democracy.
- * To know the fundamental rights of the citizens as given by the constitution.
- * To understand the importance of rights in democracy.
- * To recognise the relative importance of rights and duties embeded in the constitution of India.
- * To estimate and compare the objectives of different protest movements.
- * To research the influence of colonial theories on Indias society.
- * To know about the Girl child and women protection laws.
- * To understand the consequences of natural calamities.
- * To know the traffic rules.

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- * To understand the traffic signals.
 - * To know the dos and don'ts regarding natural calamities.

GEOGRAPHY & ECONOMICS

- * To know the differences between latitudes and longitudes.
- * To understand the movements of the earth's surface.
- * To identify the differences between earth and other planets.
- * To classify the layers of atmosphere as human friendly zones.
- * To understand the importance of agriculture in India and the favourable situations for agriculture.
- * To say the difference between growing food crops and commercial crops in agriculture.
- * To understand that human power and materials are the main source of preparing different items/articles.
- * To understand the differences between agrobased industries and mineral based industries.
- * To classify the service sector based on income and employment prospects.
- * To classify loans as individual or personal, agriculture and industrial loans.
- * To classify expenditure as rural and urban.
- * To understand that taxes are the source of income to the government.
- * To say the differences between direct and indirect taxes.
- * To give reasons why government depends mostly on indirect taxes.

B) Analysis of Present Social Studies Educational Plan, Lesson Plan :

Presently social studies is taught as Environmental studies upto class five at Primary level and as a separate subject at upper primary and high school level. Even though it is treated as a separate subject, it is taught under four sub headings as geography, history, civics and economics. For a long time, special efforts are made in designing the social studies textbooks. Teachers are teaching the lessons effectively in the classrooms. Attempts to remove the orthodox thinking and social differences are not faithful. It can be observed that caste, religious and gender discriminations still continue in the society.

Yashpal Committee (1993) mentioned to put in efforts to make the textbooks to develop children's competencies to analyze the social and political facts instead of filling the text books with detailed information. This committee suggested that revolutionary changes must be brought in teaching civics. It mentioned the necessity of replacing the conventional, complex lessons with, simple and easy to understand lessons.

NCF - 2005 discussed the key changes to be brought in educational plan of social studies. It suggested to incorporate equality, social justice, individual respect without any gender discrimination. It severely criticised the negligence of not including the above in the present textbooks.

Andhra Pradesh State Council for Educational Research and Training also mentioned that revolutionary also mentioned that revolutionary changes are needed in the present teaching method and planning of Social Studies.

The opinion of the society on social studies is that it is not so important, it is dull and there are no employment opportunities Social studies educational plan does not reflect the needs, interests and competencies of children. Children are not interested because the topics explained in social studies are not reflecting any of their local aspects, experiences and needs. This is leading to disinterest and inactiveness.

School teachers are considering social studies as one subject keeping in view the number of periods and marks allotted. They have mentioned this many a time. Syllabus designers are looking at social studies as four subjects considering the demand and needs of various subjects. This is causing lot of strain on textbook writers. That is why textbook writers are filling the lessons with brief or important information. Due to this there is no scope of conceptual understanding, concept formation analytical thinking. This is creating

confusion in children. Hence children are distanced from the subject. It is necessary to decrease the strain on children caused by overfilling of information in the educational plan.

A common plan coordinating the four sections of social studies is needed. It is felt that textbook is the only source for teaching points. Contemporary issues, development in different subjects are not included in these text books. Usually the information in the text books is passed on to the of children as it is. There is no participation of social personalities and no sharing of children's experiences. As local experiences are not considered social studies has become a complicated subject. Moreover the textbooks give brief explanation and do not include the contemporary changes and progress in different fields making social studies a boring subject.

To explain all types of knowledge to be provided through the textbook, only 'WORDS' are used. There is no scope for other important charts, pictures and practical experiences. It is not attractive to the children. The text books have become large and disinteresting. In addition textbooks have cheap quality paper and printing. Hence they are unable to satisfy children.

Children are not participating actively in the implementation of educational plan. They are left as information receivers. They are not ready to express but they know what is being learnt. There is less scope to activity based learning or learning on their own in the textbooks. There is also less scope of continuous comprehension Evaluation.

Teacher's role has become complicated as they had to prepare teaching activities keeping in view children's competencies at primary and upper primary level and the nature of the subject. There is no coordination between teacher's role and teacher's readiness. Most of the teachers are not experts in sections of social studies like history, geography, economics, political science etc. Teachers are facing difficulty to coordinate nature of the subject with pedagogy as there are no seminars, conferences, workshops available. These help in professional development.

As teachers preparation has become the weakest the teaching learning processes in the classroom have become the dullest. They are limited to train the children for exams. They have become teacher or text book centered as the philosophy of construction is not followed, very less scope is given to the development of children's competencies and skills. There is least effort to provide meaningful learning activities, to use local social resources.

Resources in School :-

There are different maps and globes in schools. Teaching learning material was supplied to schools by Sarva Shiksha Abhiyan. All primary and upper primary school were supplied library books. It is necessary to strengthen this. Almost 40 percent of schools have computers. It is necessary to supply atlas and reference books. Similarly they should supply CDs, Cinemas, Encyclopedias and see that computers are utilised properly.

Evaluation :-

Presently evaluation is giving importance to mug up, memorise and reproduce in exams unit tests conducted in school, annual exam even the board exams are conducted in this manner. Hence evaluation should transform in continuous comprehensive evaluation. Evaluation should aim at achieved social studies academic standards.

C) Designing of New Text Books - Key Principles

- 1) Inclusive method
- 2) Coordination between daily life experiences and the lessons.
- 3) Far way from rote learning favourable to meaningful learning.
- 4) Discussion between teacher and students.
- 5) Students questioning.
- 6) Students will read on their own and understand the topics.
- 7) Scope for self evaluation.
- 8) Students to conduct experiments and projects under the guidance of teachers.
- 9) To fix targets for more of self learning.
- 10) Easy to understand lessons.
- 11) Coordination with other subjects.
- 12) Develops mapping/picture skills.
- 13) Develops thinking skills among children.
- 14) Continuous comprehensive evaluation.

1) Inclusive Method :

Geography provides skills such as identifying the boundaries of geographical regions, explaining the different kinds of maps by drawing them.

Maps must not only be used as the tools that provide geographical information but also to draw historical maps in certain social situations.

While teaching history balance must be maintained between local, regional, sub continental and global issues, students should study history and social conditions with a critical outlook. This should aid the discussion on cultural, technical, folk, political, social and economic conditions of different social categories. The relative concept of educational plan is to provide social, economic and political aspects of the world to the school, children who are going to future citizens. Political science, social science (sociology) and economics are combined in this plan. Social Science is spread into many sections. All the sections are internally related. So realising these relations we have maintained coordination.

As one section is related with many sections, teacher should know the contemporary developments of those periods while teaching various aspects like family, agriculture, history geography etc. Lessons on agriculture, industries and population were discussed both in geography and economics similarly administrative matters, law, justice culture and arts were discussed both in history and civics.

Sometimes the same lesson was dealt in two different sections. But in new text books inclusive method is followed so that same topic need not be discussed again and again.

The reason being the close relation between geography and economics, similarly the civics and history are closely related. So the social studies textbooks from class 6 to 8 do not have any divisions. Thus they are prepared in inclusive method which focuses on complete understanding of the topic rather than bothering about the range of the topic.

Geography, history, political science, economics are integrated instead of dealing with them in isolation. Inclusive method is seen in two ways.

Firstly, discussing geographical knowledge, historical factors, administrative matters and economic issues while telling about a region.

Secondly, teaching the topics of four different sections of a lesson combinedly.

Ex : 11th lesson of 10th class text book.

If this lesson observed we know that the lesson contains geographical aspects like production of food grains, their availability, economic aspects like availability of food, market, political science civics aspects like public distribution system biological aspects like nutritional levels, details of mineral salts.

If you observe the above mentioned aspects you might have noticed that it is difficult to say which aspect belongs to which section of social studies.

Topical method is used to design 10th class lessons; 22 lessons are selected based on the topics recommended by NCF-2005 APSCF - 2011 for social studies. These 22 lessons are divided into two parts.

Part -1 - Development of resources, equality.

Part-2 - Contemporary world, India.

2) Designing lessons according to daily life experiences :

Lessons are based on the daily life experiences of children in the society lessons are given strengthening the pre lessons are given strengthening the pre concepts of the known aspects at their class level.

Children have an understanding of many aspects of the society, before coming to school. They have an understanding of different knowledge systems of the society.

Ex : Student cross checks the works in organised and unorganised sectors by coordinating them with daily life employment.

3) Inclusive Method :

Teaching learning processes are given to promote meaningful learning beyond mugging up methods questions given in the lesson are thought provoking without any scope for mugging up and coordinating the daily life experiences. "Improve your learning" given at the end of the lesson has things that do not have direct answers in the lesson. There is scope for students to give variety of answers to the same question. There is also scope for the students to complete the projects and activities on their own.

Ex : 9th lesson they will compare the economic system of their village with that Rampuram. Suggests solutions to economic problems of their village.

Ex : Let us observe the 2nd question under improve your learning in social movements of outtimes.

Mention whom will you agree with. Give reasons students need to read and analyze the information given below the question. The answers may differ for each student 4th question in 13th lesson world between war 1900-1950.

Write briefly the reasons that led to two world wars.

(To answer this question students need to read the whole lesson) Until unless the student reads the whole lesson he/she will not be able to answer this question. Thus, each question, each task, projects activities are framed in such way that students cannot mug up what is in the lesson and reproduce as it is. In this way student is distanced from mug up system. Similarly it brought students close to meaningful learning.

4) Scope for discussion between teacher and students :

Every lesson has pictures and thought provoking questions in the beginning and in the middle discussion should take place on them.

Teachers should question children to make them think, students should share their experiences, discussion should take place among students.

Ex : 1) 6th lesson - picture 6.1 7th lesson - picture 7.1 conducting discussion on them.


2) Table 2 of lesson-6. Let us observe the question given in the box.

- How is an agriculture labourer different from a cultivator.

3) 3rd question in the box item of 15th lesson. Do you agree with the view that equal participation of men and women and equal opportunity for them is necessary for freedom and development on the country?

5) Students should question :

Students should question to learn the various topics given in the text book rather than just listening to teachers. During teaching learning process students must be given "opportunity to question at any stage. Teaching should take place thus.

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- Ex :
- Making a list of questions to interview the persons & related Lok Adalat to know the benefits of Lok Adalat.
 - Making a list of questions to ask the staff of RTI (Right to Information) Offices know the to work done in those offices.

6) Students read on their own to understand :

Familiar Vocabulary, language, topics, pictures, examples activities are given in the text book in order to make the children read and understand the lessons on their own. Students can understand the lessons without any dictionaries or thesaruses.

Ex : In 12th lesson, "Equality - sustainable development" topics like differences in annual incomes, environment - development, people's rights over environment, Public distribution system are designed using pictures, tables graphs, real conversations and letters so that students will learn easily on their own.

Similarly every lesson in the textbook is designed to facilitate self learning. Questions boxes, graphs, tables, colourful pictures, thought provoking diagrams, cartoons, fantasy stories, true stories and projects are included in the text book to promote self learning.

7) Scope for Self Evaluation :

At the end of every lesson self evaluating items are given to know the topics understood by the student after the lesson is completed.

All the lessons have questions in their middle. These questions help the child to identify his/her level. All the lessons are favourable for self evaluation.

Ex : Students can self evaluate after studying the concept "people-migrations" in 8th lesson.

8) Projects, experiments to be conducted by the students under the guidance of teachers :

Activities, experiments, projects and researches are given in such a way that students will collect the material and perform the task under the guidance of teachers. Lessons aid in self learning by providing scope for the discussion on the observations made while performing under teachers guidance.

- Ex :
- 1st lesson : project make clay model of India on ground. Use clay, sand, grass and leaves to show relief features and vegetation.
 - Write about the plans that benefit all if implemented in your village or area.
 - 5th lesson - Rivers of India - Project on water resources.
 - 14th lesson - World between wars 1900-1950 part-2 discuss on the pictures given. Collect some more pictures of this period.
 - 12th lesson - Equality-sustainable development preparation of organic measure.

9) Fixing the targets for more and own learning :

Lessons are in such a way that there is scope for children to know more about the given topic on their own through the activities discussion points, field trips. Collecting information project works and the line. All the lessons facilitate go gain more knowledge on their own.

- Ex :
- Know more about the movements similar to Bengal (Nadigram), Odissa (Niyamagiri), Andhra Pradesh (Polavaram, Sompeta etc.)
 - Is it not possible to build factories, to dig mines, construct electricity production centres without making farmers and scheduled tribes homeless? What are the alternatives available? Discuss at home and in the classroom on the given topic.

10) Designing the lessons in an easy to understand way :

Colourful pictures, photos collected from real life examples, small exercises given in the textbook help to understand the lessons easily. Similarly, number of lessons, size of letters, size of the book, quality, making the pages attractive, language front and back cover pages, logos and many such other through help to serve the purpose.

- Ex :
- 1st lesson - India : maps and pictures in geographical forms.
 - 2nd lesson - "Development - concepts" - cartoons, photos, maps.
 - 7th lesson - "People - residential places" - Himalayas, houses, Vishakhapatnam photos.
 - 13th lesson-World between World War 1900-1950: picture given in part-1.

13.1 - logo of International Women's Suffragist Movement, other photos, pictures.

11) Coordination with other subjects :

There are lessons coordinating with many subjects like language, Mathematics, health environment. For any subject to be wholesome dependency on other subjects is must.

- Ex :
- 11th lesson Food Security - Table:1 Finding per person availability of food grains.
 - 12th lesson- Equality - sustained development discussion on environment, conservation.

12) Develop Mapping Skills - Make them pictures :

Lessons in the New Social Studies text books are designed to develop skills among children preparing maps and reading maps are introduced newly this year in addition to pointing out places in mass as was in past.

- Ex :
- In 6th lesson - 'People' discussion on World population, population density of India and Andhra Pradesh Population through pictures/maps 1, 2, 3.
 - In lesson 2 : Ideas of Development map 1 is the World map indicating human development.
 - Lessons are designed in such a way that even pictures also would help to understand the concepts in the lesson easily.
 - Pictures are designed not only to be useful to children's understanding but also thought provoking, to bring out their innate potentials, to develop their creativity.
- Ex :
- In Development - Ideas (2nd lesson) to comment on employment different resources given under project work.
 - Globalisation (10th lesson) - Thought provoking pictures on Multi National Companies.

13) Designed to develop imaginative power and thinking skills among children

In the new social studies text books questions are given in such a way that children imagine the incidents about to happen and the conditions that are going to prevail. Most

importantly questions are framed to develop high thinking united thoughts develop talent, diversified thought develops creativity in children. Thus lessons are designed to develop different kinds of thinking in children. Let us observe some questions from class 10.

- Ex :
- What should be the developmental goals for this country (17 pg)
 - How is service sector different from other sectors (43 pg)
 - Close to the line showing places where average temperature is 25°C, there's a small circle of places on 20°C. How is this possible? (49 pg)
 - Should groundwater be considered a common pool resource? explain your view (pg 69)
 - What could be the reasons for the speed with which increase in population took place after Indian Independence?
 - Nearly all major multinationals are American, Japanese or European, such a Nike, Coco cola, Pepsi, Honda Nokia. Can you guess why?

14) Designed to facilitate Continuous Comprehensive Evaluation :

Before beginning the lesson, in the middle of the lesson, when a new concept is introduced, at the end of the lesson, activities, projects, experiments, researches, thus at almost every situation lessons have scope of continuous "evaluation for learning". Lessons help us to estimate the students responses so as to aid comprehensive Evaluation process. As a part of continuous comprehensive Evaluation, self evaluation and let us improve our learning are given in each lesson.

D) New textbooks of Social Studies - Lesson Structure :

Introduction of the topic :

- Each topic in introduced through situation, incident, picture, narrative, brain storming, thought provoking questions.

Ex : 4th lesson - Climate of India 5th lesson Indian Rivers and Water resources are introduced with questions that test previous knowledge and provoke thoughts. 10th lesson - Globalisation is introduced by showing a picture, questioning & discussing.

Language :

- Lessons are written in simple, most used language which children can understand. Multilingualism is also kept in view.

Explanation of the concepts :

- In each lesson teaching points and concepts are divided into small paragraphs with sub headings.

In between questions that raise thought in different angles :

- As a part of teaching learning process under each subheading the following are given thought provoking additional information boxes in between the lesson, learning points, question boxes to know how far they've understood. They also help in self evaluation questions like "know" help to think in multiple angles, respond, imply to local issues and expressing their experiences.

Ex: 16th lesson National Movement in India partition, Independence - Questions in the box item in 1939-1947, M K Gandhi's letter, Dr B.R. Ambedkar, information part in partition of Pakistan or India. Other in between, end of text questions, additional, information increase student's interest.

Scope for self expression :

Scope is given in the lesson to express their opinions on contemporary aspects, participate in discussion to develop understanding.

- Ex :
- 17th lesson : The Making of Independent India's Constitution Pg.No.245 questions in box.
 - If you were given the choice to participate in the debate, what solution would you suggest.
 - Do you think it was a good idea to leave the term undefined in the constitution? Give reasons for your argument.
 - Do you agree with the view that the constitution should have put an end to all aspects of the caste system instead of just ending untouchability? How do you think it could have been done.
 - Questions like above make student's brains sharp.

Explaining Local Issues as Case Studies :

- Each lesson is designed to reflect something new.

Ex : 22nd lesson citizens and the governments under case study clearly described how Gattu Swetha benefitted from Right to Information Act.

Usage of Graphs :

- Effort are made to introduce the topics through graphs wherever necessary.

Ex : □ In 4th lesson climate of India is explained through climographs.

In 6th lesson people population is explained through pictures/maps, graphs & tables.

Inspiration to children through success stories :

- Success story of Gattu Swetha mentioned in 22nd lesson citizen and the governments inspires the students provokes thinking, develops information collecting skill.

Understanding the concept through pictures :

- In class 10 textbook many pictures are given in each lesson. All the Pictures are thought provoking, discussion initiating, explaining the concepts, increasing the conceptual understanding.

Ex : □ Pictures in 2nd lesson develops concepts.

□ Pictures in 3rd lesson explains employment prospects.


□ Pictures in 4th lesson explains natural calamities.

□ Pictures in 7th lesson explains different residential places, problems faced in construction of house and land usage.

Cartoons :

Many cartoons are incorporated as per the need in the new text books. Discuss how there are different from photos and their uses. Various cartoons are placed to introduce a special topic along with comments.

Ex : □ From the cartoons given 2nd lesson "Development-Ideas" What do children understand? What do they experience? They express their opinions through



cartoons. In lesson 6 "People" Cartoons depict the them social and economic conditions. Opinions of the persons are expressed through comments.

Projects :

- In 7th lesson - People and settlement. Students undertake the project, collect information with the help of elders, analyze, make reports for display. Thus, competencies like cooperation, respecting others opinions, sharing, expressing, taking collective decisions, will develop.

Key Words :

- At the end of each lesson important concepts are given as key words. By knowing their meanings, doubts in the lesson get classified and vocabulary is improved.

Evaluation helps a better conceptual understanding :

- Questions under "Improve your learning" are framed so as to achieve the expected academic standards. They are formed in such a way that students need to think, discuss in different angles, and express in their own words based on their experiences rather than mugging up. Individual, group activities, project works are incorporated in the lessons as per the need.

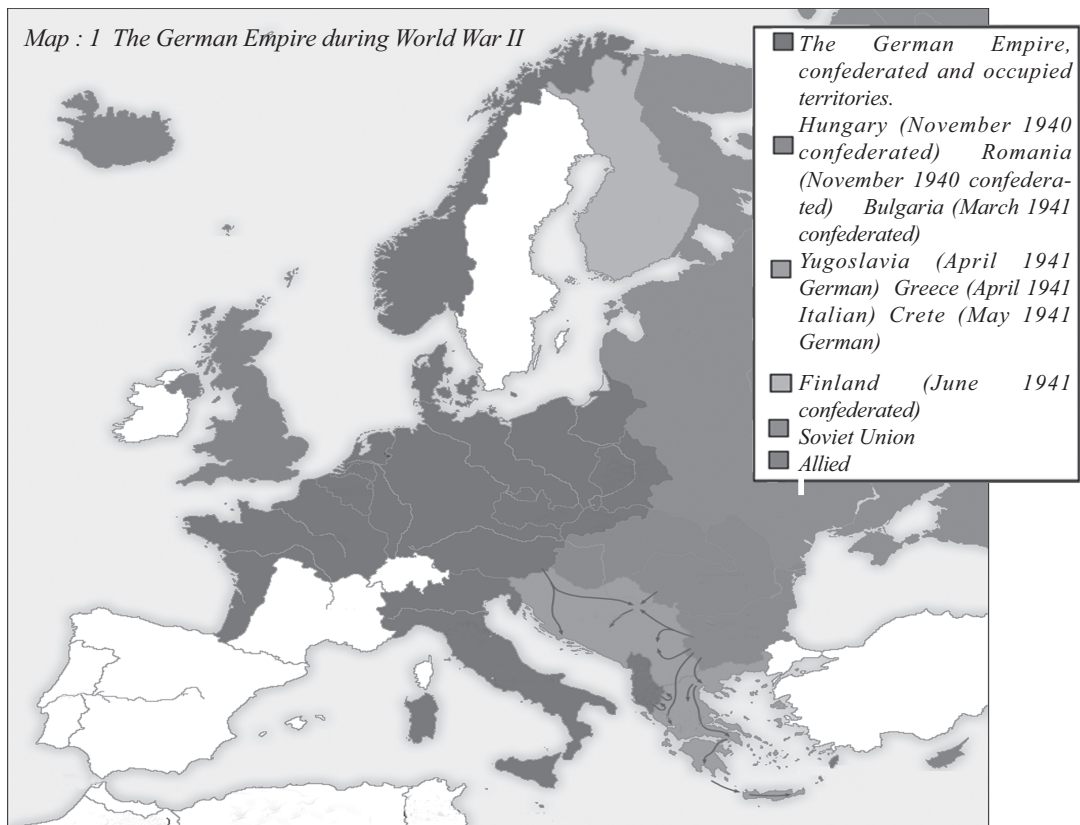


2

Special Features of Social Studies Textbook

We've discussed the specialities of new textbooks of social studies. Objectives to teaching social studies, factors necessary to achieve the fixed academic standards are included in the new text books. These things will help the teacher in teaching the lesson and students in understanding the lesson. As many as possible pictures maps, internal questions, additional information tables, graphs, charts, case studies, cartoons, true incidents etc., are given in the text books to make the lessons easily understandable. Let us observe some examples based on 10th class text book.

1. Maps : For example see the map depicting "The German Empire during World War II".



Children can easily understand German occupied territories and Allied from the above map.

2. Photos : Observe the satellite photo for example.

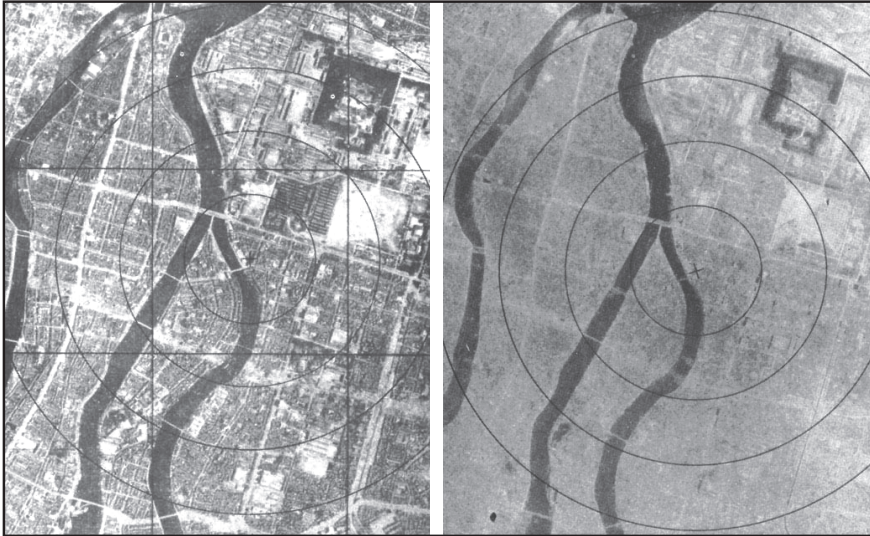


Fig 13.6 : The city of Nagasaki before and after Atom bomb

Students will understand the structure of the city of Nagasaki before and after atom-bomb. Thus they understand the need for establishing peace.

3. Factual Information :

For example look at the letter written by Gandhiji to Hitler.

LETTER TO ADOLF HITLER

HERR HITLER
BERLIN
GERMANY
DEAR FRIEND,

Friends have been urging me to write to you for the sake of humanity. But I have resisted their request, because of the feeling that any letter from me would be an impertinence. Something tells me that I must not calculate and that I must make my appeal for whatever it may be worth.

It is quite clear that you are today the one person in the world who can prevent a war which may reduce humanity to the savage state.

Must you pay that price for an object however worthy it may appear to you to be? Will you listen to the appeal of one who has deliberately shunned the method of war not without considerable success?

Anyway I anticipate your forgiveness, if I have erred in writing to you.

I remain,

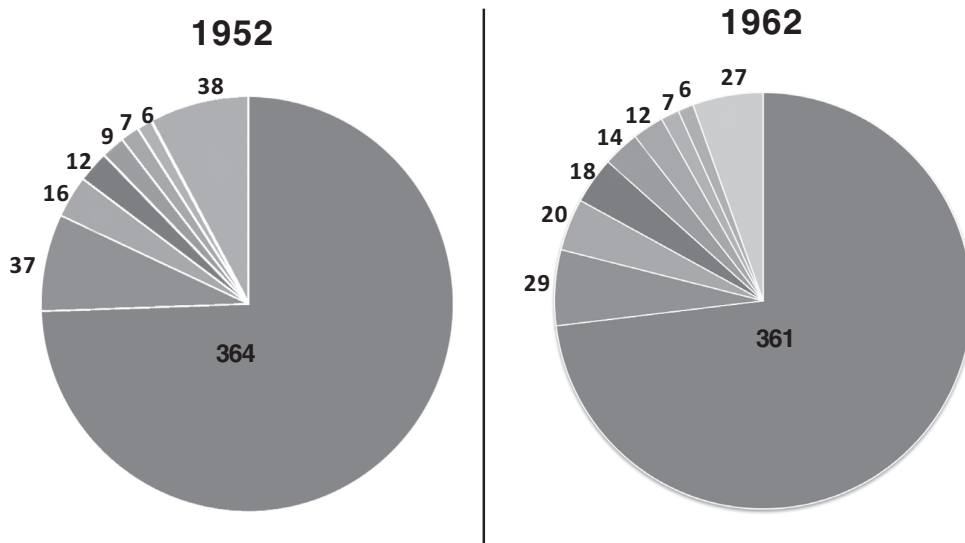
Your sincere friend,
M. K. GANDHI

Source: The Collected Works of Mahatma Gandhi,
Vol. 76 : 31 May, 1939 - 15 October, 1939.

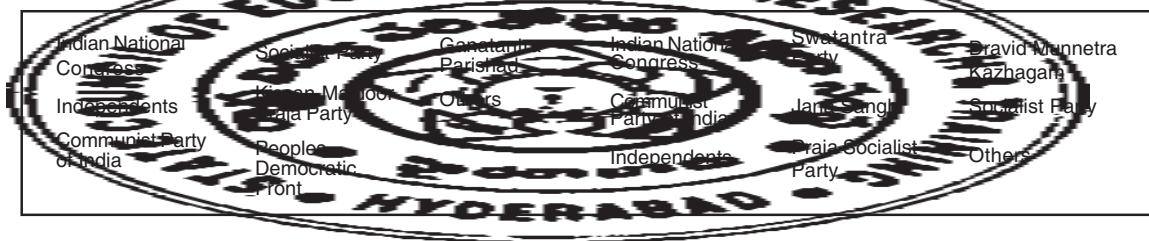
By reading the above letter they will easily comprehend the attitudes of Gandhiji and Hitler.

4. Graphs : For example observe the graph below which shows the number of seats won by different political parties in 1952, 1962 general elections.

Graph 1 : Seat Share of various political parties in 1952 and 1962



Index of Political Parties (only those with more than 5 seats)



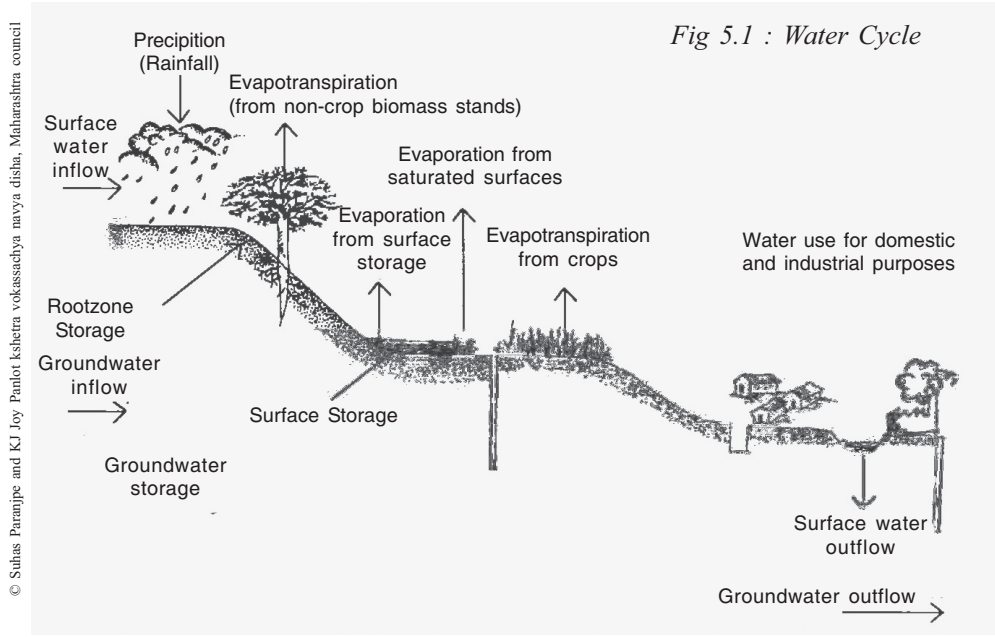
Students will understand the changes that occurred in politics between 1952, 1962 by studying the above graph.

We can find many such graphs in different forms in the text book.

Ex :

1. Graph on pg 160 shows increase in the member of billionaires.
2. Graph on Pg 159 shows distribution of households in India based on annual income.
3. Graph on page 147 shows yield of select food grains.

5. Pictures : For example observe the picture of water cycle given below.



The above children helps the teacher to make the children understand various stages in water cycle.

6. Tables : For example observe the following table.

Table 1: Migrations in India (Census 2001)

Category	Number of persons	Percentage	Calculating the percentage values	Remarks
Total Population	a.1,028,610,328			
Total Migrants	b.307,149,736	29.9	$(b \div a) \times 100$	This is the total percentage of migrants (people who moved from their place of birth).
Migrants within the state of enumeration	c. 258,641,103	84.2	$(c \div b) \times 100$	Of the total migrants (b), these migrated within the state of birth.
Migrants from outside the state but within the country	d.?	13.8	$(d \div b) \times 100 ?$	
Migrants from other countries	e. 6,166,930	2.0	$(e \div b) \times 100 ?$	

Adapted from: Table D1 India, Census of India 2001.

● Read the table again and complete the required information.

The above table explains the migration in India. We can make children understand the effect of migration.

7. Cartoons :

The person in the above cartoon is wonder why she is not paid the full value of the wheat she produced. We can make the children think of value decision of goods based on the above cartoon.

...But I should be paid the full value of the wheat that I produce !



8. Case Studies :

In the new textbook 9th lesson Rampur a village economy, 22nd lesson : Citizens and the Governments can be quoted as examples for case studies. This method is effectively used to make children understand the topics based on an incident.

9. Questions in the middle of the lesson :

Observe the following question for example.

Question : Why are men paid more than women for the same amount of work? Discuss.

Such questions are given in the middle of concepts in each lesson. These questions and discussion of the concepts, to make them respond on contemporary issues, to develop academic standards like sensitivity appreciation. They are also helpful in preparing such discussion points.

10. Items under "Improve your learning" :

At the end of each lesson under the heading "Improve your learning" many items are given to develop academic standards among children.

The items include model questions, discussion points, activities, project works, information tables and thought provoking questions. These will help the students to think and write on their own.



3

Social Studies - Academic Standards

Social studies textbooks are designed to construct knowledge among children rather than just giving information. Logical thinking and critical view develop as individual activities, group activities, discussions, drawing pictures reading tables and analyzing are given much importance in teaching learning process.

Academic standards are based on National Curriculum Frame Work - 2005, Andhra Pradesh State Curriculum Frame Work - 2011 and the proposals of position papers of social studies. To achieve the size fixed academic standards the classroom time must be divided as per the unit plan and teaching learning activity must be conducted. Questions must be framed in such a way that students should think in different angles to answer them. These questions should be based on academic standards. Questions of same kind/type must not be asked. The objective of fixing the academic standards can be achieved when children are given opportunity, think in different ways and angles to answer the same question. All the academic standards need not be achieved in the class room. Communication skills must be developed in children through projects, field trips and conducting interviews. These communication skills are required while collecting the information. Let us know in detail, the academic standards needed for the above.

Academic Standards :

- I. Conceptual Understanding
- II. Reading the text given, understanding and interpretation.
- III. Information gathering & Processing skills.
- IV. Reflection on contemporary issues and questioning.
- V. Mapping skills.
- VI. Appreciation and sensitivity.

I. Conceptual Understanding :

- Should explain in their own words any incident witnessed by them or any work line.
- Should think rationally listening to what other say.
- Should identify the relations between different aspects observed by them.
- Should classify the aspects based on the characteristics observed, should say the similarities and differences between them.
- Should say the important points of the lesson taught in their own words.

Tasks to develop Conceptual understanding :

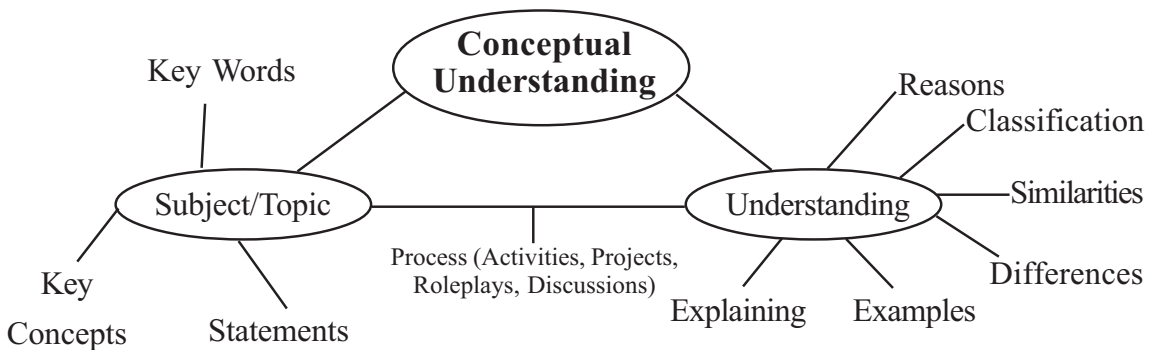
- to discuss the questions in the lesson in groups.
- to say in their own words the points they have understood.
- to observe and discuss pictures.
- to conduct a discussion on key words - concepts.
- to visit different offices - Ex : small industries dairy industry and the like.
- to display the projects reports - to encourage them.
- teacher should be a member of a needy group when group work is going on.

Role of the teachers - what has to be done by the teacher :

- Do not create an environment where children depend on teacher for information. Encourage them to learn on their own.
- Teaching learning processes should develop understanding of concepts.
- Encourage children to question encourage group works and discussions.
- Do not discourage children if their opinions are incoherent. Suggest them to think in an appropriate way. Participate in that group if necessary.
- Encourage them to read out their reports based on their experiences opinions, analysis after completing field trips interviews and projects.

Examples :

1. What are the reasons for the restrictions on foreign investments and trade by the government of India? Why is it thinking of removing these restrictions.
2. What are important geographical divisions of India? Compare the geographical features of Himalayan region with those of peninsular plateau.
3. What are the similarities and differences between eastern plains and western plains.
4. Why do parents give less importance to girls education when compared with boys?
5. Labourer in the unorganised sector need security in the following : Pay, protection, health. Explain with examples.
6. How is service sector different from other sectors? Explain with some examples.
7. Explain the factors influencing the climate of India.



As the knowledge is constructed through discussion, participation in groups and sharing it becomes student centered meaningful learning. As the student participates in the teaching learning processes it is called active learning.

II. Read the text given, understanding and interpretation :

Student should read and understand the lesson given and comment on it based on the experiences in different situations for this Academic standards teacher should select a paragraph where there is scope for the children to think in multiple angles.

Examples :

1. Among the important legislations that were passed during this period ostensibly to achieve the goal of social and economic transformation were the nationalisation of many private banks and abolishing of princely pensions. Both these legislations were challenged in the courts and this in a way made the court appear as if it was coming in the way of the political goals. (Pg. 260)
 - Do you think the interference of courts is appropriate? What is your opinion on this?
2. In India according to census 2001, about 307 million people have been reported as migrants. Migrants can happen due to many reasons while females report marriage as the most common reason for migration, employment or seeking employment is the most common reason for males to migrate. Dissatisfaction with employment opportunities in the native place, better opportunity for studies, loss in business, family funds etc. are also some of the other reasons that people have stated as reasons for migration. (Pg. 103)
 - Do you think the above reasons apt? Say you opinion.
3. The extent of our current resource use is such that the chances of future generations have to access to their fair share of scare resources and endangered. Moreover, the consequences of our resource use in terms of impacts on the environment may induce serious damages that go beyond the carrying capacity of the environment.
 - Write your opinion after reading the paragraph.
4. Read militarism on pg 182 and comment.

Do s :-

- Encourage children to write their opinions freely.
- This is not answering questions.
- Make the habit of commenting after understanding the real situation.
- Select paragraphs that have scope for discussing in multiple angles.
- Suggest the students to comment adhering to democratic values.

Don'ts :-

- This is not language comprehension where questions are given after a passage.
- Do not expect similar answer from all.
- Do not discourage if students have a different outlook than that of others.

Usually we read news in paper, understand it and comment. This academic standard is similar to that.

III. Information Skills :

Students should collect the necessary information to understand the lessons. They should record the collected information in a tabular form. They should decide the columns keeping in view the aspects to be analyzed. They should prepare reports by observing, analyzing the information tables. Thus children develop the characteristics like speaking to others, questioning as per the requirement and working in groups.

Project works also must be conducted as a part of information skills. The activities that help children to search in natural environment, research to collect the information needed to understand and to infer are called projects.

Consider a task as a project when you imply the following to that aspect collection, recording, analysis, taking a decision, preparing a report, submitting a report (all the above cover information skills).

You can make them do the following to test information skills.

Ex : 1) Text to table 2) Table to questions 3) Table to graph 4) Graph to questions 5) Graph to table 6) Graph to text 7) Text to graph.

Whichever is suitable can be given.

Examples :

1. Nutritionists suggest that every person in India should eat 300 grams of vegetables and 100 gms of fruits in a day whereas per person availability of these food materials is 180 and 58 gms respectively.

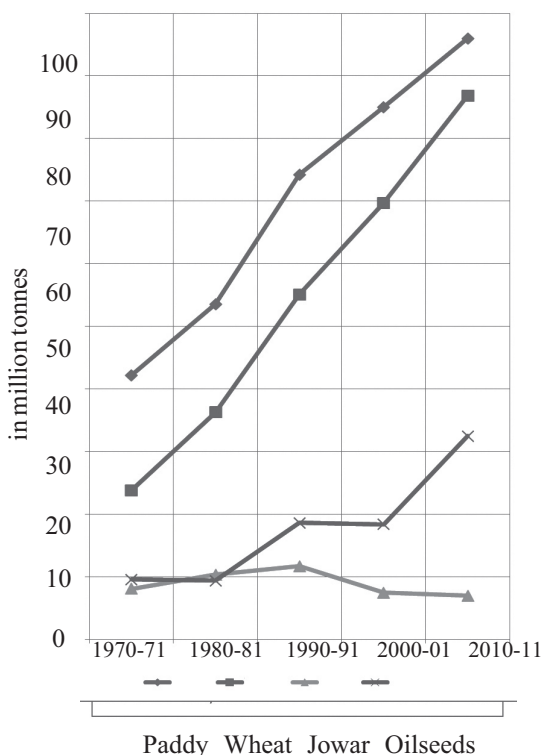
- Similarly per person requirement of eggs is 180 where as the availability of eggs is 30. The meat dietary requirements are 11 kilograms per year whereas the per person availability is only 3.2 kilo grams. We require 300 milliliters of milk whereas the per person availability is 210 milliliters 1 day.

Fill the following table based on the above paragraph.

Sl.No.	Food Material	Requirement	Availability

2.

Graph 1 : Production of select Foodgrains (in million tonnes)



Questions :

1. What is the approximate paddy production in 1970-71?
2. Which food grain production has considerably increased by 2010-11?
3. In which year was the production of oil seeds decreased ?
4. Guess the reasons for increased production of paddy & wheat?

3. Read the following table and answer the questions.

Table 1 : Daily Wages for different farm activities in Andhra Pradesh in December 2011 (in Rupees)

Workers	Ploughing	Sowing	Weeding	Trans-planting	Harvesting	Winn-owing	Threshing	Picking Cotton
Male	214	197	215	-	164	168	152	-
Female	-	152	130	143	126	124	118	136

1. Which works are done only by males?
2. Which works are done only by females?
3. Which works have much difference in wages between males and females?
4. Why certain works have been allotted in particular to males and some to females?
5. Why the wages of females are less than that of males?

Dos :

- Collect different types of graphs and tables.
- Give thought provoking and analytical questions.
- Make the children collect from various newspapers.
- Give questions that have scope to think in different angles and also to analyze.

Don'ts :

- Don't give questions where numbers can be copied as they are for answers.
- Don't make all the questions reflect same topic.

IV. Reflection on contemporary issues and Questioning :

Students should gain knowledge to solve the problems faced in life by critically understanding the lessons. Hence to achieve the expected results we should not be limited to the lesson in the classroom but encourage to analyze contemporary issues. Predicts the results implies the values of the lesson. Expresses his/her attitude on the contemporary issue.

Concept the lesson with daily life experiences discuss the incidents belonging to that period when a lesson is being learnt in the classroom. Make the children question. Contemporary issues can be questioned when asked to compare their life style with that of the people living in other region. While discussing democratic movement in Myanmar, give chance to children to question democracy in our country and other movements. This gives scope for indepth thinking in children.

Examples :

1. What are the main non-form production activities taking place in your region? Write a brief report on any one such activity. (Pg 129 Q.No.8)
2. Use an imaginary example from your content to describe the relationship between underweight and access to food. (Pg 157 Q.No. 4)
3. Are farmers using pesticides like Endosulfan and chemical fertilizers? How is their usage in your are? What are its impacts and consequences. (Pg. 163, 164)
4. Analyse the reasons for farmers suicides, discuss the solutions.
5. Corruption and taking bribes is a social ailment, comment.

Do's :

- Keep contemporary issues in view while reading - discussing the lesson. Identify such issues before hand and keep them ready in written for.
- Encourage diversified answers from children.
- Keep focus on not just answers and responses but also on questioning, searching reasons, finding solutions.
- Discuss in groups and with whole class only then give suggestions.
- Give scope to think on their own.

Don'ts :

- Teachers should not analyze and explain.
- do not suggest the possible solution.
- Discuss without deciding what is right and what is wrong.

V. Mapping Skills :

Various pictures and maps are given in the text book. Reading, discussing, questioning talking about maps not only helps in achieving mapping skills but also helps in understanding the concept rightly. Understanding becomes easy if maps are observed while reading the lesson.

Three important aspects of mapping skills are -

- 1) Map Drawing
- 2) Map Reading
- 3) Map Pointing

How to achieve mapping skills.

1. Maps in text books are colourful. Make them write aspects related to different places.

Ex : In class 10 text book on page 10 two different colours are used to indicate plateaus, ghats and hills. They should understand it by reading in index.

Look at population density map on pg. 82.

2. Making them understand the satellite pictures. Ex : pic 1.2 pg no. 4
3. Analysis of political maps - discuss relating, borders, border districts, states etc. with the lesson.
4. Making them do activities based on wall maps.
5. Activities through Atlas.

Map Drawing :

- 1) Draw India outline map.
- 2) Draw AP outline map.
- 3) Drawing Physical features maps.

Map Reading :

- Ex :
1. Look at the map on pg.60 and say the tributaries of river ganga.
 2. Observe map 1 on page 58 and answers.
 - a) which places are more than 3000 m. ht.
 - b) which places have a height of 0-3000m.
 3. Look at the picture 5.2 on pg 60 and say which states do river ganga flows through?
 4. Look at the picture and say which tributaries of river ganga flow to south and which of them flow to north?

Map Pointing :


- Ex :
1. Point out Himalayas and western ghats in India map (Pg 58).
 2. Identify the course of river Sindhu in India and Pakistan with the help of an atlas.
 3. Point out the following in India map.
 - i) Hills mountain ranges, the karakoram, the Zaskar, the Patkai, the Jaintia, the Vindhya Rays, the Aravali, and the Cardamom hills.
 - ii) Peaks - K2, Kanchenjunga, Nanga Parbat and the Anaimudi.
 - iii) Plateaus : Chota Nagpur & Malwa.
 - iv) Eastern, Western Ghats, Laksha dweep Islands, Himalayas.

VI. Appreciation and Sensitivity :

We achieve the academic standards of appreciation by developing the characteristics and attitudes such as working with others, respecting others opinions, questioning freely helping the needy. These should be developed in children while teaching the lesson.

What should teachers do to develop this academic standard ?

- Slogans, Posters, Pamphlets can be made by children expressing their response on different problems.
- Letters to newspapers and officials can be written analyzing different problems.

- 
- Develop constitutional values such as liberty, equality, fraternity, justice and national integration.
 - Encourage them to participate in meetings.
 - Develop life skills.
 - Construct an attitude where they can appreciate the good works done by various people.
 - Inculcate humanitarian values like mercy and love.
 - While discussing the lesson, images are formed in children. Make them say or write about the them.

- Ex : 1) Prepare a Pamphlet on Food Security.
- 2) Write a letter to Tahasildar about working of PDS.
 - 3) Write a letter to the editors of newspapers analyzing the problems faced by people who migrate to urban areas from rural areas.
 - 4) Which objectives of UNO do you like? Why.
 - 5) How do you think the language system will help the unity of nation?

Academic standards are not just meant to be given in question paper, during exam or to question the student. Teacher should identifying the academic standards in each lesson and teach keeping them in view. Teacher should think before hand so as where to discuss contemporary issues. Teacher should plan when and where mapping skills and information skills are to be focussed upon. By the time lesson is completed the six academic standards must be discussed completely. Evaluation is not to know what the student has learnt. Do not forget that evaluation is meant to help the student learn.






4

Social Sciences - Teaching Strategies

Children have to learn happily and know that development in children takes place in free atmosphere with out we children actively participate in learning fear and pressure. Only when their opinions and interests are living five suitable place. Children like learning only when there is free learning atmosphere and child centered teaching learning processes. This type of atmosphere called 'Natural learning atmosphere'.

Characteristics of Friendly atmosphere :

- * Children feel free with teacher without fear and they should have freedom.
- * Teacher should have love, affection towards children and should encourage them.
- * There should be such an atmosphere that children can question freely.
- * Teacher should be with smile.
- * Classrooms should be with adequate air and light.
- * Preparing activities suitable to the standard of children and organising/conducting teaching learning processes.
- * Teacher should act like a guide, advisor, moderator and friend.
- * All children should be made to participate in activities. Creating participating learning atmosphere.
- * Individual, group and class room activities should be conducted. Teacher should cooperate children in understanding lessons.
- * Interesting, thought provoking and new activities should be developed.
- * Teacher should not stay at one place, but he should participate in activities, should observe students and should give instructions and suggestions when ever they need.
- * Opinions of children should be repeated and they should be provided chance to express freely their opinions and feelings with teachers and peer group.
- * Atmosphere should be free from fear, pressure and punishment.

-
- * Importance should be given to appreciation, encouragement, inspiration / and chances.

Now we observe the method of organising/conducting social sciences period in Natural learning atmosphere.

Teaching of Social Science - Steps :

I. Introduction

1. Greeting :
2. Mind Mapping / Recapitulation questions.
3. Announcement of lesson

II. Identifying / Recognising unknown words/concepts in the lesson

1. Identifying / Recognising
2. Making to understand

III Understanding of Concepts - Discussion

1. Speaking : Make the children to speak on the lesson read.
2. Questioning : Questioning on the lesson read and on the points which were not understood.
3. Understanding questions on concepts of the lesson.

Teacher should write prepared regarding understanding questions relating to contemporary factors/figure/diagram on the Black Board. Making children to understand through discussions on the above.

4. Practice of skills :
 1. Information skills
 2. Drawing skills.

IV Conclusion / Self Evaluation

(Record the understanding competency of children)

Now we know about of organising / conducting each step in the classroom.



1. Introduction :

As soon as teacher enter into the class room, first he should wish the children. Previous knowledge and experiences of children on concepts related to the lesson to be taught should be known through mind mapping / concept mapping.

By this teacher should able to know about the knowledge of children about the concepts to be taught and teacher should come to understand what to be provided to children. Likewise recapitulation questions should be asked on first period concepts in second period. After that lesson should be announced and written on Black Board.

2. Identifying/unknown words and concepts :

Teacher should ask children to read individually the lesson to be taught and ask them to observe and understand the points, figures, tables, graphs. Children should be asked to underline the unknown words, concepts which are not understood, technological terms, with pencil.

Teacher should conduct these unknown words underlined as class room activity. Teacher should write the unknown words on the right side of blackboard while children say one by one. Teacher should make children to understand these through discussion among children.

3. Understanding concepts - Discussion :

Teacher should make the children to speak about the lesson and encourage that all children should speak. Then teacher should encourage children to ask questions contemporary points and un-understood points and should write a Black Board. After wards teacher should ask thought provoking questions on the content of lesson/figures/diagrams/graph/table (based on the quality/standard of education) and write on Black Board. These questions should be to all the children of the class as group activity. Teacher has to write answers as key points around the concept mapping on Black Board. If children could not give correct answer, teacher has to add correct answer. Like this teacher has to make children to understand the total lesson by writing key points around concept mapping.

Practice of Skills :

Teacher has to make children to practice information skills and drawing skills in the class room. Children should be made to prepare fill up information tables using the content of lesson, preparing tables basing and the content, analysing questions based on the tables, representing tables in graph, analysing questions based on the graph etc. In case if there was no scope for information skills, teacher has to prepare tables. Collect text and graphs for practice. By doing this type of practice information skills like collecting, recording, analysing, inferring should be developed in children.

Likewise children should be made to practice drawing skills like observing diagrams, identifying, analysing, drawing from the lesson. In case there were no diagrams in the lesson, teacher has to collect diagrams related to lesson by himself and made them to practice. Children should be made to practice drawing the diagram of classroom to the diagram of India.

You have known the steps of teaching! There what teaching strategy to be adopted to achieve our assumptions? Think

According to the nature of social sciences, some objectives have been decided for all should development of children. To achieve these objectives, new text books are being designed basing on the themes and factors/points it is not correct to teach all different lessons using one method. According to the nature of lesson, teacher has to select teaching strategy to achieve the decided objective and standards/quality of education. Children actively participate with interest in natural learning atmosphere. So we will see the teaching strategies to be adopted to teach social sciences.

Different teaching strategies of Social Sciences :

- | | | |
|------------------------------------|---------------------------|-------------------|
| 1) Mind mapping | 2) Class room work shop | 3) Seminar |
| 4) Model elections | 5) Youth Parliament | 6) Meet the press |
| 7) Debate | 8) Interview | 9) Quiz |
| 10) Field trip | 11) Dramatization | |
| 12) Reading and Rewriting the text | 13) Questions and Discuss | |
| 14) Reading - Responding | 15) Case Study | |

16) Discussion Vocabulary

17) Survey

Now we will discuss about the teaching strategies, organising/conducting them and adopting strategies for X class lessons with illustrations/examples.

1. Mind Mapping/Concept Mapping :

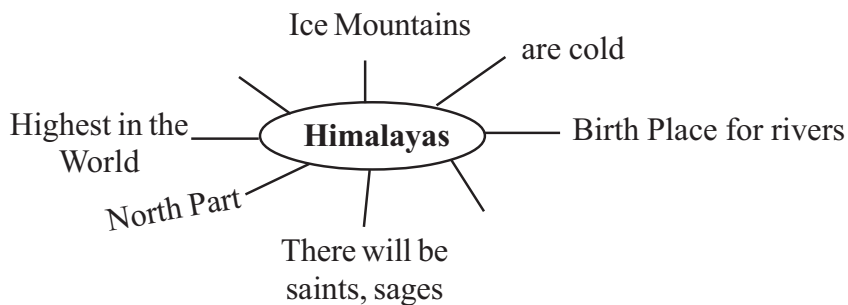
Process : To develop or achieve the understanding in children by giving any content/ concept to think and by compiling thought from testing the previous knowledge.

Factors to be used :-

- To understand the concept/point.
- Mind mapping should be for each lesson on the name of lesson in the first period.
- To write answers to questions on their own.
- To understand key words.

Example : Lesson 1 - Himalayas - Page No :5

Lesson 1. When students are asked to tell what they know about Himalayas, they start thinking. They tell what they know. These words should be written around the Mind Mapping.



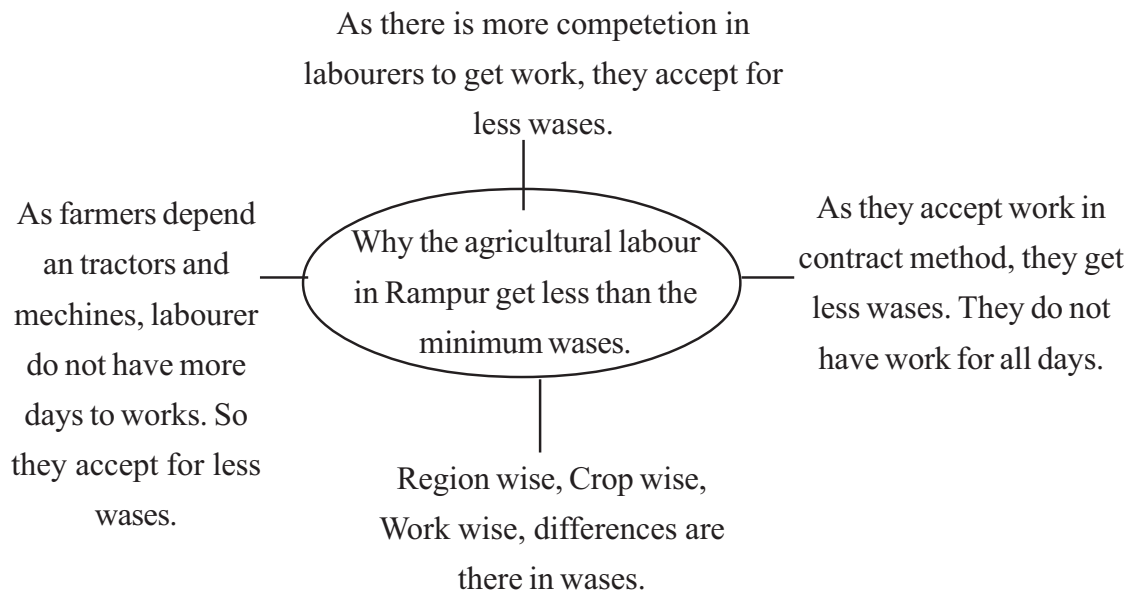
Example : Lesson 2 : 11 Food Safety



Example : Lesson 3 : 9

Improve your learning.

Q.No. 2 : Why the agricultural labour in Rampur get less than the minimum wase?



Example : When the children are made to discuss the answers given at the end of lesson 3 and the answers written around the mind mapping arrange in an order, this will become a correct answer. Like this children are made to answer on their own by writing answers through mind mapping.

Advantages of Mind Mapping :

- Helps children in thinking and answering by their own. By thin active learning takes place. I Nature of thinking way be developed in children.
- As the previous knowledge and experiences are co-ordinated with the knowledge of new content, the effective learning takes place in children.
- All children participate learning and thinking they express their knowledge.
- Mind mapping strategy could be used for all concepts and for all teaching learning points.

2. Class room work shop :

To develop necessary material for different lessons with the partnership of children and part of teaching learning process is classroom work shop. For this purpose teacher should develop a plan. Keeping necessary material, work shop should be organised.

Works to be done in workshop :

- Preparation of information tables.
- Preparation of Charts.
- Preparation of different Models.
- Preparation of diagrams.
- Preparation of Posters and Broachers.

Advantages of class room work shop :

- As children participate and prepare different factors/topics, work experience is possible.
- As children participate in teams/groups, many values may be developed.
- Children actively participate in learning.

Examples :

- 1) X class - lesson 3 - Production and employment - Information tables.
- 2) X class - lesson 13, 14 - world during world wars - Preparation of diagrams.
- 3) Lesson 17 - Independent constitution of India - Preparation of constitutional Broacher.
- 4) Lesson 11 - Food safety, Lesson 21 - Contemporary Social agitations - Preparation of Posters.

3. Seminar :

Deep study of announced topic, preparation of papers and explaining in the class room by teacher is seminar. Teacher should tell about the sources to be studied along with necessary topic. Student who present the paper should prepare copies according to the number of students and handover during paper presentation. He should clear the doubts of the peer group after presentation and explanation. Even though students are participating totally, teacher should cooperate when ever necessity arise.

Items/Points to be used :

- All concepts, diagrams, Information analysis.

Advantages of organising/conducting seminar :

- Students participate in learning process through self-organisation.
- Skills of collections of information, analysis, self-study etc. may be developed in students.

Example : Production, employment, atmosphere of India, globalisation, food safety, world wars, Independent India etc.

4. Model Elections :

Model election should be organised along with the participation of students, to make them to understand about the elections to be conducted constitutionally from village level to centre level in India.

- Students actively participate in learning.
- Develop leadership qualities.
- Complete understanding about conducting elections and electing right persons should take place.
- The value of secret ballot should be recognised.

Ex : X Class Lesson 16 to 19.

5. Youth Parliament :

Organising to interesting programme like Village meeting, State Assembly Lok Sabha and Rajyasabha meetings under the guidance of social science teacher not only with class students, but all the students of the school, parents and society in youth parliament.

Whom to be made as partners?

- Students who are active and interested
- Villagers
- Parents

Organising Procedure :

- Teacher should select students who are active and could speak clearly and spontaneously as members, ministers, speaker and chief minister/Prime Minister.

- Some students as ruling side and same as opposition should be appointed.
- Teacher should explain about the function of Parliament and how to speak and question.
- Teacher should plan before 10 days and give opportunity to students for practice and to get necessary material.
- Permission of the Head-Master should be taken. Teacher should inform organising time and invite his colleagues, parents and villagers.

Process :-

- 1) The names of speaker, chief minister, leader of opposition, ministers (including body guards), members of Assembly, Press, audience etc. should be written on cards and keep in different places in order and make the students to sit in their places.
- 2) Introduction of members with the permission of speaker.
- 3) Question answers programme - Questioning programme by opposite leaders regarding important departments contemporary problems.
- 4) Answers of ministers.
- 5) Message of opposition leader.
- 6) Chief Minister's answers.
- 7) Postponement of Sabha.

Advantages of organising youth Parliament :

- Learning through participation of students.
- Understanding about contemporary.
- Deep study on content/subject and constitution by students.
- Co-ordinating lesson with life situations.
- All students get inspiration from teachers.

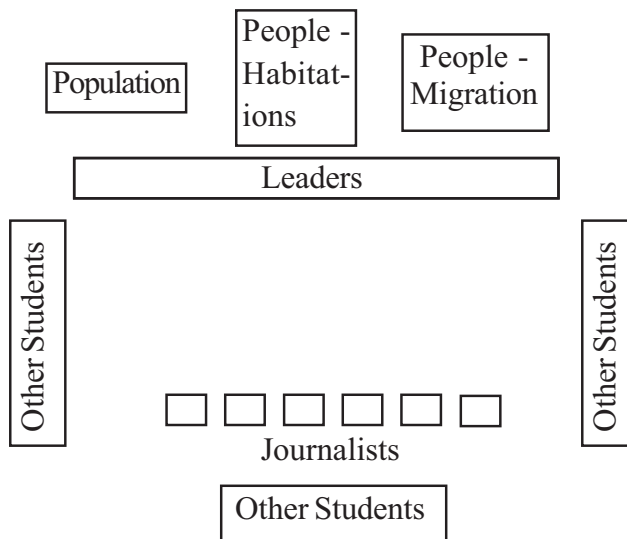
Ex : Lesson 16 to 19.

6. Meet the Press :

Meet the press in such a programme which gives opportunity to students to participate interestingly in collaborative learning of teaching strength. Journalists draw information from Government officials, political leaders and social reformers by questioning them. In the same way some students acts as Journalists and some as leaders in the class room. Leaders should be given matters to be discussed before the meet. Each student should be given one topic/concept. They should study the allotted topic deeply and come to class. Students who act as Journalists should be given topics and should be asked to prepare questions. The rest/remaining students should listen and observe carefully. Through this students able to learn even the difficult concepts easily and interesting.

Improve your learning by using this teaching strategy for all concepts. It could be used for question-answers. More concepts could be discussed at one time.

1) Example : Population, People - Habitations, People - Migration.



Teacher should supervise and encourage.

7. Debate

Students should be divided into two groups and be given topic. One group should support the topic whereas other group oppose. Remaining students should keenly observe and develop understanding. Teacher should start the debate by announcing the topic in one question.

Topics to be used :-

This strategy is useful for responding to contemporary topics, analysing reasons and coming to conclusions.

Examples :

- 1) Lesson 2 : Development concepts - Public facilities in our state.
- 2) Lesson 4 : Indian climate - Reasons for Global Warming.
- 3) Lesson 16 : National struggle of India - division of country. Independence 1939-1947; Are the values of Gandhi necessary today? why?

8. Interview :

Questioning a person relevant to the topic may be invited to get understanding about a topic by school or students may go to the office of the relevant person in interview. For this purpose students have to prepare questions before conducting interview. Teacher should supervise and guide them students actively participate in this learning process.

Topics to be used :-

Understanding may be obtained by questioning officer of the Social institutions like Sarpanch, Traffic Inspector, Bank Manager etc.

Examples :

- 1) Lesson 3 : Production, Employment, Labour leader, Manager, Bank Officers.
- 2) Lesson 6 : Population - Census Officer, Sarpanch.
- 3) Lesson 11 : Food safety - Agricultural officer.
- 4) Lesson 22 : Citizens, Government - Judges, Social Institutions, RTI Officers.

9. Quiz :

Including quiz in teaching strategy is compulsory for teachers who teach social sciences. For this purpose teacher should announce the lesson one day before for quiz. Next day teacher should enter the class with questions prepared. He should divide students

into 3 or 4 groups and conduct quiz. Some students should note the questions and think about answers. In any case if groups could not answer, these students have to answer. Through this teaching strategy speed, interesting and active learning takes place.

Topics to be organised/conducted :

All lessons from text-book, Recapitulation.

Examples :

- 1) Lesson 19 : Formation of Political trends 1977-2007.
- 2) Lesson 5 : Rivers in India, Water resources.

10. Field Trip :

Knowledge could be retained for long time or permanently by observing directly. In the same way knowledge construction takes place when previous concepts are being co-ordinated with direct observation so teachers should make opportunities as per the need.

Examples :

- 1) Lesson 3 - Production, Employment - visit to factory.
- 2) Lesson 5 - Rivers in India, Water resources - visit to projects.
- 3) Lesson 18 - Visit to Village Sabha/Assembly/Parliament.
- 4) Lesson 22 - Citizens, Governments - Court.

Posters & Broachers :

Opportunity should be provided to prepare posters & Broachers by themselves to get awareness about any topic. Because of this any topic should be communicated to more people in short time. In the same way there should be chance in the future to discuss any topic.

Examples :

Preparing posters Human Rights - Laws. Preparing Broachers to make understanding and to bring awareness about women laws and distributing them.

Like this students should be encourage to prepare posters and broachers by themselves. As students participate, the student of the lesson should be understand.

Examples :

- 1) Lesson 2 - Development Concepts - 'Girl Education-Importance'.
- 2) Lesson 4 - Indian Climate - Cutting forests, Bad effects, Conservation of forests - Importance.
- 3) Lesson 10 - Globalisation - Globalisation effect on India.

11. Dramatization :

Depiction of different leaders, their work, and roles from history in teaching learning process of lesson is called dramatization.

Examples :

- 1) Lesson 16 - Indian national struggle - division of country, Independence; 1939-1947- Dramatization/Depiction of Mahatma Gandhi and British rulers Roles.
- 2) Lesson 17 - Independent development of Constitution of India - Dr. B.R. Ambedkar and Constitution Assembly's Role depiction/Dramatization.

12. Reading and re-writing texts :

Teacher should ask students to read the lesson. Later to tell what they understood, and then ask them to write. As students write topic in their own words, thinking power, communication competency, writing skill should be developed in students. Even difficult concepts are also been understood easily.

Examples :

- 1) Lesson 17 - Independent development of constitution of India - Constitution - Construction of Society.
- 2) Lesson 20 - World after World war - India - United nations of organisation.
- 3) Lesson 21 - Contemporary Social Movements - Bhopal gas incident/accident, movements against construction of dams on river Narmada.

13. Questions and Arguments :

This teaching strategy should be used for every lesson. Students should be given questions and discussions should be conducted compulsory on answer before teaching lesson, during teaching and after teaching completed. By conducting discussion on recapitulation questions before teaching, not only the previous knowledge of students be known but students are being motivated. During teaching students could understand concepts through co-ordination of the questions asked by the teacher with contemporary topics. After completion of lesson the achievement of educational standards could be organised through discussion on question - answers. Students interestingly participate in different/many activities in the class room and learn lesson.

Examples : All lessons.

14. Read and Reflections :

When students are asked to read the given individual parts and reflect, they could comment on the matter understood. They could say the key points of the lesson and could analyse the matter/points. They could express in their own words. They could reflect to different problems and suggest solutions and remedies. Through this method understanding should be developed in students and standards of educations should be achieved.

Examples :

- 1) Lesson 12 : Equality, sustainable development-Minerals, comment on stealing of natural resources. Reflecting to environmental pollution and its saving.
- 2) Lesson 22 : Citizens, Government - Lok Adalath - Questioning and responding.
- 3) Make the students to write - Viz : make them to speak and write.

15. Case Study :

Developing understanding about the real situation of different lessons through research and study is casestudy. In this strategy two types of case studies are possible - Study of different printed case studies and students could take up research by themselves and get understanding

after discussions with persons. The standards of education like information skills, project works, drawing skills etc. are part of this strategy.

Examples :

- 1) Lesson 2 : Development concepts - people of different communities - their development, Aspirations.
- 2) Lesson 3 : Production, Employment - unorganised domain.
- 3) Lesson 4 : Climate of India - effect of changes in climate on India.

16. Discussion on Vocabulary :

Students are asked to identify key words from every lesson. These words and words from the last page of text book should be written on Black Board and should conduct discussion among students for understanding and if necessary teacher should explain and give examples.

Examples : Key words which are at the end of all lessons.

17. Survey :

Survey is to understand the concepts of lessons at large by field trip, interacting with different people, studying real situations after preparing diagrams, graphs, tables through the plan prepared either by teacher or by students themselves. Students participate in teams/groups. Students should prepare reports, and exhibit in class room and discuss.

Examples :

- 1) Lesson 6 - People/Population - census
- 2) Lesson 7 - People - Habitations - Problems

Social Sciences teacher has to decide suitable teaching strategy according to the nature of the lesson and adopt in the class room. Children should participate actively in teaching learning process. Not only effective understanding should be developed but standards of social sciences should be achieved.



5

Teaching Learning Processes - Preparation of Plans

A) Social Sciences - Teaching Learning Process :

Teaching of Social Studies/Sciences should not be like in traditional methods like lecture method, but it should be in modern methods. Teaching should be such that every point should be compared with contemporary world, and children should think rationally and analyse and explain. For this purpose necessary discussions should be conducted teaching should be such that students should respond positively and standards of education should be achieved. For effective teaching, teacher should follow the following Teaching steps.

Teaching Steps :

I. Introduction

1. Greeting :
2. Mind Mapping / Recapitulation questions.
3. Announcement of lesson

II. Reading lesson - Identification of unknown words/concepts

1. Identifying
2. Make understanding.

III Understanding of Concepts - Discussion

1. Speaking : Make children to speak on lesson.
2. Questioning : Questioning children on lesson read, points which were not understood.
3. Questions for understanding on concepts of lesson Discussion.

Teacher has write questions to develop understanding from lesson/figure or questions prepared on diagram, adding contemporary points on the Black-Board.

4. Practice of skills :

1. Information skills
2. Drawing skills.

IV Conclusion / Self Evaluation

Now we know about each step to be conducted in the classroom.

1. Introduction :

As soon as teacher enter into the class room, first he should wish the students. Afterwards he should know the Previous experiences of students about the lesson through mind mapping on concepts / concept mapping. So that teacher might know about the students knowledge and able to understand what to teach. In the same way recapitulation questions should be asked about the topic learned afterwards lesson should be announced and should be written on Black Board.

2. Reading lesson - Identifying unknown words/concepts :

Teacher should ask students to read the lesson individually and ask them to understand through observation of content, figures, tables, diagrams and graphs. After reading they should underline the concepts which were not understood, technical vocabulary, un-known words.

Teacher should conduct activities on the underlined unknown words. Teacher asked write all the words on the Black Board. Teacher should make the students to discuss on each word and made to understand the lesson.

3. Understanding the concepts - Discussion :

Students should be made to speak about lesson. Teacher should encourage all students to speak and encourage to ask questions on contemperory points and un understood points and write on Black-Board. Teacher should make them to understand by writing thought provoking questions on the Black-Board on content/figure/diagram/table/graph. Group/team activities should be conducted on these questions. Teacher should write answers given by students as key points around concept mapping on Black Board. In any case if students could not answer, teacher should add answers. Like this teacher should make the students to understand/question wise key points around concept mapping.



Practice of Skills :

Teacher should make the students to practise information skills and drawing skills in the class-room. Teacher should make students to practise skills like filling information tables in the lesson, preparing tables basing on the content, analysing questions based on the table, representing table in graph, analysing questions based on the graph, analysing graph questions based on the graph. If there is no chance for information skills, teacher should prepare tables, select text, graph for practice. By practising like this, information skills like collection, recording, analysis and conclusion should be developed in students.

Likewise practice on drawing skills like observing, identifying, analysing, drawing diagrams from the lesson. If diagrams wise not given in lesson, teacher should collect relevant diagrams and make students to practise. Students should be made to draw the diagram from class room to India.

We have learned the teaching steps.

Now we see how to prepare period plan of the lesson. Before writing the first period plan, objectives should be written for whole lesson. So that the lesson should be understood and the competencies to be developed in students should be also known objectives of the lesson should be in standardwise.

Preparation of Plans :

Teacher should plan before for the subject to be taught to which class and what to be achieved at the end of the year, what are the competencies to be developed or what are the competencies should be achieved by students and what are the programmes and teaching methods to be adapted. These plans are 2 types 1) Annual Plan 2) Lesson Plan. Every teacher should have understanding on these two plans and should plan and conduct to achieve the expected competencies.

I. Annual Plan - Model

- 1) **Class :** X
- 2) **Subject :** Social
- 3) **Periods allotted for this subject per year :** 155 periods
- 4) **Expected competencies to be developed in students in a year (standard wise) :**

1. Conceptual Understanding :-

- Existence of India, Geographical shape, Islands, concepts of Income, concepts of Human Development, fields in economic system, employment opportunities, organised, unorganised fields, climate, influencing factors of atmosphere, seasons, monsoons of India, Himalayans, Peninsular in India, Population density, organisation of Habitations, Problems of Urbanisation, People's migration, Products organisation, construction of constitution, Division of country, Reasons for revolution, Reasons for world war, UNO, Indirect wars, Army treaty etc., should be explained.
- Classification of Geographical shape of India, Rivers, Monsoons, Rights, Fields in economic system, trends in migration.
- Compare and contrast between latitudes-longitudes climate atmosphere, migration from villages to town, Lok adalath - courts , Myra-Phbi Revolution.
- Role of common people in social revolutions, noticing social equalities and inequalities, Allotment of special constitutions, give examples to egoistic nationalism.

2. Reading the text, understanding and interpretation :-

- Understand about Geographical shapes like Himalayas in India, Peninsula Plateau, Ganga Plain and less employment.
- Comment on important influencing factors on climate and atmosphere.
- Express opinion about influence of change in climate on atmosphere.
- Read and comment on 317 of RTI ie, right to information of it.
- Read the point/factor if women unit flow 309 and comment

- Express in own words how the countries got independence recently are influenced by the competence between two developed countries.
- Express their opinion on economy after reading.
- Constitution has basic principles. But if people confront with system them only change will happen. Do you agree with this? Express their opinions.
- Imagine results after reading about globalisation.

3. Information Skills :-

- Read the table about different community people, developmental objectives and fillup the table.
- Analyse agricultural, industries, service field wise GDP.
- Analyse the data of labours working in different fields of India.
- Observe climograph in page 45 and analyse locations with the help of Atlas.
- Analyse the population growth and gender ratio of different states in India.
- Analyse migration of people.
- Analyse different political parties and results of elections.

4. Reflection on contemporary issues and questioning :-

- Question on right to information act - working style of government - supervision.
- Question on Human fault disasters like Bhopal gas accident.
- Give suggestions to bring social economical changes in our country.
- Imagine/guess about todays election procedure and results.
- Know about the disadvantages/loss of world wars suggest remedies.
- Imagine/guess reasons for environmental problems in modern days. Give reasons for environmental problems.
- Question about Natural calamities.
- Globalisation takes place in future also. Imagine how it would be in coming twenty years and give reasons.

5. Mapping Skills :

- Identify/locate the places of Social Revolutions in World map.
- Locate the countries participated in world wars in world map.
- Read the longitudinal diagram/map of India in page no _ 3 and analysed.
- Identify the colours of plains, plateaus, and mountains in India map.
- Analyse trends of Human development figure in page no : 23.
- Identifying rivers, water resources, places with average temperature on the basis of India map.
- Analyse the difference of World map in page no 71 from the remaining/rest of the maps.

Note : We should write the expected competencies, attitudes and knowledge over a span of an year through teaching the text book. So the teacher must read the whole text book and understand the lessons. We should write the expected competencies, keeping in view the characteristics of a good citizen.

6. Appreciation and Sensitivity :-

- Explain and follow the Fundamental Rights.
- Prepare posters on conservation of forests and animals.
- Prepare Paplet on Globalisation.
- Write some slogans to bring awareness in people.
- Prepare posters on ground water-resource for all - conservation of water.
- Appreciate the role of farmer in agricultural field.
- Help when accidents occur.

5) Annual Plan (Monthly wise and Unit wise) - X Class

Month	Lesson	No. of Periods	Teaching Aids/ Sources material	Programmes to be organised
June	- Geographical shapes	8	India map Globe-Model	Serving Nature, conservation of soil, growing trees etc. } Debate Exhibiting the model of mountains.
	- Developmental concepts	4	World map, Atlas, Internet, Economics inter.	
July	- Developmental concepts	2	World map	Painting competitions on different occupations. CCE essay writing on world during world war.
	- Production employment	6	Europe map	
	- World during World war 1900-50	12	European History - Degree.	
August	World during World war 1900-50.	10	India map World map	Seminar on World during World war.
	Indian Climate	12	History (Inter, X Degree), Internet, Atlas.	
September	- Rivers in India.	10	India map Asia map	Discussions on conservation water, forests and animals.
	- Water resources - Nationality liberation revolutions in migration ruled places.	12	History Books. Internet, Atlas.	
October	- Freedom struggle of India, division of country, index-1939-47	8	India map, internet Indian History	Life stories of Indian national leaders - story telling. Seminar on World population day.
		7	(degree), atlas, life stories of National Leaders.	

Month	Lesson	No. of Periods	Teaching Aids/ Sources material	Programmes to be organised
November	- People - Habitation	6	World map	Exhibit of House models.
	- People-migrations	7	Andhra Pradesh	Quiz on constitution of India.
	- Rampur village economic system	4	map, political	
	- Construction of independent constitution of India.	6	Science Books, Internet, Atlas. Constitution of India Book.	
December	- Globalisation	3	Indian History,	
	- Food Security	3	Inter Economics,	Food security.
	- Independent India	6	India map, world	Quiz on independent India.
	- Equality, sustainable development.	4	map, internet, Atlas.	
Jan	- Formation of political trends.	7	World History,	Slogans of different parties, cultural programme on condition of World after world war.
	- World and India after world war.	7	World map, Internet, Atlas.	
Feb	- contemporary social revolutions	6	Inter civics books,	Lectures on responsibility of citizens and Govt by experts.
	- Citizens, Govt.	6	World History, Life History of different political science Scientists.	

6) Reflection of teachers on implementation of Annual Plan.

(should be written once in a month.)

7) Advises and suggestions of Head Maser (Monthly once)

(Teachers must write annual plans during summer vacation. They should read text books, reference books and write the plan with clear understanding. These plans must be submitted to the headmaster on the reopening/first day of the school. HM must write his/her suggestions).

II. Unit/Lesson Plan :

Teacher should think about what to teach? How to teach? What type of activities to be conducted? How children be made to participate in learning? and should prepare plan. So a new format was developed to make the plan to be easy, thoughtful, and adaptable. This is the plan for both i.e, Unit and Period Plan. Steps of the plan are as follows. This formate should be used.

Steps of Unit/Lesson Plan :

- 1) Name of the unit/lesson :
- 2) Class :
- 3) No. of total period allotted to the unit :
- 4) Academic standards to be achieved :
- 5) Period wise concepts, teaching learning points and methods :

No. of Periods	Teaching item/ concepts)	Teaching learning strategies/learning experiences) (Steps)	Teaching learning material	Continuous Comprehensive Evaluation
1.				
2.				
3.				

- 6) Teacher's notes : Additional information to be collected on teaching points and methods by teacher.

- 7) Reflections of teachers :

Explanation on steps of Lesson Plan :

Academic standards to be achieved : Unit/lesson should be read as a whole to understand and standard wise competencies should be written through this lesson. Explanation about educational standards are being given in text-books also. Exercises given at the end of lesson is also according to educational standards. So teachers should read and should develop understanding on these educational standards. As these are being written before,

teacher could understand which teaching learning process and resources to be used to achieve educational standards.

Period-Wise Concepts, teaching learning items and methods :

Concepts / items :

Every lesson contains important concepts. These concepts are being shown as side headings in non-language subjects. Some time these concepts should be internal in the lesson. Teacher should identify these concepts and prepare periodwise plan. Teacher should collect additional information by reading reference books about these concepts. Teacher should write these additional information as teachers notes at the end of plan.

Teaching learning methods, teaching strategies :

Teaching strategies are different for different subjects. Learning should take place not only by listening, reading but by other methods like dialogues and discussions, activities, projects, questioning, observation, exploration, discovery, analysis, synthesis, evaluation also.

Important teaching learning methods are concept mapping, questions and discussion, reading and reflection, discussion on vocabulary, mapping activity, field visit, case study, group work - presentation and discussion, questioning and arguments, situation analysis and reflection, information collection, analysis and presentation, project works, KW technique - what I know? What additionally I want to know? and what I learnt? (Prior knowledge, knowledge to be acquired through lesson transactions and knowledge gained finally.)

Resources for teaching [TLM]) :

Teacher should keep ready all TLM for teaching unit before going to class. Resources means reference books, teacher's Hand books, Charts, maps, globe, atlas, material for experiments, material to be used for teaching, dictionaries, CDs/Videos, magazines, compass box, kits, models, Microscope, clippings of Daily news papers, teacher's notes and services of subject experts. Teacher should prepare TLM relevant by himself. For effective teaching and effective participate of students, teacher should use suitable TLM to make the teaching learning process interestingly.

Teacher's notes :

Information given in text book should not be written as teacher's notes.

- Every teacher should maintain a bit note book for this plan. Approximately 20 pages should be allotted for each unit/lesson. Teacher should write notes like additional information about teaching items/concepts of the lesson and new illustrations/examples, thought provoking questions, additional activities, relevant stories, incidents etc. which are collected from reference books, Magazines, News papers. Teachers notes reflects the professional preparation of the teacher. Information only from textbook should not be written.

Reflections of the teacher :

- Reflections of the teacher means how the lesson was conducted ? What children learned? which method is useful for effective teaching? Who are the students answered creatively ? Classes which are conducted effectively and which are not conducted effectively. Successful strategies etc. and his own experiences should be written in this notes.

Should teacher prepare these lesson plans and annual plans every year?

There is no need to write unit/lesson plan every year. Once written, these might be continued till the text books are being changed. But additional information like teaching learning processes, resources, teacher's notes, reflections for improvement should be written under each step.

- Teacher should write teachers notes and reflections every year for each unit. This plan is useful for some years. Teacher should read different books for new items/things and should note in teacher's notes.
- Teacher should write notes every year after reading source and reference books, teachers hand books, additional information, thought provoking questions, puzzles, activities, examples, case studies. Teaching learning should be effective by using these students should think and participate in teaching learning process. Every teacher should develop the habit of reading reference books and magazines every day. It is compulsory for professional skills and do justice to students. If teacher has not having reading habit or stop reading, inertness takesplace in profession. Because of

this person who is teaching and persons who are listening feel disinterest. So reading books, reflecting, discussing are base for professional development without this there is no teaching and no learning.

Lesson Plan - Model

1. **Name of the lesson** : Geographical Shape of India
2. **Class** : X
3. **No. of Periods** : 8
4. **Objectives / Competencies of Lesson to be achieved after the completion of the lesson :**

A) Conceptual Understanding :-

- 1) Explain the existence of India basing on latitudes and longitudes.
- 2) Explain
- 3) Classify geographical shapes of India.
- 4) Give differences between Island and Peninsular.
- 5) Explain the concept of Unit time.
- 6) Explain about Angara and Goudwara Fields.
- 7) State the differences between Plateau and Plane.
- 8) Explain how deserts.
- 9) Classify the types of Plateau and

B) Reading the text, understanding and interpretation :-

- 1) Read the item Himalayas in page 5 and comment on this.
- 2) Comment on the development of mineral sources in Chota Nagapur of Penensulian Plateau.

C) Information Skills :-

- 1) Collect information about different trees in Himalayas and record in table and analyse.
- 2) Collect information about different living things.

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- 3) Note different timings of Sun rise and sun set at different places and write in the form of table and analyse.

D) Reflection on Contemporary issues and questioning :-

- 1) Reflect to problems faced from Cycallones by coastal places and suggest solutions.
- 2) Respond to disappearance of lakes and suggest remedies.

E) Mapping Skills :-

- 1) Identify Deltas in India Physical map.
- 2) Prepare Mountain models.
- 3) Identify mountains, plateaus, planes in India map and colour them.
- 4) Identify the way of Brahmaputra River.

F) Appreciation and Sensitivity :-

- 1) Mention the advantages of forests.
- 2) Organise vana Mahotsavam.
- 3) Respond to life style of Coastal people, life style of internal places people, life style of desert people, life style of Island people and extend help and co-operation.

5. Period wise concepts teaching learning items and methods.

Period	Concepts/ teaching item	Teaching strategies, methods, learning experiences	TLM/ Sources	Understanding Observation of Children
1.	Existence, Background of Earth.	1) Mind Mapping 2) Discussion on Vocabulary. 3) Reading-Reflection 4) Questions and discussions.	1) Globe 2) Atlas 3) India map 4) Paper cuttings of sunrise and	1) What is meant by existence? 2) How India formed? Basing on this background of ground/earth.
2.	Geographical shapes- Himalayas.	1) Questions on yester- days lesson. 2) Reading-Reflection 3) Analysis	1) India map 2) Graph on heights of Himalayas. 3) Information table on trees.	1) Identifying important peaks in Himalayas. 2) Locating other mounta- ins in map. 3) If there are no Himalayas, what happen? Reflection.
3.	Ganges-Sindhu Plane.	1) Questions on yester- day's lesson. 2) Reading-reflection.	1) India map 2) Outline map 3) Table on differ- ences in planes.	1) Classification of types of planes in our country. 2) Observation of rivers and tributaries of Ganges Plane. 3) Planes based on surface differences.
4.	Peninsula Plateau	1) Questions on yester- day's lesson. 2) Understanding content. 3) Reading-Reflection 4) Collecting information	1) India map 2) Charts/maps of Plateau. 3) Outline map 4) Eastern and Western ghats map.	1) Classification of Penins- ula Plateau. 2) Classification of rivers of Peninsular. 3) Locating different plateaus in the map. 4) Discussion on plateaus.

Period	Concepts/ teaching item	Teaching strategies, methods, learning experiences	TLM/ Sources	Understanding Observation of Children
5.	Thar deserts Coastal planes Islands.	1) Recapitulation 2) Understanding 3) Content Analysis 4) Reading-Reflection	1) India map 2) Collection of paintings/photos, about deserts, Islands. 3) Photos of desert livings. 4) Photos of Birds in Island.	1) Reason for formation of deserts. 2) Difference between trees of deserts and coastal places- discussion. 3) Collecting information about names of different places of coasts in India.
6.	Key Words	1) Questions-Discussion	-	-
7.	Improve Learning	1) Discussion in whole class. 2) Project work.	-	Acquiring skill of information analysis.
8.	Improving learning	1) Discussion in whole class. 2) Project work.	1) India map	Observing map and explaining.

6. Teacher's Notes : (Additional information and activities to be collected by teacher).

1) Geographical form 2) Himalayas 3) Planes of Ganges and Sindhu 4) Peninsullian Plateau 5) Deserts 6) Atlas 7) Thought provoking questions 8) Psunami-photos 9) Information for project work, stories, comedy incidents etc.

7. Reflection of Teacher :

(Write self evaluation on assumption in teaching, experiences faced, successful/ unsuccessful activities etc.)



6


Readiness of Teacher

System of Social Sciences teacher should be reconstructed; teacher is not the person only implement/adapt curriculum and syllabus developed by others. He should recognise that he was the person to take decision about curriculum and material. Teacher should work hard to bridge the gap between students and large objectives of curriculum. They are only empowered to take last/final decision in the field of work.

Teachers empowerment has key role in taking decisions and creating opportunities in Social Science education. For this purpose teacher's readiness is necessary along with constructive changes. Teacher should be independent in factors like what to be taught is stipulated time? How to teach? Which material to be used? In the same way he should be accountable for results.

The following items should take place in the preparation of teacher :

- ◆ Teacher should prepare annual, lesson plans necessary for teaching before going to class.
- ◆ Orientation/training should be on social, sciences approach, teaching methods, different material, teaching strategies and procedures to be adapted in the class room.
- ◆ Teacher should arrange materials like necessary reference books, text books, globe, map, Atlas, activities to be taken by students and suitable teaching learning material.
- ◆ Comprehensive understanding should be developed by viewing websites.
- ◆ Teacher should have understanding about the activities and discussions to be conducted in class room to make students to understand democratic values, secularism, equality etc.
- ◆ As per RTE Act - 2009, Social Sciences teacher for elementary classes should be a graduate. Otherwise he should be given training in subjects which are not learned.
- ◆ According to the changing time, teaching should also be changed in pre-service training.

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- ◆ Societies/Unions should be arranged with subject experts to develop professional skills in social science teachers. Programmes like motivation social science teachers for readiness/preparation should be organised.
 - ◆ The above items should be continued keeping in view of CCE, RTE-2009.

Teacher's role is very important in learning of Social Science. Teacher should not think as giving information is teaching. To develop thinking competency in students, teacher should make children to participate in teaching strategies like questioning, discussion, figures and drawing diagrams. Then only children can face challenges come across learning and solve them by thinking deeply, creatively. Teacher should adapt the following to achieve the above.

- ◆ Teacher should read text book thoroughly
- ◆ Should read and understand chapter of text book and items at large scope.
- ◆ Teacher should start teaching after reading teaching items completely.
- ◆ Teacher should prepare questions on contemporary items to take up in teaching learning process.
- ◆ According to situation photos, examples, tables, reference books, internet and youtube should be used in teaching.
- ◆ Unit/Lesson plan should be prepare including standards and keep ready.
- ◆ Activities should be conducted according to teaching item, size of the class, standard of students.
- ◆ Class should be conducted keeping in view the competencies to be achieved.
- ◆ Teaching knowledge should be developed according to be change in teaching methods.
- ◆ Keeping children away from wrote memorisation, importance should be given to self thinking and answering.
- ◆ Teacher should collect the relevant reference books and read.
- ◆ Teacher should use his experience and creativity to develop the learning of students.
- ◆ Teacher should conduct discussions in a democratic way like giving equal opportunities to all students, respecting their opinions without any answer, impatience and

- ◆ Teacher should be encouraged to question.
- ◆ Activities and projects should be organised co-ordinating with daily life experiences of students.
- ◆ Teaching should be such that values, attitudes, good habits should be developed along with knowledge.
- ◆ Equal opportunities should be provided to all students in teaching learning process.
- ◆ Teacher should use Audio-Visual Aids, Clippings of News Papers, Pamphlets, Magazines.
- ◆ Teaching should not be limited to text-book, but relevant matters also should be taught.
- ◆ Teaching learning material, maps, charts, models, etc. should be prepared before and should be used effectively.
- ◆ Teacher should attend training programmes for professional development.


Keeping the above points in view, there is need for teachers to be ready in 3 stages.

1. Readiness for teaching.
2. Readiness for Evaluation.
3. Readiness to make students to participate in Evaluation (Examinations/tests)

1. Readiness for Teaching :

Teacher should concentrate on the following for readiness for teaching.

- Teacher should read the whole book and should understand not only relevant lessons but whole book.
- Annual Plan should be developed well before keeping educational standards in view.
- Identify necessary teaching material and arrange/obtain them for teaching.
- Activity sheets for conducting activities and teaching material should be kept ready.
- Learning process should be organised in the class room following the teaching steps.
- Compile the summary of discussions and make to understand the concepts.

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- Contemporary matters/items should be included in teaching.
 - Teaching should be in natural learning atmosphere.
 - Assignments or project work should be given as Home-Work.

2. Readiness for Evaluation :

Continuous comprehensive evaluation should be done as part of teaching by teacher. Formative and Summative Evaluations should be done in stipulated time. In X class marks have been allotted as 20% for formative evaluation and 80% for summative evaluation.

A) Readiness for Formative Evaluation :-

Formative Evaluation can be called as Internal Evaluation.

- a) Reading and commenting on given item, and reflecting on contemporary matters/ items.
 - b) Answers written in their note books by themselves.
 - c) Project works.
 - d) Slip test.
- To conduct the above items, teachers should prepare questions items, list of project before hand.
 - Children should attend 4 Formative Assessments in stipulated time. In case if children fail to attend. Formative assessment should be conducted as soon as they attend.
 - Educational standards of backward children should be improved through special training.
 - If children get/achieve at least 7 marks as an average for 20, then we could say that they passed in formative evaluation. Grades should be given basing on marks.
 - This method should be adapted in IX class also. So that children might be habitated to this method in X class.

B) Readiness to Summative Evaluation :

Teacher should conduct written examinations three times in Academic year and should to summative evaluation. For this purpose teachers should be ready.

- S_1, S_2 examinations should be conducted using the question papers developed by DCEB.
- This external evaluation should be for 80 marks in two papers.
- Marks, grades should be recorded them and there for 2 papers separately.
- Students should pass in 2 papers, in public examinations separately.

3. Readiness of teacher to prepare students for Evaluation (Examinations) :

Teachers should keep the following prints in view to prepare students for internal and external examinations to be conducted.

- Should include contemporary matters in the lesson and conduct discussions.
- Should make students to read lessons and comment on them.
- Should make students to write answers to the questions given from, improve your learning at the end of lesson in their note books by themselves and evaluate then and there. Suitable suggestions and advices should be given.
- Teacher should made students to conduct projects related to lessons and should provide planning, collection of information, analysis and necessary co-operation.
- Should keep safe the projects conducted.
- Should conduct discussions and activities to develop educational standards like drawing skills, appreciation - sensitivity and understanding.
- Remedial teaching should be conducted for necessary items as per grades in Formative and Summative Evaluation.

A. Need of the Reforms

- The aspect that is to be worried about is mainly the role played by ‘school’. The role of school is reduced to prepare the children mechanically for their exams limiting their knowledge to textbooks. Learning by rote memory and mechanical completion of syllabus do not prove to be beneficial for achieving the objectives of education. A school must enable the children to explore, search, discuss, read the reference books, discriminate and analyze. When these are kept in view, the present system of examination has to be changed.
- The class X is treated as an important class and more focus on examination outcomes. Therefore, the syllabus of class X is being completed much earlier than decided months. The teaching is mostly aimed at examinations and school encouraging memorizing the answers with the help of guides, study materials etc. Most of the time the children are confined to reading and re-reading the texts and memorizing the answers. There is no opportunity and space for children to think on their own and construct answers applying their knowledge and experience. There is stress and anxiety in the entire preparation for class X on the part of the children and teachers. The schools are confined as coaching centres without much focus on developing analytical and logical thinking on the part of the children and develop knowledge and wisdom.
- The examination pattern and system is not focusing on testing the children’s logical, analytical and communication abilities. Though the children are getting good marks, it do not reveal their abilities and competencies. There is high expectation on the part of the children at class X in terms of marks which leads to pressure on the children and they resort to various types of incidences. Therefore, it is required to take up appropriate reforms at class IX and X, which actually reveals the original potentialities and abilities of children. The entire process of education should aim at developing, thinking, analytical and communication skills among the children in a democratic climate.
- School should function for the all-round development of children. For their all-round development, children should participate in various activities and programmes to

develop physically, mentally, socially, emotionally and morally. Presently, teaching is limited to languages, Science, Mathematics, Social Studies. Only these are being evaluated. Teaching must take place considering Health & Physical Education, Arts & Cultural Education, Work & Computer Education and Value Education & Life Skills as curricular areas. They should not be treated as co-curricular activities. Even these areas also be evaluated periodically.

- The most important person in school education is teacher. Development of the students depends on the activities and programmes conducted by the teacher. Unfortunately all these activities are kept a side and giving utmost importance to only information oriented examinations. As a result of these teachers are not being trusted. If teachers are believed and given responsibilities fixing the targets we can achieve better results than now. Hence, the evaluation methods need to be reformed in this angle. Instead of allotting the complete weightage to the public exams, we should consider teacher at school level and some weightage must be given to internal assessment or Formative Assessment.
- In this present situation, children are under stress as evaluating them is just limited to exams. Alternate aspects must be included to avoid pressure among children. Project works, experiments, assignments, children's notebooks and children's participation must be made use of while evaluating their performance.

B. Reforms in class IX and X – Background

- APSCF-2011 was framed in accordance with RTE-2009 and NCF-2005. The textbooks from classes I to X are revised (modernized) on the basis of APSCF-2011.
- The new textbooks aim at achieving the class wise, subject wise, targeted competencies and developing multifaceted personality and competencies such as thinking, self expression, analysis, logical representation etc.
- Developed Position Papers and approaches to teaching in all the subjects focusing on the changes that are to brought in the Department of Education in the State. Similarly a Position Paper has also been developed on the reforms in examination and make examinations away from rote memory.
- CCE for classes I to VIII is being implemented in the State since April, 2010 with a focus on projects, self expression, change in the nature of questions etc.
- A shift in the nature of teaching learning processes and engagement of the children in learning process with activities, dialogue and discussions, projects, experiments etc.

The very process of experiencing and knowledge construction have been changed.

In view of changes as above in the school curriculum, textbooks, teaching learning process, it is necessary to change the way we assess the children i.e. what to be assessed, how to be assessed and feedback procedures etc. it become necessary to bring reforms in class IX and X examination.

C. Guidelines

Series of actions contemplated by SCERT for developing proposals on SSC Examination reforms

- Conducted a meeting with textbook writers and experts on the proposed SSC examination reforms during September, 2013 and discussed the issue.
- Based on the above discussions and the existing CBSE pattern, draft proposals have been formulated.
- A meeting was conducted with subject specific teachers, headmasters, Mandal Education Officers, academic officers of AP residential institutions, representatives from private school managements during March, 2014 and discussed the draft proposals and formulated the second draft.
- The draft proposals have been sent to all the RJD SEs and DEOs in the State and requested them to discuss on the draft proposals and submit a report with suggestions and proposed changes. Accordingly, the DEOs conducted meetings with teachers and submitted their opinions and suggestion to the Director, SCERT.
- A request was made to all the teacher organizations in the State duly furnishing the draft proposals with a request to discuss the same and attend a meeting to submit their opinions and suggestions. A meeting was convened with teacher organizations on 26th April, 2014 at SCERT where in the teacher organizations presented their opinions and suggestions.
- A meeting was conducted by the Principal Secretary, School Education (PE & SSA) with Director SCERT, Addl. Directors of School Education, selective DEOs, Principal and staff members of CBSE schools, Professors of SCERT on 3rd May, 2014 at Conference Hall, J-Block, Secretariat, Hyderabad and discussed on the proposed class IX and X examination reforms. The members interacted presented their opinions and suggestions.

Based on the above meeting and discussions a penultimate draft on SSC examination reforms have been developed as given here under.

PROPOSALS

a) Quantitative aspects :

1) Number of papers for each subject

- Two papers for each language subjects i.e. Telugu, English, Hindi, Urdu etc., except second language (Telugu/Hindi).
- Two papers for non language subjects i.e. Science, Social Studies and Mathematics viz., **Science**– Paper 1 Biological Science, Paper 2 Physical Science; **Social Studies**– Paper 1 Geography and Economics, Paper 2 History and Civics; **Mathematics**– Paper 1 numbers, sets, algebra, progressions, coordinate geometry and Paper 2 geometry, trigonometry, mensuration, statistics, probability etc.

b) Papers and Marks :

Subject	Total Marks	Paper I Marks	Paper II Marks	Formative Assessment Marks
First Language (Telugu/Hindi/Urdu etc.)	100	40	40	20
Second Language (Telugu/ Hindi)	100	80	-	20
Third Language (English)	100	40	40	20
Mathematics	100	40	40	20
Science	100	40	40	20
Social Studies	100	40	40	20
Total	600	280	200	120

c) Marks weightage and duration of examination

- **For all subjects**– Telugu, Hindi, English, Mathematics, Science and Social Studies – Every subject will have two papers and each paper is for 40 marks and the examination duration is 2 hours and 30 minutes in addition to 15 minutes for reading the question paper, but for second language (Tel/Hindi) time duration is 3 hrs in addition to 15 minutes for reading the question paper.
- The summative examinations which is school based for class IX and the final summative is of public exams at class X conducted by Director, Govt. Examinations. Each subject will be conducted for 80% of marks. The remaining 20% of marks are through internal assessment i.e. Formative Assessment [FA].
- The average of four formative assessments conducted in an academic year will be accounted for 20% of marks i.e. the average of four formative assessments will be taken and accounted for 20% of marks in class X public examinations.
- Conduct one paper on each day except on general holidays.

Summative Assessment :

- Three summative tests must be conducted in each academic year for classes IX and X. In case of class X, public examination will be in place of third summative test to be conducted by the Board of Secondary Education.
- First and second Summative Assessments shall be conducted by schools itself through preparing question papers for 80% of marks. This ensures that the children are trained to write public exams. The remaining 20% of marks shall be awarded on the basis of the Formative Assessment.
- The summative assessment for class IX and 1st and 2nd Summative Assessment in class X must be on the lines of public exams.

The questions must be developed based on the blue print reflecting the academic standards.

d) Internal and external weightages – Formative and Summative:

80% of marks in each subject for the summative/ external public examinations and the 20% of marks for the proposed internals under formative assessment. The areas and marks for the formative assessment is given here under.

Sl. No.	Item for Formative Assessment	Marks
1	Language subjects – Reading storybooks, children literature, newspapers etc. and reflecting in terms of writing and presentation in the classroom. Science – Doing the experiments and writing in the record. Mathematics – Generating Mathematical problems under various concepts – Writing and presentation in the classroom. Social Studies – Reading the text and interpretation and reflections on contemporary social issues through writing and class room presentation	5
2	Children’s written work in their notebooks – Self expression/ writing to the questions/ tasks given in the exercise part under each unit/ lesson. The children shall not copy the answers from guides/ study materials etc. but they should think and write on their own.	5
3	Project works	5
4	Slip test	5
	Total	20

- A separate notebook for each subject for the formative assessment pertaining to three items of serial numbers 1, 3 and 4 of the above table shall be maintained by each student. However, in case of serial number 2 i.e. a separate notebook may be maintained by each child. These notebooks reflecting children works must be preserved which will be the basis for awarding marks by the teacher and for the verification of officials whenever required.
- The average of four FAs will be accounted for 20% of marks in public examinations under each subject.

Verification of internal marks and submitting to O/o Director, Govt. Exams:

- After completion of the 4th Formative Assessment, the headmaster should verify all the records for the above internal tests and keep ready for external moderation committee and submit the details of the marks to the SSC board after committee verification and approval, in a fixed format through on-line. The programming part of this for submission of internal marks from schools will be done by Director, Govt. Examinations.
- 10 to 15 schools in two or three Mandals shall be considered as a unit for monitoring and moderating. The moderation committee formulated by the DEO, shall observe all the schools assigned in the given Mandals both government and private and verify the marks, grades awarded for internals and as well as co-curricular activities.

e) Pass marks and minimum marks for passing

- 35% is the pass marks for all the language and non language subjects.
- In case of formative assessment (internals), 20 marks each for all the subjects except Science i.e. 10 marks for Biological Science and 10 marks for Physical Science.
- Student must score a minimum of 35% of marks in each subject which includes both internals and externals. Students must secure 28 marks in external public exam.

Pass marks in Second Languages:

- The pass marks for second languages i.e. Hindi, Telugu etc. will be 35% on par with other language subjects.

f) Grading

- The marks based grading for classes IX and X with the range is given here under.

Grade (100 M)	Marks in Languages	Grade points
A1	91 to 100 marks	10
A2	81 to 90 marks	9
B1	71 to 80 marks	8
B2	61 to 70 marks	7
C1	51 to 60 marks	6
C2	41 to 50 marks	5
D	35 to 40 marks	4
E	0 to 34 marks	3

Cumulative Grade Point Average (CGPA) will be calculated by taking the arithmetic average of grade points.

g) Other curricular subjects (Co-curricular areas) – Evaluation

- Co-curricular activities i.e. Physical & Health Education, Arts & Cultural Education, Work & Computer Education, Value Education & Life Skills are the part of the school curriculum. Periods have been allocated in the school timetable for transaction of these areas. These areas are now included for assessment in classes IX and X. Each area has 50 marks.
- Grade details of these subjects are to be recorded in the memorandum of marks of class IX and X. The 5-point grade scale is applied to these areas i.e. A+, A, B, C and D.
- No public exam shall be conducted in these subjects. However, these areas will be evaluated for three times in an academic year i.e. quarterly, half yearly and annually. Teachers shall observe and award marks. The average will be taken into account and the details of grade must be submitted on-line by HM to Director, Govt. Exams after verification by the moderation committee.

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- HM should allot the responsibility of conducting these co-curricular activities followed by assessment to the teachers. Initially, choice may be given to the teachers to select the areas based on their interest. If it is not possible, the HM should allot co-curricular activities to the working teachers as suggested here under.

Ex:

- Value Education & Life Skills to language teachers/ Social Studies teachers.
- Art & Cultural Education to Social Studies teacher/ language teacher
- Work & Computer Education to Physical Science/ Biological Science teacher.
- Physical & Health Education will be conducted by Physical Director/ Physical Education Teacher. In case PD/ PET is not available other teachers like Biological sciences etc. may be considered.

However, the co-curricular areas shall be shown separately and will not be counted for grading the students in curricular areas.

QUALITATIVE ASPECTS

h) Nature of the question papers and questions

- The nature of questions are to be open ending, descriptive, analytic which tests children abilities of thinking, critical analysis, judgments and leads to self expression and away from rote memory. Children must be trained to think critically and construct the answers on their own. Ensuing that learning is shifted away from rote methods and memory oriented, focus on self expression and do away with using of guides and study material and memorizing of answers.
- The questions should make the children think and write. The questions should be analytical, application oriented and open ended.
- The questions once appeared in public exams should not be repeated.
- The questions given in the exercises of the textbook under each unit and lesson must not be given as such. The questions must reflect the academic standards.

i) Academic standards/ competencies to be achieved

- The questions in the public exam should be in relevance to the laid down academic standards/ competencies to be achieved in the subjects concerned.

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- Weightage for the competencies of the subjects shall be developed and blue print/weightage table prepared and accordingly question papers shall be developed.

Types of test items:

- Following are the nature of test items.

A) Non language subjects (Science, Mathematics and Social Studies)

- Essay type questions.
- Short answer questions.
- Very short questions
- Objective type questions – Multiple choice questions.

B) Languages subjects – Telugu and other Indian languages

- Reading comprehension
- Writing
- Creative expression
- Vocabulary
- Grammar

C) Language – English

- Reading comprehension
- Vocabulary
- Creative writing
- Grammar

- Objective type questions which are multiple choice in nature.

j) Questions – Choice

- Each question paper may contain internal choice for essay types of questions only.

k) Questions – Weightage

- Blue print will be developed reflecting weightage to the nature of questions and academic standards. No specific weightage to the lessons/ units. Questions may be given from any lesson/ any part of the textbook.
- The weightage tables must be kept in view while preparing question papers. Type of questions (essay, short answer, very short answer and objective questions) and academic standard-wise questions (how many marks and questions to each academic standard etc.).

l) Single answer booklet and no additional papers

- It is proposed to give one answer booklet to the students to write the answers since suggestion given for the extent of answer in the form of paras/ sentences/ words. No additional answer papers will be entertained.

m) Correcting the answer scripts and the facility of revaluation

- As the questions are thought provoking and open ended, correction must be done carefully. Appropriate guidelines will be given from SCERT to the teachers along with key for undertaking proper correction of answer scripts.
- Transparency in paper correction must be made by way of facilitating for re-counting of the answer scripts if students represent.
- Guidelines on examination reforms and for correcting the papers will be framed from SCERT. The children self expression, power of analysis, self writing, application and explanation, argument and representation of their perspective etc. will also form the basis for the correction in addition to subject matter.

n) SSC Memorandum of Marks

- Following are the items represented in the class X public examination memorandum of marks:

Part I:- General information about the student.

Part II:- Grades for the curricular areas i.e. languages and non languages - both internals and externals and over-all grade.

Part III:- Grades for co-curricular activities with qualitative description.

Information on the grades and grade point average may also be given on the other side of the memorandum of marks.

o) Training Programme

- The SCERT shall design the training programme for the teachers teaching classes IX and X along with supervisory staff. SCERT develop teacher handbooks on entire process of examination reforms and new textbooks and train the District Level Resource Persons in every subject area for the teachers teaching classes IX and X

including supervisory staff in collaboration with RMSA. The RMSA shall meet the expenditure towards developing teacher handbook, conducting training to District Resource Persons and actual conduct of training to the teachers in the field.

- Trainings may also be through teleconferences at regular intervals and sharing of good practices, doubts etc.


p) Responsibilities of D.C.E.B

- D.C.E.B. shall take up the responsibility of preparing question papers for classes IX and X (except public exam paper) and also sending them to schools.
- One Headmaster with sound academic background and commitment must be made as in-charge of D.C.E.B. subject-wise district teams with 10 to 15 expert teachers must be formed to prepare the question papers under D.C.E.B. The team members should include the textbooks writers from the district, SRG members, subject experts, teacher educators, experienced teachers etc.
- The subject groups of DCEB shall develop question papers and also examine the good questions furnished from schools and teachers. These teams must conduct subject-wise trainings in the district and also monitor the practice of assessment in the schools. They may be considered as members in the moderation committee.
- SCERT shall conduct orientations and trainings to the DCEB Secretaries and subject groups at regular intervals and build their capacity and also monitor the functional aspects of DCEBs. The DIETs, CTEs and IASEs shall support and supervise the work of DCEBs.
- DCEB should conduct seminars and training programmes to the teachers to develop awareness on the examination processes and correcting the answer scripts.

q) ROLES AND RESPONSIBILITIES

SCERT :

- The Director SCERT develops and submit the proposals to government in consultation with Director, Government Exams.
- Develops guidelines on all aspects of examination reforms in the form of handbooks to the teachers and supervisory staff along with additional booklet on subject-wise model papers.


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- Develops guidelines for the valuation of answer scripts as a part of teacher handbooks.
 - Proposals to the government on the required facilities to the schools to implement the curriculum so as to meet the examination standards.
 - Guidelines on the moderation for internals.
 - Monitoring and studies on the implementation of SSC examination reforms at various levels and take up follow up action.

Director, Government Exams:

- Collaboration with SCERT in finalizing the proposals based on the feasibility and for submission to government for orders.
- Development of programme for the on-line submission of internals and co-curricular activities to the Director, Govt. Exams and designing the memorandum of marks/ certificate.
- Monitoring the submission of internal marks and other nominal roles.
- Correction of answer scripts and declaring the results.
- Pre and post examination work, recounting etc.

RJD SEs and District Educational Officer:

- Conducting orientation to the teachers and supervisory staff on the new evaluation procedures. This also includes training to teachers and headmaster of private schools.
- Restructuring and strengthening the DCEB with one in-charge i.e. Secretary and constitution of subject specific groups with expert teachers @10 to 15 teachers per subject.
- Constitution of two member moderation committee for @1 for two or three Mandals. Steps for the capacity building of these moderation committee members with the help of SCERT and DIETs/ CTEs/ IASEs.
- Developing question papers printing and monitoring for the implementation for class IX and X except class X public examination.


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- Focus on thinking and self expression of answers from the children and do away the practice of memorizing answers from the guides and textbooks.
 - Gradual nurturing of self expression from class I onwards and focus on quality curriculum transaction and children learning outcomes rather than focus on class X alone.

Dy. Educational Officers:

- The Dy.EOs are responsible for 100% implementation of examination reforms of in their division and monitoring the internals. This is for both government and private schools.
- Identification of expert teachers in all the subjects and communicating list of such teachers to the DEO to consider for DCEB.
- Monitor the work of headmasters in monitoring the correct work of internals and implementation of curriculum and co-curricular activities.
- Record the nature of curriculum implementation and examination practices in the Academic Guidance Register (AGR) of every government and private school.
- The Dy.EO shall supervise the implementation of new textbooks, teaching learning process and implementation of formative and summative assessment procedures before moderation committee visits the schools.
- The Dy.EO is responsible for arranging training programmes and create awareness on curriculum transaction and examination reforms.
- Develop the knowledge on the basic aspects of curriculum, pedagogy, assessment duly reading and referring teacher handbooks, source books from SCERT and from other sources/ internet.

Headmaster:

- Headmaster is the first level supervisory officer to ensure proper implementation of curricular and co-curricular activities, teacher preparation, lesson plans, teaching learning process and conduct of exams properly by all the teachers.
- Identify and encourage teachers and children for their best efforts and talent and take it to the notice of higher officials and SCERT.

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- Using of guides and study material by the children and memorizing the finished answers will damage the children's thinking capacities and self expression. Therefore, guides and study material shall not be used. HM should ensure this.
 - Allotment curricular and co-curricular subjects to the teachers available and see that all these areas must be transacted.
 - Headmaster must check the evidences for internal exams i.e. proper conduct of formative and summative assessments at school level and offer suggestions on the records and registers prepared by teachers and children. He should verify all the children and teacher records on FA and SA and satisfy himself before placing it to the moderation committee.
 - HM to furnish internal (FA) marks and grades on co-curricular activities to the Director, Government Examinations through on-line as per the schedule from Director, Govt. Exams.
 - The HM should follow the schedule for the conduct of internals and other exams and maintenance children cumulative records and communicating the progress to the parents at regular intervals.
 - The HM must ensure for quality classroom transaction by utilizing available TLM, equipment and library books in the schools.
 - The HM should conduct monthly review on the performance of the teachers and children and record in the minutes book along with suggestions for each teacher and review follow up action on the minutes of the earlier meeting.
 - Arrangements for proper feedback to the children and their parents on children performance and school activities.
 - The HM is the first teacher and must be sound in academic knowledge by way of reading teacher handbooks, new textbooks and other source books and conduct frequent sharing workshops within the school on teacher readings and other academic issues and concepts.
 - The HM should observe the classroom transactions of each teacher and offer further suggestions and guidance for improvement.

Teachers:

- The teachers are responsible for the proper implementation of new textbooks i.e. activities, projects, experiments, field investigations, information tasks etc.
- The exercises given under each unit/ lesson are analytical and thought provoking in nature and children should think and write on their own. There shall not copying of answers from the guides, study materials, copying from other children notebooks etc. This is one of the items under formative assessment with appropriate interest and care. Teachers should not encourage purchasing and using of guides, study materials etc.
- The questions in the box items are meant for discussions in the classrooms where children express and share their thinking and ideas. The box items are on the contemporary issues and situations where children are expected to reflect their experiences and prior ideas. This is helpful for application of textbook knowledge in their daily life situations.
- Prepare and implement curricular and co-curricular subjects assigned to them and transact in a qualitative way with a focus on interactive teaching, discussions with active participation of children. Read resource books and additional reference material to get more clarity on concepts and develop teaching notes on each lesson. Thus, add value to the textbooks.
- Teachers conduct formative assessments (internals) and summative assessments and value the children notebooks and other records on regular basis. Give marks and grades based on children performance and maintain evidences of children performances in the form of children notebooks, records and keep ready for the observations of headmaster and moderation committee. The teachers shall take up remedial teaching and support children based on the gaps identified through formative and summative assessments.
- Keep and read the teacher handbook, modules provided during training programmes and take up follow up action. Teaching is a profession and teacher is a professional and constant updation of knowledge and skills is a must for any profession. Therefore, the teachers efforts for self development through reading resource books,

magazines, journals, attending seminars/ trainings, visiting subject specific websites, sharing in teacher meetings etc.

- Develop and use annual and lesson/unit plans and improve over time.
- Furnish children and teacher records pertaining to FA and SA to HM for his verification and for further guidance and suggestions.
- Encourage children for their initiatives and attempts to improve and support them.
- After careful examination of the matter, government here by agreed the proposal of the Director SCERT, A.P, Hyderabad as mentioned at Para 2 above, and accord permission to the Commissioner & Director of School Education, A.P., and the Director, SCERT for the implementation of the examination reforms as mentioned above for classes IX and X in all schools in the State i.e. government, local bodies, aided and private recognized schools.
- The Commissioner & Director of School Education, Director, SCERT, Director Government Examinations are requested to take further necessary action accordingly.

పిల్లలూ - పరీక్షలూ

నిరంతరం పరీక్షిస్తున్నందువల్ల ఆత్మ విశ్వాసానికి, ఆత్మగౌరవానికి తీవ్రమైన నష్టం కలుగుతుంది. తాము నేర్చుకోగలమనే సంగతి ఇతరులు నమ్మాలని పిల్లలు కోరుకొంటారు. పరీక్షల వల్ల ఈ నమ్మకానికి అడుగడుగునా అడ్డంకి కలుగుతుంది. పిల్లలు ఏమి నేర్చుకొన్నారో పరీక్షించడానికి ప్రయత్నించడం వాళ్ళు ఏమి నేర్చుకోలేదో ఎత్తి చూపి భయపెట్టే ప్రమాదంగా మారుతుంది. ఇది పిల్లల పట్ల పదేపదే అవిశ్వాసం వ్యక్తం చేయడమై ప్రకయాంతకమవుతుంది.

- జాన్ హోల్ట్



Conduction of Formative Assessment

Assessment of Classes 9 and 10

Social Studies - Assessment:-

Decision is taken to implement Continuous and Comprehensive Evaluation (C.C.E.) in the place of present Examination system. This should not be considered as the daily or weekend tests. This should be according to the teaching method of 'Learning by doing.' Teacher has to critically observe the children's participation in various activities of the class room and off the school and record their progress. Based on this, different activities have to be prepared for backward students to achieve the expected learning outcomes. Hence, C.C.E. is added to the Syllabus and the Text Books. Student's progress has to be estimated while the class room transaction is going on.

In the process of C.C.E., comprehensive doesn't mean evaluating the recapitulation of concept studied. It is the evaluation of students' multi faceted thoughts and expressions, interpretations, finding causations and relations, comparisons, telling the summary of the lessons, carrying out surveys, discussions, making inferences of the information etc., Evaluation becomes comprehensive when it is added with co-curricular activities.

Exams based on books (Open book) should be conducted at secondary level also as the part of Continuous and Comprehensive Evaluation. Opportunities to the students should be created to concentrate high on the real facts through Open book evaluation. Much creativity is required to prepare the question paper of the open book evaluation to concentrate on teaching objectives of social studies. Different channels have to be explored to develop these aspects.

C.C.E. should continue throughout the year to evaluate the social understanding and thinking of children from time to time. It is meaningless to pressurize the children to mug up and write the answers in the same manner. Present Examination system targets the correctness of the text and hence it makes all the children to write the same answer. But, concentration should be paid more on the objectives. After observing the answers/responses of a few children the question paper should be set.

The main aim of C.C.E. is to observe and record the child's physical, social, emotional development before, during and after the teaching-learning process in the class room, laboratory, library and play ground. Basing on these records if the child's progress is analysed and teaching – learning processes are changed systematically to bring in the all round development of the child that would be termed as Continuous and Comprehensive Evaluation.

Implementation of Continuous And Comprehensive Evaluation – Types of Evaluation:

The Evaluation is done in two types in implementing the Continuous and Comprehensive Evaluation. They are 1. Formative Assessment and 2. Summative Assessment. In an academic year the Formative Assessment is done for 4 times and Summative Assessment for 3 times.

1. Formative Assessment:-

Formative Assessment is the Evaluation process which helps to improve the Learning & Progress of children by judging “How the children are learning? What are they learning? How should their mistakes be corrected?” This is a continuous process and takes up the remedial measures each and every day and from time to time. The Formative Assessment takes place during – the teaching-learning process, children working together with peer group, children participating in activities, projects, explorations and all curricular and co-curricular activities. This Evaluation helps mainly to learn. It means that, this is not limited to testing children's learning but helps for their progress and further development.

Tools of Formative Assessment:

Formative Assessment is not limited to Exams. It depends on other alternative tools. It is a continuous process by nature. Hence, the following ‘Tools’ are used in Formative Assessment.

Sl.No.	Tools	Marks
1.	Reading the text given and Interpretation; Reflecting on contemporary/social issues	5
2.	Children's written works	5
3.	Project Work	5
4.	Slip Test	5
	Total	20

Note : From the above tools i.e. S.No. 1, 2 and 3, we can conduct for 10 marks and for S.No. 4 for 20 marks, but while recording, reduce them to 5 marks and record it.

Details of Tools of Formative Assessment:

1. Reading the text given and Interpretation; Reflecting on Contemporary/Social Issues:

- This should be conducted in two ways.
- Two times 'Reading the text given and interpretation' and two times 'Reflection on Contemporary/Social issues' should be conducted.
- If 'Reading the text and interpretation' is conducted for F.A.-1 then, 'Reflection on Contemporary/Social issues' should be conducted for F.A.-2.

Now, let us see how each item is conducted:

A) Reading the text given and Interpretation:

- 1) Speaking on the text read - 2 ½ marks
- 2) Preparation & Presentation of Report on the text read - 2 ½ marks

The topics of Interpretation and Reflection should be selected as follows:

- 1) Teacher allotting the topics to the children from books, News paper cuttings, Magazines and from the books of other classes.
- 2) Topics based on the Text book.
- 3) Children discussing and collecting the information.
- 4) Selecting the topic related to local issues.
- 5) Identifying topics and making the children to read Contemporary Issues and collect the information related.
- 6) Collecting topics from News Papers.

Note: All the above items should not be selected from their text book. They may be selected from the books other than their text book. The topics should be collected from Library books, News papers, Magazines, etc;

B) Reflection on contemporary/social issues:

Let the children say the topics that appear everyday in media or newspapers, social problems viz. violence on women, corruption, suicides of farmers, criminal tendency among people, alcoholism etc. Write them on the blackboard. Let the children choose the topic.

- 1) Reflection and Report writing - 5 marks
- 2) Presentation - 5 marks

How to conduct?

- Students should be made to identify the contemporary, social issues in the class room.
- The identified topics should be allotted to the students according to their choice or teacher should allot as he wishes.
- The topics should be selected by conducting discussion, mind mapping, debating.

What should the students do?

Students have to,

- Select the topic
- Prepare the report
- Speak on the prepared report – Discuss

How should be the selected topic?

- Social issues published in the News papers
- Problems of their village, district, state and country.

2. Children's Written Works:

The ability of writing starts initially with committing fewer mistakes and reaches to a stage of writing independently, writing systematically in an order, writing with analysis, writing reports, writing with criticism and writing creatively. The skill of writing develops when it is continued. So, we cannot depend only on the answers written by the children in the examination to judge their ability of writing. Writing and judgment both should be done continuously. To achieve this, children have to write something or other every day. To develop this ability,

Exercises under the title ‘Improve your learning’ are given in the text book. Children have to think and write the answers to the questions on their own in the note books. Teacher should observe the children’s style and way of writing the answers and award the marks. The marks should not be awarded if the answers are copied from guides, question banks or other’s Note books. Teacher also should not write the answers on the Black Board and ask the children to copy. If this is practiced, children’s writing ability would not develop. Children’s written works will be in the following forms.

- Note books are completed concept wise.
- Information tables are available and filled up.
- Exercises of the text books are completed.
- Map pointing and drawing are done.
- Wall magazine contains topics of social studies.

3. Project Works:

As per APSCF-2011, the learning should cross the text books. Children should read additional reading material. Reading habit should increase and children should become independent readers. To achieve this, a number of activities and the Projects of different abilities should be conducted. Children should meet different people, discuss with them and collect the information.

- Collected information should be recorded and analysed. Analysis should be written in the form of reports and presented in the class room. Discussion should take place on the reports.

Importance of Project Works:

Project Works gained importance due to the process of extracting, developing and utilizing the inner abilities of children.

Project Works help in developing the life skills such as, self-confidence, respecting others, making friendships, social adjustment etc;

- How should the Project works be conducted?

- Projects related to each lesson should be completed at the end of the lesson.
- Children should be given a clear understanding of the projects to be completed.

- Children should be made to speak on the project. They should read the reports.
- Reports should be kept safely.
- Teacher should help the children to complete the projects by giving suggestions and providing library books and other material.
- If Projects are done in groups, each and every member should write their own reports.
- Teacher should see that no student copy others report.

Nature of Projects:

- 1) Individual Project 2) Group Project

What different strategies should be used to conduct a Project?

- 1) Interview 2) Information collection 3) Reading the books
 4) Observations 5) Experiments, Explorations 6) Creativity and New inventions

Award of Marks:

- | | | | |
|---------------------------|---|-----|-----|
| I. Preparation of Project | - | 3m. | 30% |
| II. Preparation of Report | - | 5m. | 50% |
| III. Presentation | - | 2m. | 20% |

(does not mean reading the report but speak on the project on their own.)

Steps of conducting a Project:

- Name of the Project:
- Nature of the Project: Individual/Group Project
- Distribution of work(When Project is conducted in groups):

Conduction of Project:

- Collection of data
- Recording of data
- Analysis of data
- Preparation of Report on Analysis

- Presentation of Report in the Class Room - Discussion
- What did the children learn from the Project? - Discussion

Projects should be done on all the lessons. In addition to the Projects given at the end of the lessons, the teacher should give additional projects on the lessons according to the requirement and the interest of the children.

4. How to conduct a Slip Test?

- It is not a unit test and it should be conducted without giving prior intimation.
- Written test should be conducted for 20marks and the marks scored should be reduced to 5marks.
- The 20marks test can be conducted for once, twice or thrice.
- This doesn't require a fixed time and can be conducted any time during a period.
- Separate Note book should be kept for writing the slip tests.
- As the test contains 20marks, the teacher has to prepare the question paper on 2 or 3 academic standards. After the evaluation, the answers should be written on the black board for discussion. Test can be conducted twice instead of once (10 + 10 =20m).
- The teacher has liberty in preparing the question paper. He has to write a few questions on the black board and conduct the test during a period time.
- Children should have separate Notebooks for each subject to write the Formative Assessment.
- Teacher should evaluate the answers and award the marks and grades and enter them into the CCE register.
- No need to prepare a question paper. Questions can be written on 2 or 3 academic standards on the black board.

Topics of Slip Test:-

- Understanding of concepts(Question/Answer)
- Analysis of maps and locating different places on the map.
- Analysis of information collected.

- Understanding of Social issues, Analysis of experiences.
- Appreciation and Values.
- In each FA slip test must be conducted for 20 marks and the remaining for 10 marks each but when recording they should be reduced to 5 marks and recorded.
- The particulars of Formative Assessment should be recorded in the following format:

Sl.No.	Name of the Student	Reading the Text given and interpretation; Reflection on contemporary/ social issues 5m.	Written works 5m.	Project Work 5m.	Slip Test 5m.	Total Marks 20m.

- The Formative Assessment should be conducted 4 times in an academic year.(July, August, November, January/February)
- After the conduction of 4th Formative Assessment, the average marks of all the 4 F.As should be calculated for 20 marks and handed over to the Board of Examinations.

Note: 1) The 1st, 3rd and 4th items of Formative Assessment (Reading and interpretation, Project Works and Slip Test) should be written in a single 200pgs note book. For written works should be written in a separate Note book. Teachers should check and evaluate both the Note books from time to time and record the marks and suggestions.

2) For each Formative Assessment, the student should submitted one report only for the tools 1 and 3 (i.e., 1. Reading the text and interpretation Reflection on contemporary issues and 3. Project works).

Details of Projects – Model Projects

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
1.	India: Relief Features	1. Prepare a model with India's Relief features, show the differences in the heights of cliffs, locate the rivers, forests and analyze them.	<ul style="list-style-type: none"> ○ Atlas ○ Raised Relief map of India ○ Clay, sand ○ Thermocol sheet ○ charts ○ sketch pen ○ information on the relief features of India 	<ul style="list-style-type: none"> ● Students should participate in groups ● Preparation of Relief Features with different heights on thermocol sheet with the help of Atlas ● Collection of information from internet, library ● Explanation of relief features on the chart-writing tables ● Preparation of report with analysis and steps ● Presentation of the project-Discussion
2.	Ideas of Development	2. Collect the following information of any 5 states of India and Prepare a report on their Ideas of Development. <ol style="list-style-type: none"> a) Per capita income b) Life Expectancy c) Literacy d) Infant Mortality 	<ul style="list-style-type: none"> ○ Information of different livelihoods of India and other countries ○ News paper clippings on livelihoods from dailies/news papers/ magazines ○ Information and tables of different states regarding Per capita Income, Life expectancy, Literacy, Infancy deaths 	<ul style="list-style-type: none"> ● Participate in groups ● Children should divide in to groups to collect the information ● Information should be collected by preparing the questions of data collection, interview, tables before the commencement of the project ● Information collected should be tabulated and analysed ● Pictures should be pasted and tables should be written on the charts ● Analysis on the Ideas of Development should be written in the form of a report ● Each and Every student of the group should write their own reports

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
			etc; ○ Interview with family members, elders, Officers etc; and collection of information ○ Atlas ○ Charts, sketch pens ○ Pictures related to different livelihoods and resources ○ Additional information from internet	<ul style="list-style-type: none"> ● Presentation of charts and report-Discussion
3.	Production and Employment	3. Analyse the role of Organised and Unorganised sectors in the G.D.P. and the development of India.	<ul style="list-style-type: none"> ○ Particulars, tables and pictures related to different sectors of economy ○ Political map of India ○ News clippings, pictures, tables related to National product from News papers/ Magazines ○ Industry wise particulars of workers ○ Share of different sectors in G.D.P.- 	<ul style="list-style-type: none"> ● Students should participate in group or individually. ● Information should be collected by preparing questionnaire of case study, interview, information tables ● Information collected from interview, case study, internet should tabulated ● Analysis should be done separately i.e., on the basis different sectors of economy, GDP, Working conditions of India-employment, organised and unorganized sectors – all information should be analysed on the basis of development ● Report should be prepared on the development of country on the basis of Employment

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
			Information, graphs ○ case studies, questionnaire related to agricultural sector ○ Interview with the people of different sectors ○ charts, sketch pens ○ Information from internet	opportunities, improvement of Conditions. ● Present the charts and reports and discuss
4.	Climate of India	4. Analyse the effects of changes in the climate of India on the Agricultural Sector and prepare a report.	○ Information on seasons, factors of Climate. ○ One month details of temperature and rainfall of respected village/ town. ○ Climographs, tables, maps, pictures exhibiting climate. ○ Map of India. ○ Interview with parents and other elders about their practices of knowing the changes in the climate. ○ Information from Meteorological department.	● Participate individually ● Prepare questions and collect the information through interviews ● Collect the particulars of a month's temperature and climatic conditions from T.V., News papers ● Collect the information on the global warming ● Tabulate and analyse the collected information ● Prepare a special analysis on the effect of climate on agriculture ● Prepare the report with pictures, maps and present in the class room for discussion ● Discuss the effect of climate on the development

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
			<ul style="list-style-type: none"> ○ Collection of information on the temperature and climate from T.V. and News papers. ○ Information on the Global Warming 	
5.	Indian Rivers and Water Resources	5. Prepare a report on proper utilization of water and measures to be taken.	<ul style="list-style-type: none"> ○ Map showing Indian rivers and water resources. ○ Information on rivers and underground water. ○ Information on the utilization of water for various need. ○ Case studies. ○ Hiware bazaar, other villages. ○ Interview with the elders, villagers on consumption of water, pollution, preventive measures. ○ Pictures of water resources, projects. ○ Map showing the rivers of world and Andhra Pradesh. 	<ul style="list-style-type: none"> ● Participate individually or in groups ● Prepare the questions to be asked on proper usage of water, measures to be taken, in the interview etc; ● Collect information on water resources, rivers and consumption of water ● Locate the rivers and projects in the map of India ● Collect the information on water usage ● Tabulate the information collected, paste the pictures, write the tables ● Analyse the information on proper usage of water, measures to be taken, government programmes and prepare a report ● Present the report in the class room and discuss on it.

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
			<ul style="list-style-type: none"> ○ Clippings on water consumption from News papers and internet. ○ Implementation of government programmes for proper utilization of water 	
6.	The People	6. Analyse and prepare a report on the effects of different settlements on the development of India.	<ul style="list-style-type: none"> ○ Political and Physical Maps of India, Andhra Pradesh, World ○ Census particulars and tables of the years 2001,2011, 2014 ○ Population particulars of the neighboring areas ○ Particulars of world population and its increase ○ Effect of population growth on nation's development ○ News paper clippings and information from Libraries 	<ul style="list-style-type: none"> ● Collect the particulars of population from census tables. ● Prepare the information tables on nation, region, world wise. ● Analyse the growth of population on the basis of Physical features. ● Analyse the effect of growth of population on the development of India. ● Prepare a report and present in the class. ● Discuss on the report.

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
			<ul style="list-style-type: none"> ○ Charts, sketch pens ○ Internet 	
7.	People and Settlement	7. Analyse and prepare a report on the effects of different settlements on the life styles of people.	<ul style="list-style-type: none"> ○ Pictures of different settlements ○ Political and Physical maps of India. ○ Collection of information on the emergence of settlements, towns and development of agriculture ○ Life styles of different people and the effects of settlements ○ census particulars of 2014 ○ Information on urbanization ○ clippings from news papers and internet ○ charts and sketch pen 	<ul style="list-style-type: none"> ● Participate individually/group ● Identify different settlements collect information on lifestyles region wise ● Collect information about the emergence of towns and agricultural development ● Tabulate, draw the graphs and analyse the information ● Prepare a report with analysis ● Discuss on the report.

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
8.	People and Migration	8. Analyse and prepare a report on the reasons and effects of Migration. Suggest the preventive measures to be taken.	<ul style="list-style-type: none"> ○ Information on the reasons of migration ○ Information on changes in lifestyles due to migration ○ Effects of migration. ○ Case study, interview ○ Information from news papers, magazines, internet ○ Interview with migrants ○ Maps, tables, pictures showing the population of different states and India ○ charts and sketch pens 	<ul style="list-style-type: none"> ● Students should participate individually ● Prepare questions and do the interviews ● Collect the information about urbanization and timely migrations ● Analyse the information on the basis of reasons of migration changes in livelihoods and suggest the measures to be taken ● Prepare and present the report and discuss
9.	Rampur: A Village Economy	9. Collect, analyse and prepare a report on the sources helping your village's Economy (Different kinds of work, agricultural production, village transportation etc.); Suggest	<ul style="list-style-type: none"> ○ Map of concerned village/ town ○ particulars of resources ○ Particulars of funds and their usage from village sarpanch ○ Interview with elders ○ Field visit-collection of 	<ul style="list-style-type: none"> ● Draw the map of concerned village, and mandal and locate the water resources ● Collect the particulars of different occupations, agricultural products, village transportation, market which contribute to the village's economy ● Tabulate the information collected ● Prepare a report by mentioning the factors that influencing the

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
		the measures to be taken for the development of village.	particulars of village ○ pictures of different occupations ○ charts, sketch pens	economy and suggest measures of development ● Present the report and put it for discussion in the class room
10.	Globalisation	10. Collect the particulars of the products of Multi National Companies established in India and analyse their effect on Swadesi goods. Write a report by suggesting the preventive measures to take up to reduce the losses that incur.	○ Pictures and products representing the products of MNCs. ○ Information on Indian trade and commerce, foreign trade, market system, share market, MNCs, Indian companies ○ News on globalization from news papers and magazines ○ Information on Globalization from internet ○ Particulars of Swadeshi movement ○ Effects of Globalisation on India, Problems, solutions ○ Maps of World, India, Andhra Pradesh	● Participate individually or in groups ● Collect the information about the swadesi institutions, MNCs, effects of globalization, ups and downs of markets present in India ● Tabulate the information with graphs and pictures ● Prepare a report by suggesting prevention measures ● Present the report and discuss on the globalisation

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
11.	Food Security	11. Collect the particulars of the Government programme for food security introduced in your area. Prepare a report by analyzing the implementation of the programme.	<ul style="list-style-type: none"> ○ Map of concerned village, India, Andhra Pradesh ○ Information of Public Distribution System and other government food related programmes ○ Particulars of Nutrition levels ○ visit to Anganwadis ○ Interview with the officials of PDS, Anganwadi, Health centres, FCI etc; ○ Information from News papers, internet 	<ul style="list-style-type: none"> ● Participate individually or in groups ● Collect the information about the availability of food to the people, workers surrounding the concerned area ● Discuss with the workers of Anganwadi, PDS on the supply of food ● Consult the doctor and collect the particulars of nutritious food ● Record the information in tables, graphs with pictures ● Prepare the report and present in the class for discussion
12a.	Sustainable Development with Equity	a) Identify the Environmental Problems that influence the Sustainable development. Prepare a report by analyzing the problems and suggest solutions.	<ul style="list-style-type: none"> ○ Maps, pictures of India, Andhra Pradesh ○ Survey report on the annual income – 2010 of India ○ Particulars of distribution of resources, problems of environment, agriculture based on Environment, crops, industries, livelihoods 	<ul style="list-style-type: none"> ● Collect the information on annual income-2010, Environmental rights, industries and employment, Development ● Collection of information from case studies, interview with farmers, officials of industries ● Collection of particulars of environmental problems, chipko movement, Bhudan movement ● Record the information ● Prepare the report and present in the class room for discussion

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
			<ul style="list-style-type: none"> ○ Human rights of Environment ○ case studies ○ interview with elders, officials of industries, farmers ○ Particulars of chipko movement, Bhudan movement ○ information of availability of minerals ○ Information from News papers/internet 	
12b.	Sustainable Development with Equity	b) Prepare compost at your home by using organic matter and grow the plants. Analyse and write a report on how that organic compost helped in the protection of Environment.	<ul style="list-style-type: none"> ○ Big tub, water ○ mud, coconut fiber ○ dust of vegetables and other waste material ○ earth worms ○ plants, flower pots ○ Information on organic fertilizers ○ Interview with farmers ○ visit to Nursery ○ charts, sketch pens 	<ul style="list-style-type: none"> ● Participate individually ● Collect the information on organic fertilizers and their uses from farmers by conducting interview ● Take a big tub, make holes and cover with coconut fiber ● Put a layer of mud on the fiber ● Cover it with vegetable waste and other waste material ● Cover it with one more mud layer ● Allow earth worms into it after a week ● When it is rotten use it to grow the plants ● Write the whole process on a chart ● Discuss on it in the class room and know about the protection of environment

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
13.	National Movement in India-Partition & Independence	Collect the particulars and pictures of National leaders who participated in the Independence movement. Prepare an album and a report with their struggles.	<ul style="list-style-type: none"> ○ Map of India ○ Information on Independence movement, sacrifices of leaders ○ pictures of leaders ○ Information from news papers and internet ○ charts and sketch pens 	<ul style="list-style-type: none"> ● Collect, record and analyse the information on the independence movement ● Prepare and present the report and discuss
14.	The Making of Independent India's Constitution	Conduct an Interview with your elders and political leaders on Indian Constitution. Prepare a report analyzing their experiences.	<ul style="list-style-type: none"> ○ Information of merits of Indian constitution, features and important points ○ Information on the role of constitution in the nation's development ○ interview with elders on their experiences of constitution ○ pictures of parliament and its meetings ○ Interview with political leaders, sarpanch and ward member 	<ul style="list-style-type: none"> ● Participate in groups or individually ● Collect the information about the formation of constitution, role of leaders, features and importance of constitution ● Record the information collect and analyse the merits of our constitution ● Interview the elders and add their experiences ● Prepare a report with analysis and pictures ● Present report in the class room ● Discuss on the report

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
15. & 16.	Independent India(The First 30 years – 1947 – 1977)Emerging Political Trends 1977 to 2000	Collect the objectives and particulars of any five Political Parties from 1947 to present time. Prepare a report by analysing their role in nation’s development.	<ul style="list-style-type: none"> ○ Map of India ○ Particulars of any five political parties emerged between 1947 and till today. ○ Movements and struggles in which the 5 political parties involved. ○ Emergency and its ill effects. ○ Information on technological development. ○ Time line chart of important incidents happened in India from 1947. ○ Pictures of details of work done by different leaders. ○ Interview with elders. ○ Information from news papers, internet from 1947. ○ charts, pictures, sketch pens 	<ul style="list-style-type: none"> ● Students should participate in groups ● Share the responsibilities ● Collect the information of political parties and their activities from 1947 and prepare a time line chart ● Analyse the particulars on the basis of nation’s development ● Paste the pictures and prepare a report ● Present the report in the class room and put it for discussion

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
17.	Social Movements in Our Times	Collect the particulars of any two of the following social movements. Prepare a report on their course and effects. a) Literacy Movement b) Prohibition of Dowry System c) Re marriages of Widows d) Prohibition on Liquor e) Untouchability d) Gender discrimination	<ul style="list-style-type: none"> ○ Maps of India and Andhra Pradesh ○ Information about any two movements of the following that took place in the concerned village: ○ Literacy, dowry, widow's remarriages, prohibition of liquor, untouchability, Gender discrimination ○ News paper clippings ○ information from magazines, internet, libraries ○ charts, pictures, photos 	<ul style="list-style-type: none"> ● Students should participate in groups and collect the information of movements ● Collect the information about the reasons behind the movements, places of occurrence, leaders and people participated, ● Prepare a time line chart of different movements ● Categorise the movements and their details ● Record the information with graphs and pictures ● Analyse the information and prepare a report ● Present the report in the class room and discuss

Sl. No.	Name of the Lesson	Project	Required Material	Methods/Steps of Conduction
18.	Citizens and the Governments	Interview your Headmaster and collect the information on the School grants, Expenditure made and utilization of funds for the development of school. Prepare a report by analyzing the information collected.	<ul style="list-style-type: none"> ○ case study-RTI ○ Interview with school Headmaster on the school grants and expenditure. ○ questionnaire on funds, expenditure. ○ charts, sketch pens 	<ul style="list-style-type: none"> ● Students should participate in groups ● Prepare the questionnaire for interview ● Interview the Headmaster and collect the particulars of utilization of funds ● Tabulate and record the information ● Prepare a poster with particulars ● Prepare a report and present in the class room ● Discuss on the report

Project Work - An Example

Project : Prepare a report on the successful stories of the people of your area whose problems are solved by Right to Information Act.

Introduction : Indian Parliament passed this act to increase the transparency in the Government activities and Administration and to pass the information requested by the people. This has become an Act of people to know about the public needs, reasons for the lapses in the completion of works, particular of funds allotted to different development programmes, proper utilisation of funds, protection of social assets, public properties, government measures in prevention of corruption etc;

Aim : To create awareness on RTI among the people of society by taking the example of successful people.

Collection of Data : Information collected on the particulars of people applied for RTI from Mandal Revenue Office, the information they received, funds granted to our village, details of expenditure.

A questionnaire is prepared and the survey is conducted.

Questionnaire to conduct the survey:

1. Name of the person applied for information under the RTI Act:
2. Address:
3. Information requested for:
4. Related to Financial/ Social:
5. Received the information requested: Yes/No

Reasons:

We found the following details during the survey. The MRO received 5 applications enquiring about the reasons for not issuing the caste certificates and 1 application for the particulars of government lands. The MPDO received 1 application for the particulars of funds sanctioned and the expenditure made on the repairs of road from our village to Mandal centre. Our village panchayat received 1 application regarding the details of expenditure made in the previous financial year.

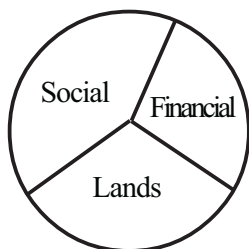
The above applications are classified on the basis of problems and type of office and recorded in a tabular form.

Sl. No.	Name of the office	Particulars of Applications			Problem solved or not solved	Are you satisfied
		financial	Social	Lands		
1.	Mandal Revenue Office	————	5	1	2	——
2.	MPDO	——	1	——	Solved partially	Not satisfied
3.	Village Panchayat	1	——	——	Problem solved	——

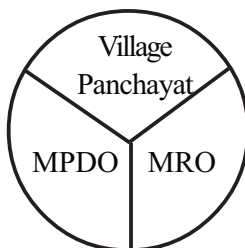
Analysis of Data: Based on the above table, it is found that 2 applications related to the issue of caste certificate are rejected by the MRO. The reason found is, the Revenue Inspector has not responded and attended to the duty. The information regarding government lands is available. The statistics and particulars given by MPDO are not reliable and they are ready to appeal to the higher authorities.

Results: According to the information received, the officers are not negligent towards their duties and observed transparency in giving the particulars. Due to the ignorance and recklessness of a few officials' lapses occurred and they are conveyed to the Higher Officials.

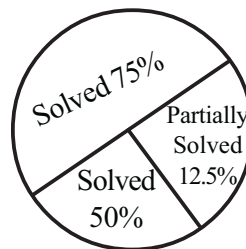
Graphical representation of the data:



Applications



Offices



Pie Graph showing the Status of Applications

The above graphs represent the particulars of applications, details of offices and particulars of work done. The status of applications submitted and solved is shown in percentages.

Conclusion:

The Project results say that the awareness created among people about RTI is increased. The negligence towards duty among officials is decreased.



9

Summative Evaluation - Examination items

How many students are able to achieve expected competencies of Social Sciences basing on the decided/determine items in stipulated period. Summative Evaluation helps to know how far students have developed competencies. Generally summative evaluation have been conducted/organised through written examinations. Teacher has to observe keenly the opinions and answers written and assess the progress of students.

Summative Evaluation :

- Summative evaluation should be conducted as written test/examination in Social Sciences.
- Summative evaluation examination procedure was same for 9th and 10th classes.
- Three Summative Examinations should be conducted for 9th and 10th classes.
- DCEB supplies Summative Examination papers for 9th and 10th classes. A team (10-15) of subject expert teachers prepare these question papers.
- In sept SA-I and in Dec SA-II should be conducted. DCEB conducts SA-III as Annual Examination for 9th class. For X class Secondary School Board conducts SA-III as Public examination.
- In X class Summative Evaluation is of two papers.

Paper - I - Part - I of text book : Development of resources equality (1-12 lessons)

Paper - II - Part - II of text book : Contemporey World India (13-22 lessons)

- In Social Sciences, Paper - I is for 40 marks and paper - II for 40 marks and 20 marks for internal evaluation.

Social Sciences	Marks	Public Examination Marks	Average of four F.A.
Paper - I	50	40	20
Paper - II	50	40	
Total	100	80	20

Formative Evaluation :

- 14 marks should be obtained for 40 marks in paper - I, like this 14 marks should be obtained for 40 marks in paper - II. Then only student will pass the examination (should set 35%).

Grading :-

- Grade should be given basing on the marks obtained in SA of 9 and 10 classes.

Grade	Marks & SS	Grade Points
A1	46-50	10
A2	41-45	9
B1	36-40	8
B2	31-35	7
C1	26-30	6
C2	21-25	5
D1	18-20	4
D2	0-17	3

Summative Evaluation (SA) - Qualitative factors :

1) Nature of question paper :-

- Questions in the question paper should be such that they should not be possible to write by remembering or by rote memorising.
- Questions should be like that multiple answers could be written and answers should be written analytically and explanatively.
- Questions should be such that thinking competency, logical analysis judgemental opinions of children could be expressed.
- Questions should be such that answers could be written by thinking.
- Questions should not be repeated in Public examinations.

- Questions given at the end of lesson should not be given as it is in examinations.
- Questions should reflect the educational standards ie) questions should be based on academic standards.

Achieving academic standards - questions :-

- Questions should be according to academic standards.
- Questions should be such that academic standards could be achieved.

A) Conceptual Understanding - Examination items :-

- Questions in question papers should be such that educational standard of understanding should be achieved. Students could be able to write reasons related to subject to compare, to differentiate, to explain examples to describe and to analyse.
- 1) Give reasons for migration of village people to towns.
 - 2) Explain the relation between rise in food production and food security.
 - 3) Give examples of countries which have written constitution.
 - 4) Compare and contrast between people of Black race and Myda Pybi revolution.
 - 5) Write your opinion on the procedures to solve disputes in village elders and Lok adalat.

B) Reading the text (given) understanding and interpretation :

- Questions in the question paper should be such that one item from the lesson and student could understand and comment on this she/he could be able to write in her/his own words.
 - Questions under this competency/educational standard are meant for the assessment of children's expression, logical analysis competency. For example we should observe some questions.
1. Medical researches reveal that girl children live more than the Boy children in similar situations. That means if there is no discrimination, there should be more no of girls than boys or equal in number. From census survey, we know one more thing. In India 103 baby girls are taking birth for every 100 baby boys. But girls are dying more than boys. Census reveal that the number of girls surviving between age of 0-5 is less than

the number of boys. Even though there are chances to survive, the reason for this may be the discrimination in their nutrition and protection.

Read the above paragraph and explain in your own words.

2. Now more investment is necessary for agriculture. The money saved from production becomes as investment for next crop for middle and big farmers on the other side for 87% of small farmers in India face difficulty in getting investment, As they have less cultivating land, production is not sufficient. As they do not have additional production, they should get loan for investment. Due to less income, small farmers have to go for agricultural labour.

Read the above para and give your opinions on investment.

3. It should be noticed that not only the people be at loss due to expell from local environment. Traditional knowledge should disappear with people. Enriched environmental bio-diversity will be diminished. This knowledge being developed from many generation. This knowledge still exists in Bava Mahahia. "We know the name of each tree, plant and bush in forest and their uses. If, we happen to live in places other than forest, the knowledge which we are protecting from generation will become useless. Slowly we forget this." We should notice that the role of groups who understood the danger to environment now a days.

Read the above paragraph and explain analysing your opinion.

C) Information Skills :-

- * Questions in the question paper should be as follows.
- Give information, to write this in the from of table.
- Give table, analysing questions under this.
- Give graph, analysing questions.
- Give graph and transforming into tabular form.
- Give graph and writing information in order.

Example

1. Some Particulars about India and its neighboring countries -2013 in the table. Observe

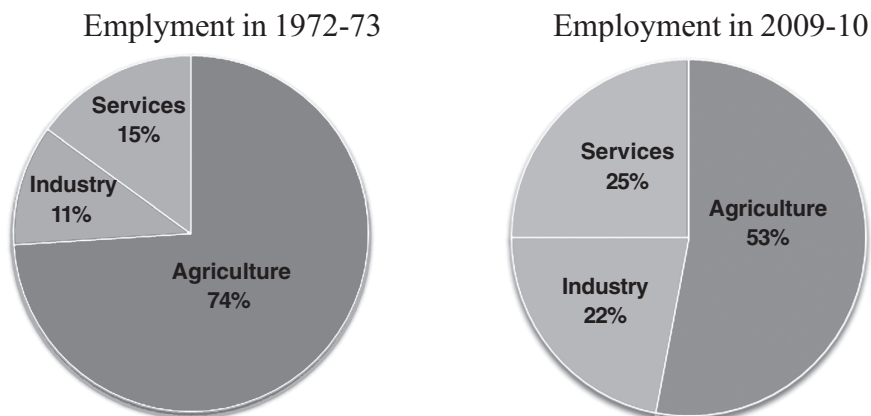
Table 5 : Some particulars of India and neighbouring countries in 2013.

Country	Percapita income Dollars.	Span of life in years.	Average years spent in school.	Years in school education	Place in the index of world human
Sreelanka	5170	75.1	9.3	12.7	92
India	3285	65.8	4.4	10.7	136
Pakistan	2566	65.7	4.9	7.3	146
Mainmar	1817	65.7	3.9	9.4	149
Bangladesh	1785	69.2	4.8	8.1	146
Nepal	1137	69.1	3.2	8.9	157

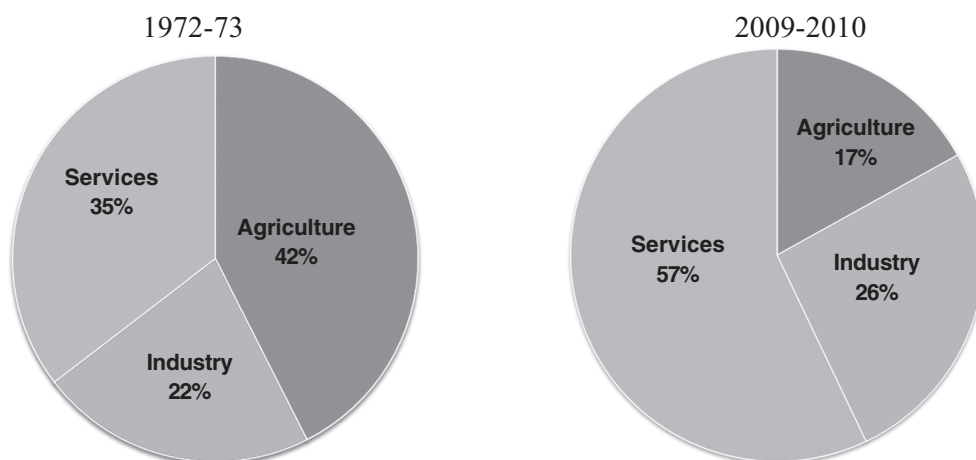
1. Which country has greater/more percapita income and improvement in Human development index?
2. Which country has much difference between average years spen in school and years in school education?
3. Which countries have less span of life?
4. Imagine the reasons why nepal is last in Human development index?

2. Observe the following 'Pie' graph and fill the table.

Graph 3 : Share of employment in three fields.



Graph 4 : Share of GDP in three fields



- Basing on the above Pie charts fill the following table.

Field	Employment (%)		GDP (%)	
	1972-73	2009-10	1972-73	2009-10
Agriculture				
Industry				
Services				

D) Reflection to contemporary matters/items - Questioning :

- Questions asked on contemporary matters/items should have the following nature.
- Should reflect contemporary/social matters/items.
- Should be such that students should be able to think and give multiple answers.
- Should be such that questioning competency should be developed.

For example observe the following questions.

1. What are the suggestions you give for small industries with stand to globalisation?
2. What are the losses to environment and Human beings due to speedy increase of Mines digging?
3. Corruption, Poverty are the main problems of the country. Write/prepare some questions to know them.

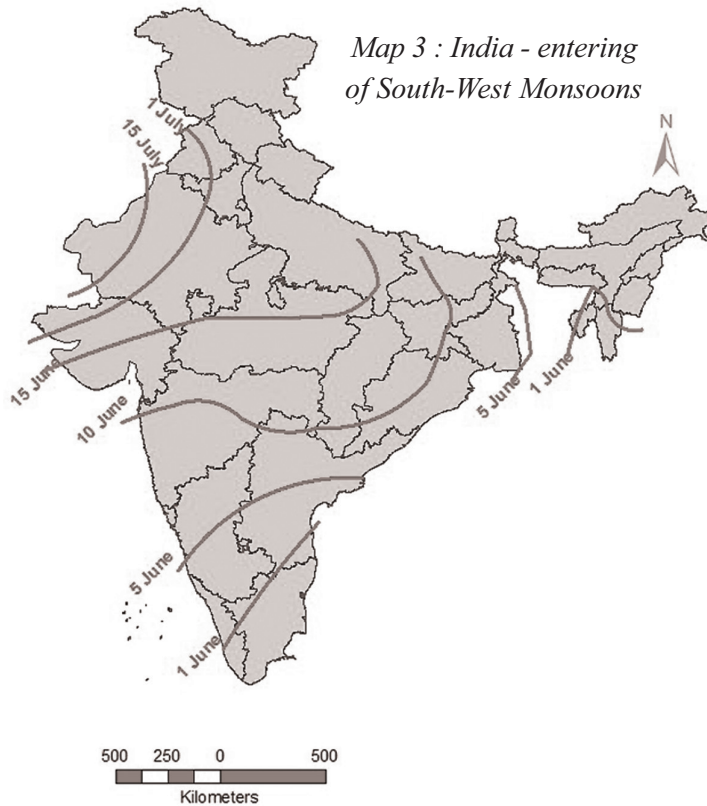
E) Mapping Skills :

Questions to be asked under drawing skills should have the following nature.

- Daigrams should be such that students could draw by themselves.
- Students should be able to locate places in diagrams.
- There should be chance to observe and analyse the diagram.
- Questions on diagrams should not be limited only to draw but there should be chance to observe, to think and to explain.

For example.

1. Draw outline map of India and locate the important cities and Historical places.
2. Draw outline map of Andhra Pradesh and colour the districts of Seemandhra and Telangana.
3. Locate the Godavari basin area in Andhra Pradesh map and explain.
4. Observe the following map.



Answer the following questions basing on the map.

1. In which states South-West Monsoons enter till the date of June 10?
2. In which states South-East Monsoons enter till July 1?
3. Locate the following places in world map.
1) America 2) China 3) India 4) Vietnam.

F)Appreciation, Sensitivity :-

- Questions in the question paper should be such that they should develop the quality of responding to a problem, kindness, love, quality of appreciation and constitutions values.

For example questions should be of the following nature.

1. Write some slogans about lessening the competition of weapons between world countries and prevention of war.
2. Prepare a logo on environmental protection.
3. Who developed the constitution given to you? What are the characteristics you like in him?
4. Write a letter to Human Rights Communism suggesting some on protection of Human Rights.

Weightage to Academic standards :-

To prepare/develop question papers, weightage to academic standards should be kept in view. Like that number of questions and type of questions also should keep in view.

S.No.	Educational Standard	Total Marks	Weightage
1.	Conceptual Understanding	16	40%
2.	Reading, the text interpretation	4	10%
3.	Information skills	6	15%
4.	Reflection on Contemperory issues	4	10%
5.	Drawing skills	6	15%
6.	Appreciation sensitivity	4	10%
	Total	40	100%

Number of Questions :

Weightage to questions should be as follows.

S.No.	Type of Question	No.of Questions	Allotted marks	Total marks	Weightage
1.	Essay type	4	4	16	40%
2.	Short answer type	6	2	12	30%
3.	Very short answer	7	1	7	17.5%
4.	Objective type	10	1/2	5	12.5%
	Total	27		40	100%

1. Essay Type Questions :-

- Answer should be in 12 to 15 sentences.
- Answer should be in own words after reading book on item learned in the class.
- Understanding, analysis and appreciation should be considered in answer.

2. Small Answer type questions :-

- Answer should in one para or in 5 to 6 sentences.
- Answer should be straight and precise.

3. Very Small Answer type questions :-

- Answer should be in one or two sentences.
- Answer should be straight and clear.

4. Objective type questions :-

- Answer should be straight and clear or one should be selected from given answers.
- Objective type questions should be thought provoking and write.
- Objective type questions should be closely related.
- Objective type questions are only multiple choice questions.

*** Some instructions/suggestions for preparation question paper :**

- The table developed basing on competencies should be observed.
- Should observe weightage table to type of questions.
- Blue print should be prepared keeping the type of questions, allotted marks, educational standards in view.
- There should be internal choice for essay type questions only.
- Lesson weightage to questions should not be allotted but should be prepared basing on the educational standards from any lesson in the text book.
- Some question should be given from outside the text-book basing on the content of the text book. (Example : Information skills, Appreciation.)



Model Question Papers

Social Studies - Paper - I

(Development of resources, equality)

Time : 2 hrs 45 min.

Blue Print

Marks : 40

	Essay Questions	Short Answer Questions	Very Short Answer Questions	Objective Questions	
No. of Questions	4	6	7	10	Academic Standard
Weightage to Questions	4 mks	2 mks	1 mk	1/2 mk	Total Marks
Academic Standard					
Conceptual Understanding	1 (4mks)	2 (2 x 2 = 4 m)	3 mks (3 x 1 = 3 m)	10 mks (10 x 1/2=5m)	16 mks
Reading the given text and interpretation	1 (4mks)	-	-	-	4 mks
Information skills	1 (4mks)	1 (2mks)	-	-	6 mks
Reflection on contemporary issues & questioning	-	2 (2x2=4)	-	-	4 mks
Mapping skills	1 (4mks)	-	2	-	4 mks
Appreciation - Sensitivity	-	1 (2 mks)	2 (2x1=2mks)	-	4 mks
Total	16	12	7	5	40 mks

Social Studies - Paper - I
(Development of resources, equality)

Time : 2 hrs 45 min.

Marks : 40

Instructions :

- i) This question paper contains 4 sections. (I, II, III & IV).**
- ii) Answer all the questions.**
- iii) Internal choice is there in section-I.**
- iv) Total time allotted for the exam is 2.45 Hrs. out of which 15 min. are kept for reading and understanding the question paper.**

Section - I

Instructions :

4x4=16 Marks

- i) Answer all the questions.**
- ii) Each question carries 4 marks.**
- iii) Each question has internal choice. Select one out of the two questions given.**
- iv) Answer each question in 8 to 10 sentences.**

1. A) Mention the reasons why multinational companies encourage globalisation? (C.U.)

(or)

- B) Explain different ranges in Himalayas. (C.U.)

2. A) Read the following paragraph. Write any four key points. (R.T.U.I.)

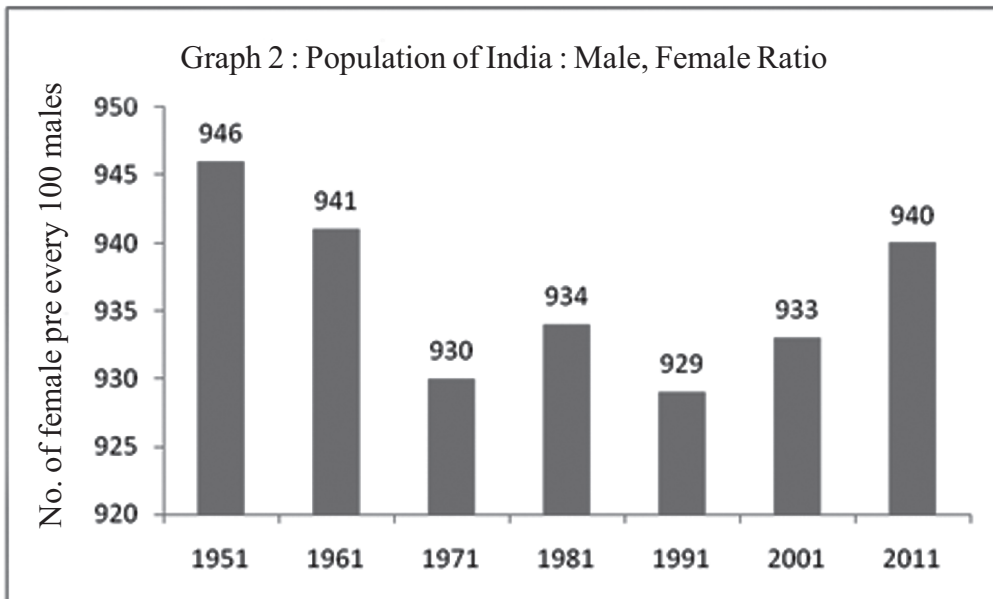
Everybody wants jobs in organised field. But employment opportunities in this field is growing very slow. Result of this is more percentage of labours work in unorganised field for very less salary. Often these people are being exploited. These jobs are not regular also. Often we see the labour working in organised field also lose their jobs. So these people have to work in unorganised field for less salary. That means not only need for more work but security and support should be necessary for labour in unorganised field.

(or)

B) Read the following para and comment on climate of India. (R.T.U.I.)

Extreme South India is near to equator in Tropic. Because of this reason average temperature in this place is more greater than North. This is one of the reasons that the climate is Kanyakumari is different from Bhopal or Delhi. India is approximately between 8°N - 37°N latitudes. Tropic of Cancer divides India approximately into equal parts. South place to Tropic of Cancer is in Tropical Zone. North place to Tropic of Cancer is in Warm Temperature Zone. (Read the given and comment.)

3. A) Observe the following graph and answer questions. (Information skills)



- Questions :**
1. What do you know from the above graph?
 2. In which year very less male female ration is being recorded?
 3. Ratio of male and female is being counted once in how many years?
 4. How many times the number of female recorded more than 935?

(or)

B) The following table shows the cultivating land in Million Hectares.

Year	Cultivating area (million Hectares)
1950	120
1960	130
1970	140
1980	140
1990	140
2000	140
2010	140

Basing on the above table write about the land under cultivation in India.

4. A) Locate the following in the outline map of India. (Mapping Skills)

1) Aravali mountains 2) New Delhi 3) Bay of Bengal 4) River Narmada

(or)

B) Locate the following places in the outline map of Andhra Pradesh.

1) Hyderabad 2) Adilabad District 3) Vizianagaram 4) River Godavari

Section - II

Instructions :

6x2=12 Marks

- i) Answer all the questions.
 - ii) Each question carries 2 marks.
 - iii) Answer each question in 4 to 5 sentences.
5. Write differences between Big farmers and small farmers. (C.U.)
 6. Explain Public Distribution system. (C.U.)

7. Observe the following information table, analyse and write a paragraph on it.

(Information skill)

State	Infant deaths per 1000 (2006)	Literacy% (2011)	% of children attending school
Punjab	42	77	76
Himachal Pradesh	36	84	90
Bihar	62	64	56

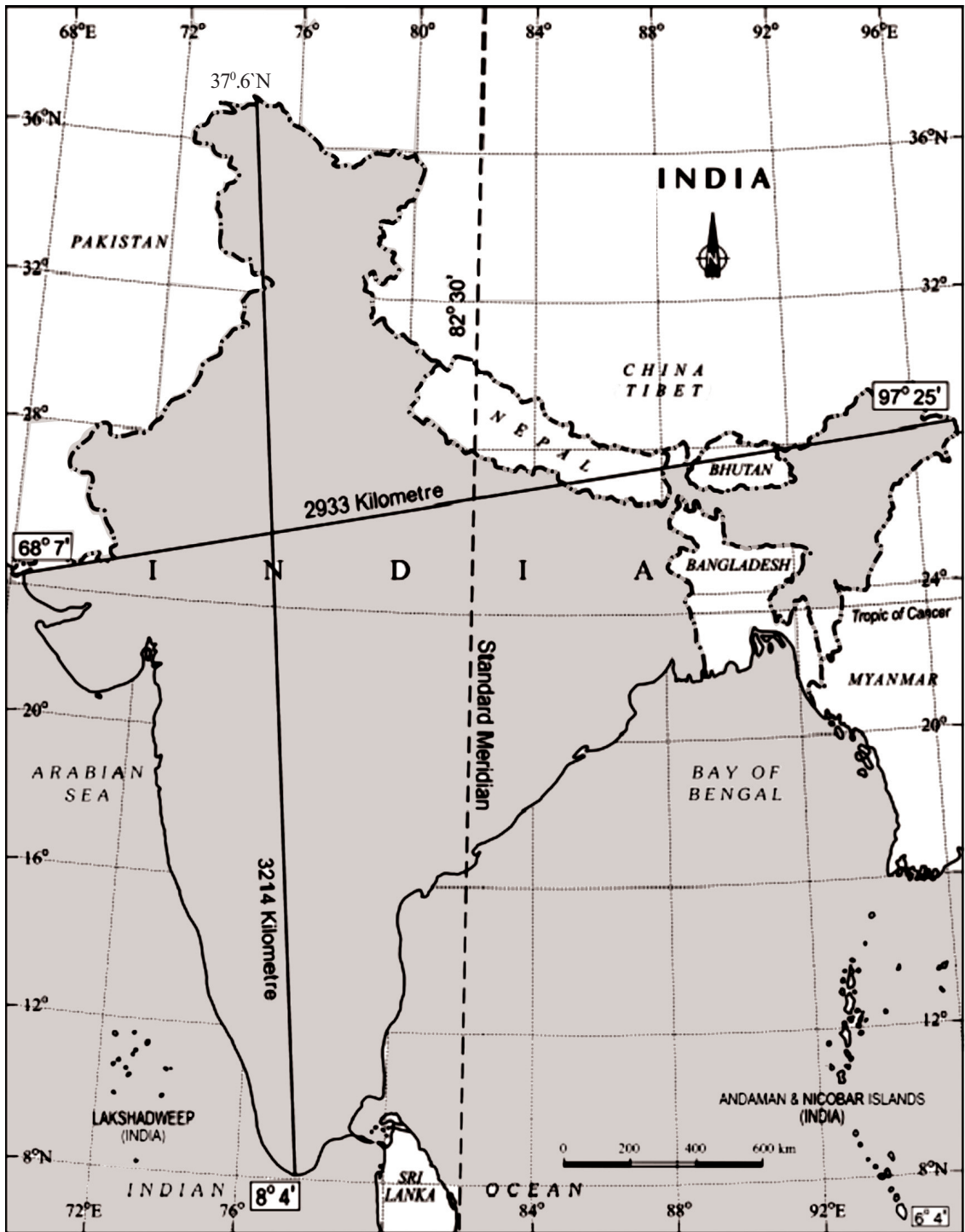
8. In your opinion what problems be occurred due to more migration of village people of towns. (R.C.I.Q.)
9. Suggest some means/ways to eradicate gender discrimination. (R.C.I.Q.)
10. In what way the organic farming helps in protection of environment. (A.S.)

Section - III

Instructions :

7x1=7 Marks

- i) Answer all the questions.
- ii) Each question carries 1 mark.
- iii) Answer each question in 1 or 2 sentences.
11. What are the factors to be considered to compare development of different countries? (C.U.)
12. Why Delta places are developed in terms of agriculture/farming? (C.U.)
13. What should be in nutritional food? (C.U.)
- * Observe the following questions. (Mapping Skills).



Map 2 : India – north-south, east-west extent and standard meridian

14. Between which longitudes India is expanded? (Mapping Skills)
15. Which country exists to North-West of India? (Mapping Skills)
16. How rivers are useful to Human life? (A.S.)
17. What factors you want to adopt/implement on food security? (A.S.)

Section - IV

Instructions :

10x½=5 Marks

- i) Answer all the questions.
- ii) Each question carries ½ mark.
- iii) Choose the correct answer and write it in your answer book.
18. Indian Standard time is before to the Greenwich standard time.
A) 5 hrs B) 6 hrs C) 4½ hrs D) 5½ hrs
19. Gender discrimination means
A) Male & Female B) Inequality of Male and Female
C) Females treating females as unequal. D) Males treating Males as unequal.
20. Which of the following is an example for unorganised sector.
A) Banks B) Govt.Schools
C) Small farmers family D) Railways
21. Which of the following have highest temperature?
A) Polar places/zones B) Tropic Zones
C) Warm temperature zones D) Zones away from equator
22. Which of the following river forms unity two rives.
A) Godavari B) Ganges C) Brahmaputra D) Sindhu
23. Brahmaputra river origins at
A) Satapnath B) Manasa Sarovaram C) Trayambak D) Nasik

Social Studies - Paper - II

(Contemporary World, India)

Blue Print

Time : 2 hrs 45 min.

Marks : 40

	Essay Questions	Short Answer Questions	Very Short Answer Questions	Objective Questions	
No. of Questions Weightage to Questions	4 4 mks	6 2 mks	7 1 mk	10 1/2 mk	Academic Standard Total Marks
Academic Standard					
Conceptual Understanding	1 (4mks)	2 mks (2 x 2 = 4 m)	3 mks (3 x 1 = 3 m)	10 mks (10 x 1/2=5m)	16 mks
Reading the given text and interpretation	1 (4mks)	-	-	-	4 mks
Information skills	-	1 (2mks)	4 (4x1=4m)	-	6 mks
Reflection on contemporary issues & questioning	1 (4 mks)	-	-	-	4 mks
Mapping skills	1 (4mks)	1 (2 mks)	-	-	6 mks
Appreciation - Sensitivity	-	2 (2 x 2 = 4 m)	-	-	4 mks
Total	16	12	7	5	40 mks

Social Studies - Paper - II
(Contemporary World, India)

Time : 2 hrs 45 min.

Marks : 40

Instructions :

- i) This question paper contains 4 sections. (I, II, III & IV).**
- ii) Answer all the questions.**
- iii) Internal choice is there in section-I.**
- iv) Total time allotted for the exam is 2.45 Hrs. out of which 15 min. are kept for reading and understanding the question paper.**

Section - I

Instructions :

4x4=16 Marks

- i) Answer all the questions.**
- ii) Each question carries 4 marks.**
- iii) Each question has internal choice. Select one out of the two questions given.**
- iv) Answer each question in 8 to 10 sentences.**

1. A) How can you say industrialisation in the reason for modern wars? (C.U.)

(or)

- B) What are the advantages of Lok Adalat ? (C.U.)

2. A) Read the following Para and comment on 'Divide and rule of British'. (R.T.U.I.)

Britain did not know how to we have with the people who rebel with disappointment. They tried to find ways to command of congress on people and punish that they created doubt that in what way congress has authority to represent people of India. Taking this as chance they implemented/adapted completely. The policy 'Divide and Rule'.

In this direction, British Government began to support the plans of Muslim league and lessening the importance of congress. During this time only Muslim league and M.A. Zinna played an active role in Public Politics.

(or)

B) Read the following para and comment on what did constitution for social change/ change of society. (R.T.U.I.)

So there are many factors in the constitution to help change in Society. You read about the ban on untouchability. For this the best example is making reservations for schedule cast and schedule tribes in constitution. The developers of constitution believed that giving equal right to vote is not enough to say equal rights to overcome the injustice done to these graphs since generations. Special constitutions acts are necessary to encourage their advantages. So to protect their advantages/privileges, many special points like giving reservations in Assembly. Constitution provided opportunities even in public sector jobs for these communities.

3. A) Before independence parties driving away the British is only duty/or work of political parties. Now a days what work is being done by political parties in India? (R.C.I.Q.)

(or)

B) Mention the actions to be taken to establish peace and relations with neighbouring countries in India. (R.C.I.Q.)

4. A) Locate the following places in World map. (Mapping Skills)

1) Finland 2) Russia 3) Germany 4) Japan

(or)

B) 1) England 2) France 3) United States of America 4) New Delhi

Section - II

Instructions :

6x2=12 Marks

i) Answer all the questions.

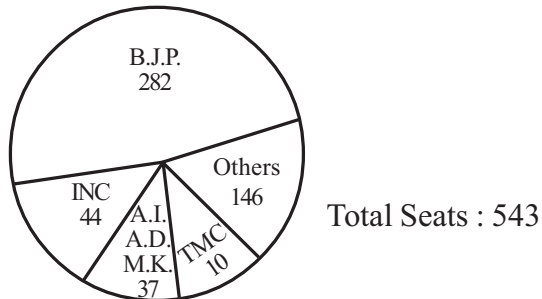
ii) Each question carries 2 marks.

iii) Answer each question in 4 to 5 sentences.

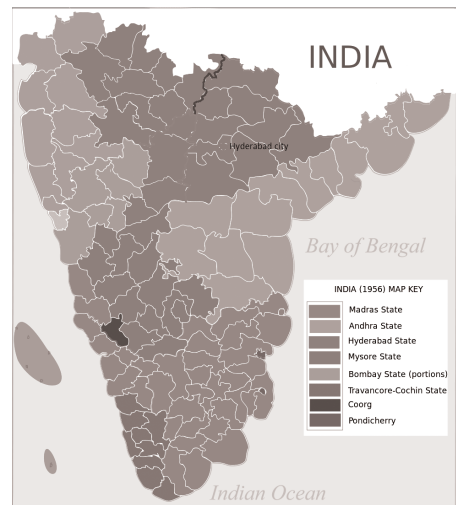
5. Mention any four changes in society due to Russian revolution. (C.U.)

6. What is the reason for Indian to join in Indian National Army? (C.U.)

7. Observe the following 'Pie' diagram which represents the number of seats won by different political parties in general elections - 2014 and analyse the strength and weakness of the parties. (Information Skill)



8. Observe the following India map and answer the questions. (Mappinf Skills)



Map 1 : A graphic representation of various regions in the southern peninsula before State reorganisation.

- 1) What are the states besides Hyderabad State?
- 2) How many states are there in South Penensulia?

9. How the language method helps in National Integrity? (A.S.)
10. Which quality of Sardhar Vallabh Bhai Patel do you like the most. Why? (A.S.)

Section - III

Instructions :

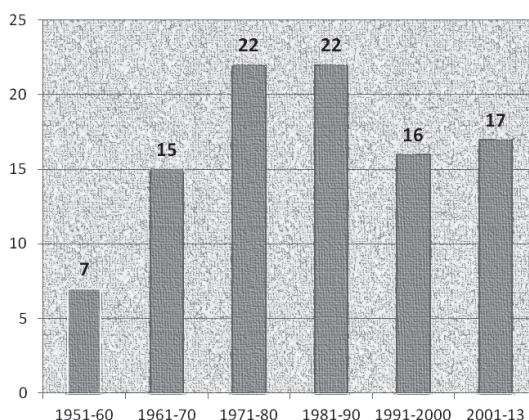
7x1=7 Marks

- Answer all the questions.
- Each question carries 1 mark.
- Answer each question in 1 or 2 sentences.

11. Under which leadership two countries, remaining countries formed as Union after World Wars? (C.U.)
12. What is meant by Non-Alignment Movement ? (C.U.)
13. During Second World War Atomic bomb was dropped on which two cities of Japan? (C.U.)

Observe the following Bar graph and answer the questions. (Information skills)

14. In which year highest amendments were done?
15. How many amendments were done in 1951-60.
16. What is the total number of amendments done from implementation of constitution to 2013?
17. What is meant by constitutional amendment?



Graph 1 : Since the Constitution was adopted on 26th January 1950 till 2013 nearly 99 amendments were made.

Section - IV

Instructions :

10x½=5 Marks

- i) Answer all the questions.
 - ii) Each question carries ½ mark.
 - iii) Choose the correct answer and write it in your answer book.
18. From which of the following. Which gives right to know about Govt. information in the form of record
 - A) Right to freedom
 - B) Right to Information
 - C) Right to speech
 - D) Right to print
 19. Women in Dubagunta protested against which of the following.
 - A) Drinking Alcohol
 - B) River project
 - C) Collection of loans
 - D) Army action
 20. The main reason for the assassination of prime minister Rajiv Gandhi by Tamil extremists
 - A) Winning highest majority in the elections.
 - B) In every rupee only 15 paise is reaching the poor.
 - C) Increasing the purchase of weapons.
 - D) India sending its army to Srilanka

21. Between which two countries, Mec Mohan line was drawn as border.
A) India-Srilanka B) India-Pakistan C) India-Nepal D) India-China
22. Which party defeated congress in 1977 elections and came into power.
A) Bharatiya Janata party B) Janata party
C) Jang Sangh D) Janata Dal (U)
23. Revolution regarding food is
A) Green Revolution B) Blue Revolution
C) Narmada Bachavo Movement D) Social Revolution
24. Which of the following is not in the preamble.
A) Secular B) Socialist C) Sovereign D) Federal
25. Which of the following is given importance in the first fiver year plan.
A) Agriculture B) Industries C) Service Sector D) Employment
26. Which of the following is not related to Hitler.
A) Second World War
B) Concentration Camps
C) Undemocratic dictatorship
D) Introducing welfare programmes for Jews
27. Which of the following organisation of UNO is related to Education.
A) UNESCO B) UNICEF C) W.H.O. D) F.A.O.

* * *

Social Studies - Paper - II

(Contemporary World, India)

Blue Print

Time : 2 hrs 45 min.

Marks : 40

	Essay Questions	Short Answer Questions	Very Short Answer Questions	Objective Questions	
No. of Questions Weightage to Questions	4 4 mks	6 2 mks	7 1 mk	10 1/2 mk	Academic Standard Total Marks
Academic Standard					
Conceptual Understanding	1 (4mks)	1 (2 mks) (1 x 2 = 2 m)	5 (1mks) (5 x 1 = 5 m)	10 mks (10 x 1/2=5m)	16 mks
Reading the given text and interpretation	-	2 mks (2 x 2 = 4 m)	-	-	4 mks
Information skills	1 (4 mks)	-	2 (2x1=2m)	-	6 mks
Reflection on contemporary issues & questioning	1 (4 mks)	-	-	-	4 mks
Mapping skills	1 (4mks)	1 (2 mks)	-	-	6 mks
Appreciation - Sensitivity	-	2 (2 x 2 = 4 m)	-	-	4 mks
Total	16	12	7	5	40 mks

Social Studies - Paper - II
(Contemporary World, India)

Time : 2 hrs 45 min.

Marks : 40

Instructions :

- i) This question paper contains 4 sections. (I, II, III & IV).
- ii) Answer all the questions.
- iii) Internal choice is there in section-I.
- iv) Total time allotted for the exam is 2.45 Hrs. out of which 15 min. are kept for reading and understanding the question paper.

Section - I

Instructions :

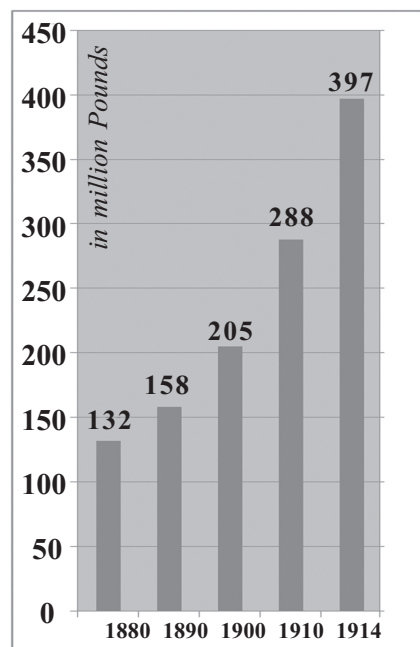
4x4=16 Marks

- i) Answer all the questions.
- ii) Each question carries 4 marks.
- iii) Each question has internal choice. Select one out of the two questions given.
- iv) Answer each question in 8 to 10 sentences.
 1. A) Write the reasons for giving autonomous status to State and Central R.T.I. Offices. (C.U.)

(or)

B) Why protest against Hindi started? What are its consequences? (C.U.)
 2. A) Observe the following graph and answer the questions. (Information Skill)
 - a) What do you know from the above graph?
 - b) Which year the weapons were being prepared in large number.
 - c) Why the expense on soldiers increased for every 10 years?

Graph 2 : The Armaments Race



Military expenditure by great powers (Germany, Austria-Hungary, Great Britain, Russia, Italy and France 1880-1914 (source The Times Atlas of World History, London 1978)

d) What are the countries spend more money on weapons.

(or)

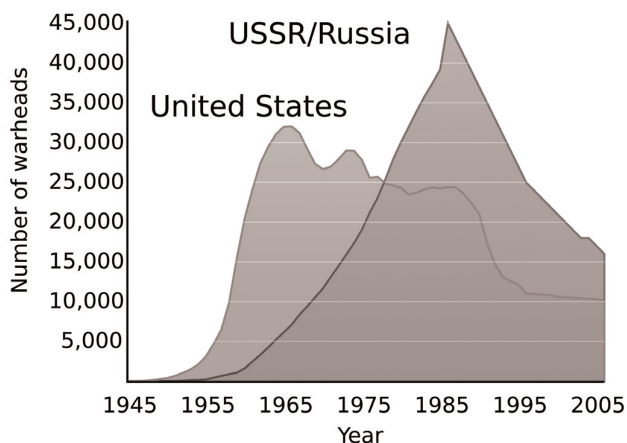
B) Observe the following graph and write answers.

a) What indicates the above graph?

b) Which country is storing atomic weapons in large?

c) What may be the reason in decrease of atomic weapons storages?

d) How much the stock of weapons of Russia is more than America.



Graph 1 : US and USSR nuclear stockpiles

3. A) India did not join any side of the Super Powers. It adopted Non-Alignment movement. With this what advantages gained by India. Write your responses ? (R.C.I.Q.)

(or)

B) Give an account of the present status of relations between India and Pakistan. (R.C.I.Q.)

4. A) Locate the following countries in World map. (Mapping Skills)

1) Germany 2) U.S.A. 3) China 4) South Africa

(or)

B) 1) France 2) Russia 3) India 4) Italy

Section - II

Instructions :

6x2=12 Marks

i) Answer all the questions.

ii) Each question carries 2 marks.

iii) Answer each question in 4 to 5 sentences.

5. Mention any four specialities of Indian Society System. (C.U.)

6. Read the following lesson and write four sentences in your own words about what you have understood. (R.T.U.I.)

There is no doubt that the former years played deciding role in history of after independence of India. The main challenges before the leadership of the country are unity of country, protections integrity, to bring social, ecomical changes, to make the democratic system to work. These problems are co-related to one another can should be taken that balance should not be hurt. For example objectives of development, unity of country, integrity should not be achieved at the lost of democracy.

7. Read the following para and write your opinon. (R.T.U.I.)

Changing of chief ministers offer and appointing leaders forcibly by central leadership to congress was not being liked by people of Andhra Pradesh. They began to feel that the National Congress leadership is not giving enough respect to leaders of Andhra Pradesh. The felt that self-respect of Telugu people was being insulted. Popular film actor N.T. Rama Rao took up this print/matter. He founded Telugu Desam Party in 1982 on his 60th birthday. He declared that Telugu Desam party will work hard for self-respect of telugu people. He argued that state should not be considered as the lower stage office of the congress party.

8. Observe the following map and answer the questions. (Mapping Skills)

Map 1 : Area Under Japanese Contorl 1942



- 1) Mention any two countries which are not in control of Japan.
- 2) Mention two places which are in control of West side of Japan.
9. Which quality of Mahatma Gandhi do you like ? Why ?
10. You want to tell consequences of wars to people. Mention four prints in the poster which you prepare.

Section - III

Instructions :

7x1=7 Marks

- i) Answer all the questions.
- ii) Each question carries 1 mark.
- iii) Answer each question in 1 or 2 sentences.
11. What is the main objective of Narmada Bachao movement.
12. Mention any one of the advantages/uses of Lok Adalat.
13. Who is the first Prime Minister of Independent India.
14. Who merged different Samstans in India?
15. Which country tried to get authority on South-east Asia?

Time Line Chart - II



Observe the time line chart and answer the given questions.

16. With which second world war started?
17. On behalf of which country Hitler fought ?

Section - IV

Instructions :

10x½=5 Marks

- i) Answer all the questions.
- ii) Each question carries ½ mark.
- iii) Choose the correct answer and write it in your answer book.
18. Which of the following country competed to get authority/power on world.
A) India B) Germany C) South Africa D) Koria
19. Period of First World War.
A) 1914-1918 B) 1914-1919 C) 1939-1949 D) 1939-1945
20. Who of the following are not eligible to receive free legal aid from Legal Services Authority.
A) Victims of illegal Human Trafficking
B) Industrial Labourer
C) Persons of below one lakh annual income
D) Persons of above one lakh annual income
21. Nizerians protested/tought against whom of this following.
A) French B) Duch C) Britishers D) Americans
22. Which institution is fighting for the unity of Hindus.
A) Congress B) Muslim league C) RSS D) Lok Satta
23. Indian Prime Minister who was murdered by LTTE is
A) Indian Janata Party B) Congress
C) Jansangh D) Independent Party

-
24. The country which was liberated from Pakistan by Indian Army in 1972 is
A) Pakistan B) Bangladesh C) Burma D) Korea
25. The main aim of Meira Paibi movement
A) Preventing the drunkers from creating nuisance in the streets.
B) For the independence movement of Manipur.
C) For the Environmental Protection.
D) Protesting against the violation of Human Rights.
26. Which of the following is not related to the New Deal agreement of Roosevelt.
A) Rehabilitation to the people subjected to economic crisis
B) Economical Reforms
C) Taking measures to improve economical conditions
D) Abolition of Insurance to unemployed
27. Green Revolution means
A) Growing Trees
B) Increasing the production of food grains
C) Decreasing the production of food grains
D) Deforestation

* * *

Model Question Papers

Social Studies - Paper - I

(Development of resources, equality)

Time : 2 hrs 45 min.

Blue Print

Marks : 40

	Essay Questions	Short Answer Questions	Very Short Answer Questions	Objective Questions	
No. of Questions	4	6	7	10	Academic Standard
Weightage to Questions	4 mks	2 mks	1 mk	1/2 mk	Total Marks
Academic Standard					
Conceptual Understanding	2 (2 x 4 = 8m)	2 (2 x 2 = 4 m)	2 (2 x 1 = 2 m)	4 (4 x 1/2=2m)	16 mks
Reading the given text and interpretation	1 (4mks)	-	-	-	4 mks
Information skills	-	2 (2m) (2x2=4m)	1 (1 m)	2 (2x1/2=1m)	6 mks
Reflection on contemporary issues & questioning	1 (4mks)	-	-	-	4 mks
Mapping skills	-	1 (2 mks)	3 (1 m)	2 (1/2 m)	4 mks
Appreciation - Sensitivity	-	1 (2 mks)	1 (1 m)	2 (1/2 m)	4 mks
Total	16	12	7	5	40 mks

Social Studies - Paper - I
(Development of resources, equality)

Time : 2 hrs 45 min.

Marks : 40

Instructions :

- i) This question paper contains 4 sections. (I, II, III & IV).**
- ii) Answer all the questions.**
- iii) Internal choice is there in section-I.**
- iv) Total time allotted for the exam is 2.45 Hrs. out of which 15 min. are kept for reading and understanding the question paper.**

Section - I

Instructions :

4x4=16 Marks

- i) Answer all the questions.**
 - ii) Each question carries 4 marks.**
 - iii) Each question has internal choice. Select one out of the two questions given.**
 - iv) Answer each question in 8 to 10 sentences.**
1. A) Write reasons for less population density in North-east states. (C.U.)

(or)

B) 'Development of a country means development of Humans' - Write an Essay supporting this statement. (C.U.)
 2. A) Explain procedure of entering monsoons in India? (C.U.)

(or)

B) Write how the availability of food is in India? (C.U.)
 3. A) Gayatri can dig well for irrigation to field if government spend or Banks give loan. Gayathri can cultivate wheat as second crop through this irrigation. Two people can get employment/work for 50 days in cultivation of 2.5 acres land (seeding, giving water, applying fertilizers and raping etc.) That means two people can get

employment from the land she had. If we assume that dam was constructed and provided water irrigation by digging canals to many farmers fields like this. Through this employment opportunities will be available in agriculture sector and less employment problem will be decreased to some extent. (R.T.U.I.)

Question : Comment on how to decrease village poverty in agricultural sector.

(or)

B) Laws on ground water are not suitable today's situations. The lapse or lacuna in this is relating right to ground water with right to land. These rules were developed because ground water has to be procured from land. It was felt that owner of land has right on water procured from ground. That means that people who are having land only have the right to on ground water. There was no limit on how much water could be procured. (R.T.U.I.)

Question : Suggest important regulations in the laws an usage of ground water.

4. A) Statistics reveal that more female foeticide are happening in India. Give reasons why it is happening like this? (R.C.I.Q.)

(or)

B) Discuss the problems of migrated families children in going to school? (R.C.I.Q.)

Section - II

Instructions :

6x2=12 Marks

- i) Answer all the questions.
 - ii) Each question carries 2 marks.
 - iii) Answer each question in 4 to 5 sentences.
5. Write about World Trade Organisation.
 6. Explain why habitations change?

Table 6 . Progress in Himachal Pradesh

	Himachal Pradesh		India	
	1993	2006	1993	2006
% of girl children who went to school more than 5 years (more than 6yrs age)	39	60	28	40
% of Boys who went to school more than 5 years (more than 6 yrs age)	57	75	51	57

7. Observe the above table and answer the following questions.
- Which place is in front line in educational sector?
 - To which you all allot first place in development?
8. In 1500 year World Population is 458 millions, in Eurpoe 84 mil. Asia Population in 1900 is 1650 mil. and in 2012 1052 mil; In 2050 Population of Africa is 1766 mil and of Asia is 5255 mil. In 1500, Population of Africa is 86 and Asia is 243 mil, and Asia 243 mil. In 1900, the population of Europe-Africa are 408 mil and 133 mil. In 2050 population of World is 8909 mil. In 2050 population of Europe is 628 mil. In 2012, 740 mil. In 1900, Population of Asia is 4250 mil, In 1900, Population is 947 mil, In 2012. Population of Africa is 1,052 mil.

Question : Fill the following table with above statistics.

Place/Year	1500	1900	2012	2050
World				
Africa				
Asia				
Europe				

9. Locate the following in India Map.
- Himalayas
 - Indian Ocean
 - Deccan Plateau
 - Thar Desert



10. Dam constructions which are famous as modern temples now a days causing critical consequences between regions. Write about the attitude of governments in these construction.

Section - III

Instructions :

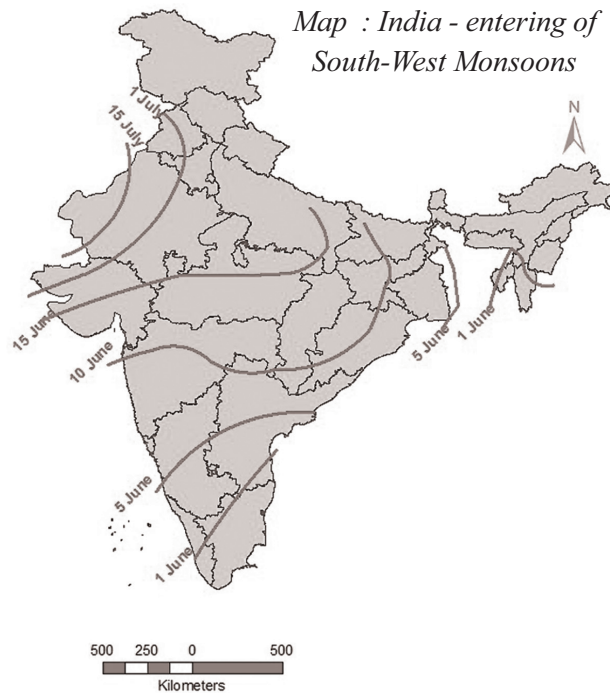
7x1=7 Marks

- i) Answer all the questions.
 - ii) Each question carries 1 mark.
 - iii) Answer each question in 1 or 2 sentences.
11. The effect of globalisation is not similar on producers and workers. How?
12. In a country or region the change in number of people in stipulated period for example 10 years is called the change in population. How you express/indicate this change?
13. Observe the following table and answer the questions.

Traditional Indian Seasons		
Seasons	Months According to the Indian (lunar) calendar	Months According to the Western (solar) calendar
Vasantha	Chaitra – Vaishakha	March – April
Grishma	Jyestha – Ashadha	May – June
Varsha	Sraavana – Bhadra	July – August
Sharad	Aswayuja – Karthika	September – October
Hemanta	Margashira – Pushya	November – December
Shishira	Magha – Phalguna	January – February

Question : In which months rain comes in India?

Observe the following map and answer the question numbers 14, 15, 16.



14. In which State South-West Monsoons enter first in India ?
15. Which State the South West Monsoons enter into on 15 July ?
16. In which State there is no effect of South-West monsoons in India?
17. 'Literacy is key in progress of Social and economy' - What do you say about this?

Section - IV

Instructions :

10x $\frac{1}{2}$ =5 Marks

- i) Answer all the questions.
- ii) Each question carries $\frac{1}{2}$ mark.
- iii) Choose the correct answer and write it in your answer book.

18. Total Value of service on goods produced in India is

- A) GDP B) NDP C) GNP D) NNP

19. Which of the following sentence is wrong.

- A) Tropical regions are nearer to equator.
- B) South region to tropic of cancer is in hot tropic region.
- C) Temperatures of earth surface depends on sun.
- D) Average temperatures increase as going to poles.

20. IPCC - means

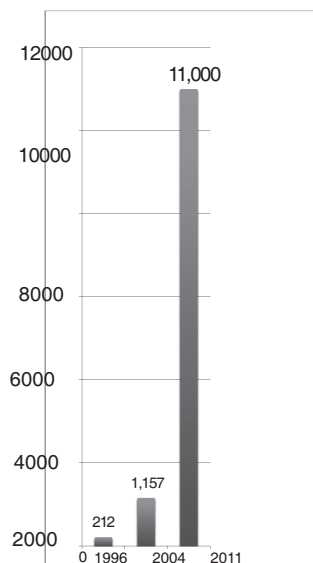
- A) International Police system
- B) International system formed on changes in climate.
- C) System formed on coastal regions of international seas/oceans.
- D) System formed internationally on international agricultural development.

21. Minimum support price-means

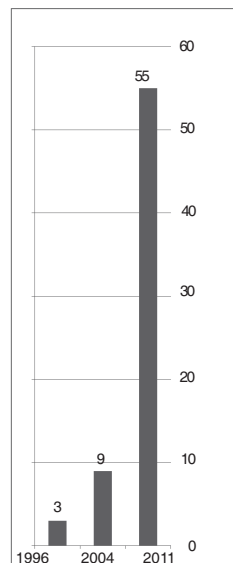
- A) Cost paid by consumers
- B) Cost paid by farmers to buy fertilizers.
- C) Cost paid by government to buy products of farmers.
- D) Cost paid by whole sale businessmen and broakers to the products of farmers.

Observe the following graph and answer the questions 22, 23.

Graph 12.2 Total wealth of 100 crorepati in India (in Billions rupees)

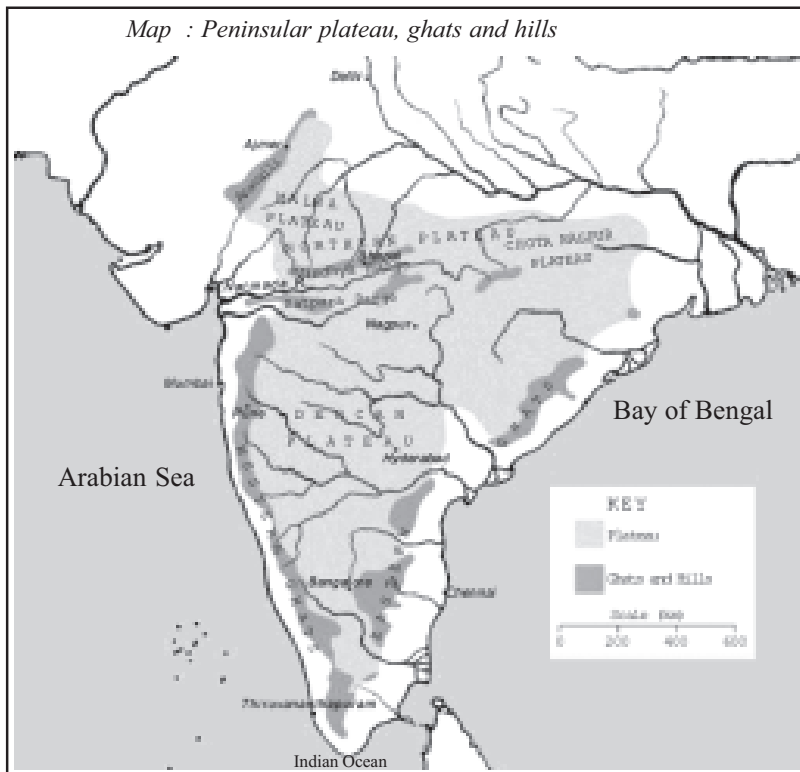


Graph 12.3 Increase in number of 100 crorepati in India (Billionners)



-
22. What is the increase in number of Billioners from 2004 to 2011.
- A) 9 B) 12 C) 55 D) 46
23. What indicates the increase in Billioners in 2011.
- A) Decrease in number of poor.
B) Decrease in inequality of income
C) Economic development of country
D) Increase in number of rich/crorepati
24. You have more storage of food grain. If famine comes what do you do.
- A) Too many food grains will be bought and store.
B) Try to sell your storage for high cost.
C) Write a letter to government for help.
D) Distribute to people who have no storage after completion of my needs.
25. How do you decide the nativity of a person.
- A) According to birth place.
B) According to birth place of parents.
C) According to desiding time.
D) Above all

Observe the map given below and answer the questions.



26. The mountains present on the North-West of India.
- A) Vindhya B) Sathpura C) Aravali D) Eastern Ghats
27. Which of the following is not a border of Deccan Plateau ?
- A) Western Ghats B) Eastern Ghats
- C) Vindhya, Sathpura Mountains D) Aravali Mountains

* * *

Unit/Lesson wise Improve Your Learning & Academic Standards

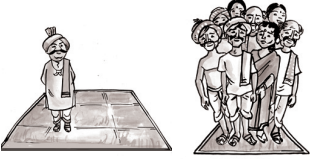
Class - 9

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
1	Our Earth	<p>1. Look at the map of India in an Atlas and identify latitude and longitude for the following places: Kanyakumari _____ and _____ Imphal _____ and _____ Jaisalmer _____ and _____ Pune _____ and _____ Patna _____ and _____</p> <p>2. Identify the words that match with Latitude and Longitude (parallel lines, vertical lines, horizontal lines)</p> <p>3. Look at the world map of time zones in the text page 13. a) If you travel from Vijayawada to Paris to which time zone are you moving? _____ b) If you are travelling from Hyderabad to Tokyo which time zone are you moving? _____.</p> <p>4. Why is it difficult to study the formation of the earth and its structure?</p> <p>5. Read the paragraph under the heading of “ Internal structure of the earth” and answer the question. How can you say the earth is still very active?</p> <p>6. What is a grid and how does it help us ?</p> <p>7. Differentiate between a. Local and Standard time b. Equator and Prime meridian</p> <p>8. If every state follows its local time then what problems will rise?</p> <p>9. With the help of your teachers find out the standard meridian of given countries. 1. Nepal 2. Pakistan 3. Bangladesh 4. England 5. Malasiya 6. Japan</p> <p>10. Make a thought provoking poster on the earth’s protection.</p>	<p style="text-align: center;">AS₅</p> <p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₅</p> <p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₂</p> <p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₄</p> <p style="text-align: center;">AS₅</p> <p style="text-align: center;">AS₆</p>

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2	The Natural Realms of the Earth	1. Fill in the blanks. Hydrosphere is related to _____ Lithosphere is related to _____ Atmosphere is related to _____ Biosphere is related to _____	AS ₁																
		2. Find the odd one out in the context of lithosphere and give reasons for your choice Byson gorge; Grand canyon; Ozone; Thar desert.	AS ₁																
		3. How is the lithosphere formed?	AS ₁																
		4. How are the continental plates formed and how are they eventually destroyed?	AS ₁																
		5. List out the landforms due to the river work.	AS ₁																
		6. Create a table as given below and fill information. And write a small paragraph to explain the similarities and differences you can think of in the context of earths external changes. (if there is no information available in the text leave those columns blank)	AS ₃																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Wind</th> <th>Water</th> <th>Glacier</th> </tr> </thead> <tbody> <tr> <th>Landform</th> <td></td> <td></td> <td></td> </tr> <tr> <th>Process</th> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Wind	Water	Glacier	Landform				Process								
			Wind	Water	Glacier														
		Landform																	
		Process																	
7. Why are Glaciers not found in your surroundings?	AS ₁																		
8. How are Beaches formed and name some Beaches.	AS ₁																		
9. How is the human lifestyle responsible for extension of deserts?	AS ₄																		
10. Find out the order of the landforms for the following:	AS ₁																		
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>S.No.</th> <th>Landform</th> <th>Order of Landform</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The Himalayan Mountains</td> <td>II order Land form</td> </tr> <tr> <td>2</td> <td>The Pacific Ocean</td> <td></td> </tr> <tr> <td>3</td> <td>Asia Continent</td> <td></td> </tr> <tr> <td>4</td> <td>Byson Gorge</td> <td></td> </tr> <tr> <td>5</td> <td>Jog waterfall</td> <td></td> </tr> </tbody> </table>	S.No.	Landform	Order of Landform	1	The Himalayan Mountains	II order Land form	2	The Pacific Ocean		3	Asia Continent		4	Byson Gorge		5	Jog waterfall		
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		<p>11. Draw the map of world plates by observing map 2.</p> <p>12. Read the para under the title ‘Erosion’ of page 20 and comment on it.</p>	<p>AS₅</p> <p>AS₂</p>												
3	Hydrosphere	<p>1. Find the odd one out and give explanation for your choice.</p> <p>(i) a) evaporation b) condensation c) salination d) precipitation</p> <p>(ii) a) tectonics b) centrifugal force c) solar energy d) precipitation</p> <p>2. Correct the false statements.</p> <p>a) Ocean trenches can be located near the continents</p> <p>b) Relief features of the oceans are like plains</p> <p>c) Most salt in the seas are washed into it from the land over centuries</p> <p>d) Temperature of ocean water remains the same across the globe</p> <p>3. Describe any one impact of ocean currents for the region you live.</p> <p>4. Do you think description of blue planet is accurate? Describe anyone way your activity impacts its oceans.</p> <p>5. Why differences are there in the salinity of oceans?</p> <p>6. How is human life depends on oceans?</p> <p>7. Observe the map 1 of page 35 and write down the names of a few warm and cold currents.</p> <p>8. Read the para ‘Ocean as a Resource’ of page 33 and comment on it.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₆</p> <p>AS₅</p> <p>AS₂</p>												

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4	Atmosphere	<ol style="list-style-type: none"> 1. Explain the composition of the atmosphere. 2. Discuss the structure of the atmosphere with a diagram. 3. Differentiate weather and climate. 4. Compare and contrast convectional and orographic rainfall. 5. Describe distribution of world rainfall. 6. How do the climatic changes influence the human life? 7. Explain relative humidity? 8. Why does the amount of water vapour decrease rapidly with altitude? 9. What is coriolis force? And explain its effects. 10. Identify the given local winds in the world map? <ol style="list-style-type: none"> a) Chinook b) Loo c) Simoon d) Yoma e) Norwester f) Mistral g) Puna h) Pampero 11. Read the para under the title 'Effects of Planetary Winds' of page 43 and comment on it. 	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₅</p> <p>AS₂</p>										
5	Biosphere	<ol style="list-style-type: none"> 1. Life itself constitutes a seperate sphere called 'Biosphere'. Explain. 2. Why is ecological crisis created in modern times? What are its effects? 3. Natural vegetation depends upon the climate of the place. Write different kinds of forests and climatic conditions of their existence? 4. How can we protect natural resources? 5. Read the lesson and fill up the table <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 20%;">Type of forest</th> <th style="width: 20%;">Spread across the countries</th> <th style="width: 15%;">Trees grown</th> <th style="width: 25%;">Animals</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S. No.	Type of forest	Spread across the countries	Trees grown	Animals						<p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₆</p> <p>AS₃</p>
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		<p>12. In earlier classes we have studied about land distribution. How does the following image reflect this idea. Write a paragraph about this in the context of Indian agriculture.</p>  <p>13. Read the para under the title ‘Fertilizer Problems’ of page 70 and comment on it.</p> <p>14. Observe the map given in the page 74 and locate the States where paddy is grown in the India outline map.</p>	<p>AS₁</p> <p>AS₂</p> <p>AS₅</p>																																				
7	Industries in India	<p>1. Why government took up responsibility to set up basic goods industries?</p> <p>2. Why are industries located in specific areas?</p> <p>3. What are the basic goods industries? How they are different from consumer goods industries?</p> <p>4. Give a list of towns / areas in which some conventional mineral resources are found and ask students to identify then possible industries which can be set up.</p> <p>5. Why government in 1990s allowed private industries</p> <table border="1" data-bbox="396 1255 1122 1821"> <thead> <tr> <th>Sl. No.</th> <th>Minerals/ Resources</th> <th>Towns/areas in which these resources are available</th> <th>List the kind of industries that can be set up in this area</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Iron ore</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Coal</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Jute</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Oil</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Natural Gas</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Forests</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>Manganese</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>Bauxite</td> <td></td> <td></td> </tr> </tbody> </table>	Sl. No.	Minerals/ Resources	Towns/areas in which these resources are available	List the kind of industries that can be set up in this area	1	Iron ore			2	Coal			3	Jute			4	Oil			5	Natural Gas			6	Forests			7	Manganese			8	Bauxite			<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₃</p> <p>AS₆</p>
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		<p>in many areas which were earlier restricted only to government?</p> <p>6. What is the impact of industrial development on employment generation?</p> <p>7. What is the impact of industrial development on revenue?</p> <p>8. 'Industrial activities increase environmental problems.' Discuss.</p> <p>9. Write a few slogans on the prevention of environment pollution.</p> <p>10. Read the para 3 of page 83 and comment on it.</p> <p>11. Observe the map given in the page 95 and locate the iron and steel plants in the India outline map.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₆</p> <p>AS₂</p> <p>AS₅</p>
8	Service Activities in India	<p>1. What is meant by the term, "service activities"?</p> <p>2. List five service activities and give your reasons why they are not to be considered as either agricultural or industrial activities.</p> <p>3. How can service activities help in the overall development of a country?</p> <p>4. How are agricultural and industrial activities related to services?</p> <p>5. The growth of service sector is sustainable and can make India as a rich country. Do you agree with this statement? Elaborate.</p> <p>6. Why are service sector activities becoming important?</p> <p>7. Service activities cannot expand beyond a level unless agriculture and industries. Explain.</p> <p>8. How can service sector reduce educated unemployment in India?</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

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		<p>9. Is there any migration of labourers from your area? Find out the reasons for the migration.</p> <p>10. Read the 9th paragraph of this chapter; (Service activities do not produce) and answer the following: What are the service activities required for agriculture and industries?</p>	<p>AS₄</p> <p>AS₂</p>
9	Credit in the Financial System	<p>1. Most of the credit needs of the poor households are met from informal sources. The dependence of richer households on informal credit is less. Do you agree? Use the data from Table 1 to support your answer.</p> <p>2. How are high interest rates on loans harmful?</p> <p>3. What is the basic idea behind the SHGs for the poor? Explain in your own words.</p> <p>4. Talk to a banker and find out what are the purposes for which people in urban areas generally take loans?</p> <p>5. What is the difference between the bank loan and through SHG?</p> <p>6. Read paragraph 3rd under the heading of ‘Self Help Group for the Poor’ and answer the question. How are SHGs working in your area?</p>	<p>AS₃</p> <p>AS₁</p> <p>AS₄</p> <p>AS₃</p> <p>AS₁</p> <p>AS₂</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
10	Prices and Cost of Living	<ol style="list-style-type: none"> 1. Why is there a need to regulate prices? 2. How are prices fixed by a seller/producer? 3. Differentiate the cost of living from the standard of living. 4. Who is affected most by increase in cost of living? Why? 5. Which groups can get higher incomes whenever there is inflation? 6. How is Wholesale Price Index different from Consumer Price Indices? 7. How is food inflation different from Consumer Price Indices? 8. What are the uses of the CPI? 9. List of five problems with measuring CPI. 10. How is Administrative Price Mechanism (APM) different from Minimum Support Price (MSP)? 11. Read sixth paragraph under the heading of 'Role of Government in Regulating Prices' and answer the question. How does the APM affect the government revenue? Discuss. 12. Take any five goods or services used by your family and construct a Consumer Price Index for your family based on these five goods/services. 13. Write True or false against the statement: <ol style="list-style-type: none"> (a) Inflation increases the standard of living of the people. [] (b) Value of money is shown by changes in its Purchasing Power. [] (c) Change in cost of living does not affect the standard of living of pensioners [] (d) Central Government workers are compensated for 	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₄</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₂</p> <p>AS₃</p> <p>AS₁</p>

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		<p>inflation by rise in DA []</p> <p>(e) WPI measures changes in the price level of only consumer goods. []</p> <p>14. The following table shows the wholesale Price Indices of Industrial Goods. Prepare a line diagram and answer the</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Coal</th> <th>Cotton Cloth</th> <th>Fertilizers</th> <th>Cement</th> <th>Iron, Steel & Ferro Alloys</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>118</td> <td>99</td> <td>102</td> <td>102</td> <td>100</td> </tr> <tr> <td>2006-07</td> <td>118</td> <td>97</td> <td>104</td> <td>119</td> <td>105</td> </tr> <tr> <td>2007-08</td> <td>122</td> <td>99</td> <td>106</td> <td>138</td> <td>119</td> </tr> <tr> <td>2008-09</td> <td>151</td> <td>103</td> <td>107</td> <td>139</td> <td>137</td> </tr> <tr> <td>2009-10</td> <td>156</td> <td>107</td> <td>108</td> <td>149</td> <td>124</td> </tr> <tr> <td>2010-11</td> <td>165</td> <td>115</td> <td>117</td> <td>151</td> <td>136</td> </tr> </tbody> </table> <p>(a) Which commodity's price rose steeply over the years? (b) What could be the reasons for a slow rise of cotton cloth and fertilizers?</p> <p>15. Write a letter to your Tehsildar on proper maintenance of Public Distribution System by indicating your suggestions?</p>	Year	Coal	Cotton Cloth	Fertilizers	Cement	Iron, Steel & Ferro Alloys	2005-06	118	99	102	102	100	2006-07	118	97	104	119	105	2007-08	122	99	106	138	119	2008-09	151	103	107	139	137	2009-10	156	107	108	149	124	2010-11	165	115	117	151	136	<p>AS₃</p> <p>AS₆</p>
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11	The Government Budget and Taxation	<p>1. Why does the government need a budget? Why does the budget talk of taxes?</p> <p>2. What is the difference between income tax and excise duty?</p> <p>3. Match the following:</p> <p>i. Excise duty a) levied on the yearly income of individuals.</p> <p>ii. Sales tax b) levied on the yearly profit of companies and business establishments.</p> <p>iii. Customs duty c) levied on the production or manufacture of goods</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p>																																										

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>iv. Income tax d) levied when goods are sold.</p> <p>v. Corporate tax e) levied on goods brought from abroad</p> <p>4. You are expected to tax on steel, matches, clocks, cloth, iron; a tax increase on which of these would affect the prices of other commodities the most, and why?</p> <p>5. Ordinary food items, such as grain, pulses, oil are used by all. Then why is it said that imposing tax on them will have a greater effect on the poor?</p> <p>6. A group of four friends decided to stay together by contributing money towards the rent of a house. The rent was Rs.2000 per month.</p> <ul style="list-style-type: none"> • How could this be shared among them? • We also know that two of them earned Rs.3000 per month and the other two Rs.7000 per month. Is there some other way of sharing the cost so that each one of them feels the same pinch? • Which way of sharing would you prefer and why? <p>7. Tax on income or tax on commodities; which of the two affects the rich more and which affects the poor more? Explain with reasons.</p> <p>8. How would VAT reduce the evasion of taxes on goods?</p> <p>9. What is the difference between the Excise duty and Customs duty?</p> <p>10. Is there any hike in the bus fares recently? If so, try to know the reasons for it.</p> <p>11. Read the paragraph under the heading 'Direct Taxes' (Income Tax is charged only for ...) and answer the following: Why do high income earners pay more tax?</p> <p>12. What is the effect of black money on our economy?</p>	<p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₂</p> <p>AS₆</p>

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12	Changing Cultural Traditions in Europe 1300-1800	1. Discussion on Renaissance in this chapter was mostly in the context of _____ (England/Italy/France/Germany)	AS ₁									
		2. Write a sentence or phrase about the changes in ideas listed below during _____ Renaissance.	AS ₁									
		a. Humanists: from _____ to _____										
		b. Books: from _____ to _____										
		c. Paintings: from _____ to _____										
		d. Human beings: from _____ to _____ -										
		e. Women: from _____ to _____										
		3. How did printing of the Bible influence the ideas about God and Church?	AS ₁									
		4. Compare the modern Italian towns with that of the Medieval towns. Do you notice any changes in their present names?	AS ₁									
5. Which elements of Greek and Roman culture were revived in the fourteenth and fifteenth centuries?	AS ₁											
6. Why were Italian towns the first to experience the ideas of humanism?	AS ₁											
7. What were the features of humanist thought?	AS ₁											
8. The following graph indicates the increase in book production. What can you tell about it?	<p style="text-align: center;">European Output of Printed Books ca. 1450–1800*</p> <table border="1"> <caption>European Output of Printed Books ca. 1450–1800*</caption> <thead> <tr> <th>Century</th> <th>Number of Copies (Approximate)</th> </tr> </thead> <tbody> <tr> <td>15th</td> <td>10,000,000</td> </tr> <tr> <td>16th</td> <td>200,000,000</td> </tr> <tr> <td>17th</td> <td>500,000,000</td> </tr> <tr> <td>18th</td> <td>950,000,000</td> </tr> </tbody> </table>	Century	Number of Copies (Approximate)	15 th	10,000,000	16 th	200,000,000	17 th	500,000,000	18 th	950,000,000	AS ₃
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9. Do you agree with the following statement; "Printed books continue to dominate our lives" Give reasons for your answer.	AS ₄											

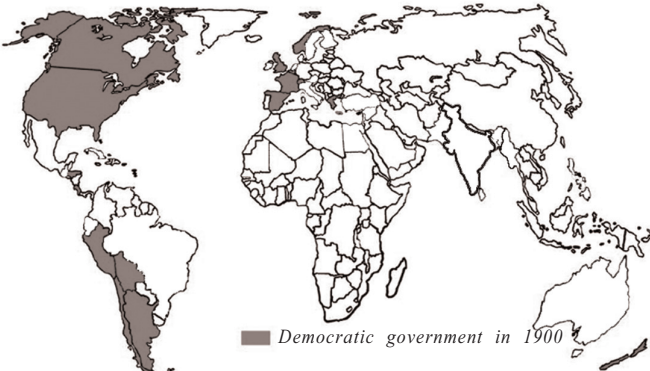
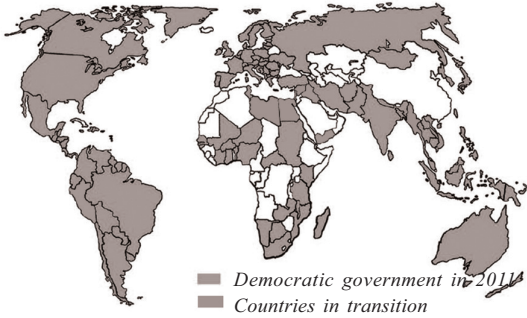
Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>10. Write an account of how the world appeared different to seventeenth century Europeans.</p> <p>11. Mention the outstanding features of the renaissance architecture. Explain, why?</p> <p>12. Observe the map2 given in the page 155 and locate the geographical explorations in the world outline map.</p> <p>13. Read the para 4 of page 150 and comment on it.</p>	<p>AS₁</p> <p>AS₆</p> <p>AS₅</p> <p>AS₂</p>
13	Democratic and Nationalist Revolutions: 17 th and 18 th Centuries	<p>1. Identify the name of the country in the context of following statement: (UK, USA France)</p> <ul style="list-style-type: none"> ● Revolution where parliament system was established ● Country where king continues to play some role even after revolution ● Country that had to war against another in order to establish its democracy ● Bill of rights was adopted ● Overthrow of the moncarchy was led by the peasants ● Declaration of Rights of Man and Citizen was adopted <p>2. What were the main ideas of social thinkers, which were significant to the establishment of new forms of governments? How did they gain popularity?</p> <p>3. Describe the circumstances leading to the outbreak of revolutionary protest in France.</p> <p>4. Which groups of French society benefited from the revolution? Which groups were forced to relinquish power? Which sections of society would have been disappointed with the outcome of the revolution?</p> <p>5. After the completion of chapter on Fundamental Rights draw up a list of democratic rights we enjoy</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>today whose origins could be traced to the French Revolution.</p> <p>6. Would you agree with the view that the message of universal rights was beset with contradictions? Explain.</p> <p>7. What made the American colonists to rise the slogan ‘No Taxation without Representation’.</p> <p>8. What do understand by middle class? How did it emerge in Europe?</p> <p>9. Locate England, France, Prussia, Spain, Austria on the Map of Europe.</p> <p>10. How do you understand women’s role in French Revolution?</p> <p>11. Read the para under the title ‘The Reign of Terror’ of page 168 and comment on it.</p>	<p>AS₄</p> <p>AS₁</p> <p>AS₁</p> <p>AS₅</p> <p>AS₆</p> <p>AS₂</p>
14	Democratic and Nationalist Revolutions: 19 th Century	<p>1. Choose the correct options.</p> <ul style="list-style-type: none"> • Democratic and nationalist movements assumed that a nation has a _____ (shared history; shared culture; shared economy; all the above; none of the above) • Jacobin clubs were established in different countries by _____ (peasants; royalty; middle class; army) • During the mid 18th century the land was owned by _____ and cultivated by _____ (middleclass, army, aristocrats, tenants) <p>2. After reading about mid-eighteenth century Europe what similarities or difference amongst people existed in the context of: language, ethnicity, trade practices.</p> <p>3. Do you agree with the statement: “when the emergence of nation states the dominance of Aristocracy declined and middle class increased”.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>Give reasons.</p> <p>4. Write an imaginary dialogue between Mazzini and any of the Indian nationalist you have studied?</p> <p>5. Mark sentences that describe conservatives and liberals. Try to identify examples in our contemporary context.</p> <p>6. Draw a table to show the differences and similarities in the nation building process of France, Germany and Italy.</p> <p>7. Explain what is meant by 1848 revolution of liberals. What were the political, social and economic ideas supported by the liberals?</p> <p>8. Briefly trace process of Germany unification.</p> <p>9. Locate some changes on Europe map drawn up by the Vienna Congress.</p> <p>10. Read the last para of page 177 and comment on it.</p>	<p>AS₆</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₅</p> <p>AS₂</p>
15	Industrialisation and Social Change	<p>Fill in the blanks with correct options:</p> <p>1. Britain did not depended on different parts of the world for _____ and _____ (labourers; raw material; capital; inventions)</p> <p>2. Two important types of transport during the Industrial revolution were _____ and _____ (road; air; water; rail)</p> <p>3. Write two sentences each on following aspects in the context of Industrial revolution:</p> <p>a) technology b) financing and money</p> <p>c) agriculture revolution d) transport systems</p> <p>4. What do you think is special about inventions happening during the industrial revolution?</p> <p>5. How were the lives of different classes of British women affected by the industrial revolution?</p> <p>6. What were the relative advantages of canal and railway transportation?</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		7. Locate the places where iron and textile industries are mainly concentrated in England during industrial revolution.	AS ₃
		8. Prepare a table on invention during the time of Industrial Revolution.	AS ₃
		9. Read the para under the title ‘The Workers’ of page 191 and comment on it.	AS ₂
16	Social Protest Movements	<p>1. Which of the following statement about lives of industrial workers are correct? And correct the false statements</p> <ul style="list-style-type: none"> ● Workers controlled the industries ● Living conditions of the workers were comfortable ● Low wages was one of the reasons for discontent among the workers ● During the phase of industrialisation there was emphasis on emotions and feeling ● Romantic writers and artists tried to highlight values of closeness to nature as described in folk tales and folksongs <p>2. List some of the problems faced by workers of those times. Discuss if such problems exist in our times too.</p> <p>3. Write a paragraph comparing the ideas of capitalism and socialism. How were they similar or different?</p> <p>4. How was the idea of equality being similar or differently challenged by women and workers movements?</p> <p>5. Draw a poster to illustrate the ideas of “liberty, equality and justice” within the context of workers, and women. Identify occasions where these ideas are being violated.</p> <p>6. Locate the countries in the world map in which the protest movements took place.</p> <p>7. Read the last para of page 202 and first para of page 203 and comment on them.</p>	<p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₁</p> <p>AS₆</p> <p>AS₅</p> <p>AS₂</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards								
17	Colonialism in Latin America, Asia and Africa	<ol style="list-style-type: none"> Match the following: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">i. Opium war</td> <td>a) Belgium</td> </tr> <tr> <td>ii. Ottoman empire</td> <td>b) Spain</td> </tr> <tr> <td>iii. Personally owned the colony</td> <td>c) controlled trade before colonisation</td> </tr> <tr> <td>iv. Settling farmers</td> <td>d) China</td> </tr> </table> How is the word ‘discovery’ and ‘exploration’ used by Europeans? What did it mean to people who were already living in those geographical locations? What role did trade play in the colonisation? How did the lives of native people in different countries affect the colonisation – write two ideas each in the context of – crops cultivated / religion / use of natural resources – for the three continents Compare the nature of colonial rule over China and India and Indonesia. What difference and similarities do you find between them? Locate the Portuguese, Dutch, British and French colonies in the world map and filled with different colours. 	i. Opium war	a) Belgium	ii. Ottoman empire	b) Spain	iii. Personally owned the colony	c) controlled trade before colonisation	iv. Settling farmers	d) China	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₅</p>
i. Opium war	a) Belgium										
ii. Ottoman empire	b) Spain										
iii. Personally owned the colony	c) controlled trade before colonisation										
iv. Settling farmers	d) China										
18	Impact of Colonialism in India	<ol style="list-style-type: none"> How did people use the forests before the rule of the British? Why was there less danger of the forests being fully destroyed in those days? Against whom did the adivasis revolt? In what ways did they demonstrate their anger and protest? Give some examples. How were the revolts of the adivasis suppressed by the British? Make a timeline to show when adivasi protests occurred in different parts of India. What problems did the Indian industrialists have with the British government? 	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₃</p> <p>AS₁</p>								

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>6. During British rule, why was it easier for the European companies rather than Indian companies to set up industries? Give a few reasons.</p> <p>7. Labour laws were first made for child labourers, then for women and lastly for men. Why were these laws made in this order?</p> <p>8. How could education affect industrial development? Discuss in the class.</p> <p>9. Identify the large industrial cities on outline map of India during 20th century.</p> <p>10. Find out where each of these adivasi struggles took place, and mark their locations on a map of India.</p> <p>11. Read the para under the title ‘Adivasi Revolts’ of page 221 and comment on it.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₆</p> <p>AS₅</p> <p>AS₅</p> <p>AS₂</p>
19	Expansion of Democracy	<p>Map 1: Democratic Governments in 1900-1950</p>  <p>Map 2: Democratic Governments in 2011</p> 	

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>1(a). On the basis of these maps identify up to three countries (in some cases you won't find three countries) that were democratic in these continents for the given years and make a table as given in the next page.</p> <p>b) Identify some African countries with democracy in 2011</p> <p>c) Make a list of big countries that were not democratic in 2011.</p> <p>2. Read the maps again and think about the following points.</p> <p>a) Based on the maps can we say that the Twentieth century was a significant era for the spread of democracy?</p> <p>b) During the early 20 century democracy was mostly in the continents like _____ and _____. While in certain continents like _____ and _____ there were almost no democratic countries.</p> <p>c) Even today there are certain areas that have not established democratic governments such as _____ and _____</p> <p>3. Most countries often claim themselves to be democratic by conducting elections. How did this occur in the context of Myanmar and Libya?</p> <p>4. Why do you think rulers try to control the media? Do you know how is media controlled in your area?</p> <p>5. Write an imaginary dialogue between a person from Libya and Myanmar comparing the events and struggle for democracy in their respective countries.</p> <p>6. How do literacy and mass education help for the functioning of democracy?</p> <p>7. What is the difference between democracy and dictatorship?</p>	<p>AS₅</p> <p>AS₅</p> <p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₆</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>8. What is the role played by Aung San Suu Kyi in fighting for democracy in Myanmar?</p> <p>9. Read the last paragraph of this chapter and answer the question. What is a new kind of democracy?</p>	<p>AS₆</p> <p>AS₂</p>
20	Democracy: An Evolving Idea	<p>1. How does democracy produce an accountable, responsive and legitimate government?</p> <p>2. What are the conditions under which democracies accommodate social diversities?</p> <p>3. Give arguments to support or oppose the following assertions:</p> <p>A. Industrialised countries can afford democracy but the poor countries need dictatorship to become rich.</p> <p>B. Democracy can't reduce inequality of incomes between different citizens.</p> <p>C. Government in poor countries should spend less on poverty reduction, health, education and spend more on industries and infrastructure.</p> <p>D. In democracy all citizens have one vote, which means that there is absence of any domination and conflict.</p> <p>4. In the context of assessing democracy which among the following is odd one out? Democracies need to ensure:</p> <p>A. free and fair elections B. dignity of the individual C. majority rule D. equal treatment before law</p> <p>5. Studies on political and social inequalities in democracy show that</p> <p>A. democracy and development go together. B. inequalities exist in democracies. C. inequalities do not exist under dictatorship. D. dictatorship is better than democracy.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>6. Here is some information about six countries. Based on this information, how would you classify each of these countries? Write ‘democratic’, ‘undemocratic’ or ‘not sure’ against each of these.</p> <p>Country A: People who do not accept the country’s official religion do not have a right to vote</p> <p>Country B: The same party has been winning elections for the last twenty years</p> <p>Country C: Ruling party has lost in the last elections</p> <p>Country D: The parliament cannot pass a law about the army without the consent of the Chief of Army</p> <p>Country E: The parliament cannot pass a law reducing the powers of the judiciary</p> <p>Country F: All the major economic decisions about the country are taken by officials of the central bank which the ministers cannot change.</p> <p>7. Each of these statements contains a democratic and an undemocratic element. Write out the two separately for each statement.</p> <p>A. A minister said that some laws have to be passed by the parliament in order to conform to the regulations decided by the World Trade Organisation</p> <p>B. The Election Commission ordered re-polling in a constituency where large scale rigging was reported</p> <p>C. Women’s representation in the parliament has never reached 10 per cent. This led women’s organisations to demand one-third seats for women.</p> <p>8. Write a response to the following arguments against democracy:</p> <p>A. Army is the most disciplined and corruption-free organisation in the country. Therefore army should</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₄</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>rule the country.</p> <p>B. Rule of the majority means the rule of ignorant people. What we need is the rule of the wise, even if they are in small numbers.</p> <p>C. If we want religious leaders to guide us in spiritual matters, why not invite them to guide us in politics as well. The country should be ruled by religious leaders.</p> <p>9. Locate the following countries in the world map. 1. Srilanka 2. Belgium 3. Russia 4. America (USA)</p> <p>10. Read the first two paragraphs under the subheading ‘Dignity and freedom of the citizens’ and answer the following question. Write about the dignity and freedom of the citizens in a democratic country in your own words.</p> <p>11. What are the reasons for the people to fight for democracy?</p> <p>12. Give some examples which prove that democracy is practiced in our schools.</p>	<p>AS₅</p> <p>AS₂</p> <p>AS₁</p> <p>AS₆</p>
21	Human Rights and Fundamental Rights	<p>1. Which of the following is not an instance of an exercise of a fundamental right?</p> <p>a. Workers from Bihar go to Punjab to work on the farms</p> <p>b. Religious minority set up a chain of schools</p> <p>c. Men and women government employees get the same salary</p> <p>d. Parents’ property is inherited by their children</p> <p>2. Which of the following freedoms is not available to an Indian citizen?</p> <p>a. Freedom to criticise the government</p> <p>b. Freedom to participate in armed revolution</p>	<p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>c. Freedom to start a movement to change the government</p> <p>d. Freedom to oppose the central values of the Constitution</p> <p>3. Which of these statements about the relationship between democracy and rights is more valid? Give reasons for your preference.</p> <p>a. Every country that is a democracy gives rights to its citizens.</p> <p>b. Every country that gives rights to its citizens is a democracy</p> <p>c. Giving rights is good, but it is not necessary for a democracy</p> <p>4. Are these restrictions on the right to freedom justified? Give reasons for your answer.</p> <p>a. Indian citizens need permission to visit some border areas of the country for reasons of security</p> <p>b. Outsiders are not allowed to buy property in some areas to protect the interest of the local population</p> <p>c. The government bans the publication of a book that can go against the ruling party in the next elections</p> <p>5. Look through this chapter and the previous one and make a list of the six Fundamental Rights in the Constitution.</p> <p>6. Are the Fundamental Rights being violated in each of the following cases? If so, which Fundamental Right or Rights? Discuss with your classmates.</p> <p>a. Suppose a person is kept in a police station for 4 days without being told which law was broken?</p> <p>b. Suppose your neighbour tries to claim some of your land as her own.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>c. Suppose your parents do not allow you to go to school. They make you take up a job in a match factory instead, because they cannot afford to feed you properly.</p> <p>d. Suppose your brother refuses to give you the land that you have inherited from your father.</p> <p>7. Suppose you are an advocate. How would you argue the case for a group of people who come to you with the following request: “The river in our area is getting very polluted by the factories upstream. We get our drinking water from the river. People in our villages keep falling ill because of the polluted water. We have complained to the government but there has been no action from their side. This is surely a violation of our Fundamental Rights.”</p> <p>8. Read the paragraph under the heading ‘Abolition of Title’ and answer the following question. The Awards can’t be used by the recipient as a title. Why?</p> <p>9. Analyse an incident you know where the Rights are violated.</p>	<p>AS₄</p> <p>AS₂</p> <p>AS₆</p>
22	Women Protection Acts	<p>1. What are the disadvantages of child marriages?</p> <p>2. Why has the domestic violence become a common practice? In what forms domestic violence is seen? Find out the reasons.</p> <p>3. You have read about various problems of girls and women. Have you noticed any sort of these problems in your village/ town? Specify them and what is to be done?</p> <p>4. Many acts are made by the government. What do you suggest for better implementation?</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₆</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		5. Write an essay on general problems, the women facing? 6. Imagine that you are Tehsildar. How would you prevent child marriages? 7. Prepare a pamphlet to understand the problems faced by the women. 8. Read the para under the title 'Sexual Assault and Torturing' of page 275 and comment on it.	AS ₆ AS ₄ AS ₆ AS ₂
23	Disaster Management	1. Explain how a natural hazard becomes a disaster? 2. What is Terrorism? What are the motives of terrorists? 3. What safety measures should be followed to avoid fire accidents? 4. What are the main causes to road accidents? How can we reduce the road accidents? 5. Terrorist attacks cause loss of life and wealth. What are the precautions to be taken to prevent these activities? 6. Identify the causes of rail accidents? 7. List out the reasons risk inducing factors in your home, school or village. 8. Locate the following places attacked by terrorists in the India map. a) Mumbai b) Hyderabad c) Bhagalpur d) Kumbakonam e) Bangalore 9. Write about an incident related disaster you know. 10. Read the para under the title 'Fire' of page 281 and comment on it.	AS ₁ AS ₁ AS ₁ AS ₁ AS ₄ AS ₁ AS ₄ AS ₅ AS ₆ AS ₂

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
24	Traffic Education	<ol style="list-style-type: none"> 1. What documents should a driver carry while driving and what skills are needed to drive safely? 2. What will happen if someone jumps the traffic signal? 3. Suggest a few steps that are taken in your area for road safety. 4. Explain mandatory, caution and information traffic signs with examples? 5. Kamala wants to purchase a new vehicle. Explain her what are the steps to be taken and what documents are to be produced for the registration of a vehicle? 6. Ramu wants to interchange his vehicle number to other vehicle. Is it correct or not? Explain, why? 7. Explain the need of road safety 8. Read the table of page 'Accident Victims- Age' of page 286, identify the age group for which more number of cases registered and draw a bar graph. 9. Read the paras under the title 'Traffic Chaos' of page 287 and comment on them. 	<p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₁</p> <p>AS₆</p> <p>AS₁</p> <p>AS₃</p> <p>AS₂</p>

Class - 10

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
Part - I Resources Development and Equity			
1	India: Relief Features	<ol style="list-style-type: none"> 1. The sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west. But the Clocks show the same time. How does this happen? 2. If the Himalayas would have not been in its present position how would be the climatic conditions of the Indian sub continent? 3. The Himalayas do not extend into which of the following states: Madhya Pradesh, Uttar Pradesh, Sikkim, Haryana, Punjab, Uttaranchal 4. Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the peninsular plateau. 5. What is the influence of the Himalayas on Indian agriculture? 6. Indo- Gangetic plains have high density of population. Find the reasons. 7. On an outline map of India show the following: <ol style="list-style-type: none"> (i) Mountain and hill ranges – the Karakoram, the Zaskar, the Patkai Bum, the Jaintia, the Vindhya range, the Aravali, and the Cardamom hills. (ii) Peaks – K2, Kanchenjunga, Nanga Parbat and the Anaimudi. (iii) Plateaus - Chotanagapur and Malwa (iv) The Indian Desert, Western Ghats, Lakshadweep Islands 	<p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₅</p> <p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₁</p> <p style="text-align: center;">AS₅</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>8. Use an atlas and identify the following:</p> <ul style="list-style-type: none"> (i) The Islands formed due to Volcanic eruption. (ii) The countries constituting Indian Subcontinent. (iii) The states through which the Tropic of Cancer passes. (iv) The northernmost latitude in degrees. (v) The southernmost latitude of the Indian mainland in degrees. (vi) The eastern and the western most longitudes in degrees. (vii) The place situated on the three seas. (viii) The strait separating Sri Lanka from India. (ix) The Union Territories of India. <p>9. How are the Eastern coastal plains and western coastal plains similar or different ?</p> <p>10. Plateau regions in India do not support agriculture as much as the plain regions – what are the reasons for this?</p> <ul style="list-style-type: none"> * Prepare a table showing the particulars of different mountain ranges of Himalayas. * Himalayas play a vital role in India's development. How? 	<p>AS₅</p> <p>AS₁</p> <p>AS₁</p> <p>AS₃</p> <p>AS₆</p>
2	Ideas of Development	<ol style="list-style-type: none"> 1. What main criterion is used by the World Bank in classifying different countries? What are the limitations of the above criterion, if any? 2. Usually behind each social phenomenon there would be several contributing factors, and not one. What in your opinion are the factors that came together for the development of schooling in Himachal Pradesh? 3. In what respect is the criterion used by the UNDP for measuring development different from the one used by the World Bank? 	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		4. Do you think there are certain other aspects, other than those discussed in the chapter that should be considered in measuring human development?	AS ₁
		5. Why do we use averages? Are there any limitations to their use? Illustrate with your own examples related to development.	AS ₁
		6. What lessons can you draw about the importance of income from the fact that Himachal Pradesh with lower per capita income has a better human development ranking than Punjab?	AS ₁
		7. Based on the figures in Table 6, fill the following: Out of every 100 girls above 6 years of age, _____ girls had studied beyond the primary level in Himachal Pradesh in year 1993. By year 2006, this proportion reached _____ out of 100. For India as a whole, the proportion of boys who had studied beyond primary level was only _____ out of 100 in year 2006.	AS ₃
		8. What is the per capita income of Himachal Pradesh? Do you think higher incomes can make it easier for parents to send children to school? Discuss. Why was it necessary for government to run schools in Himachal Pradesh?	AS ₄
		9. Why do you think parents accord less priority to girls education as compared to boys? Discuss in class.	AS ₄
		10. What is the relationship between women's work outside their homes and gender bias?	AS ₁
		11. Right to Education Act, 2009 (RTE) declares that all children of 6 to 14 years age have the right to free education. And the government has to ensure building of sufficient schools in the neighbourhood, appoint properly qualified teachers and make all necessary provisions. In the light of what you have read in this chapter and already know, discuss and debate the importance of this Act for (i) children, and (ii) human development.	AS ₂

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>(iii) between 50 to 60 per cent</p> <p>(iv) 70 per cent</p> <p>3. Find the odd one out and say why.</p> <p>(i) Teacher, doctor, vegetable vendor, lawyer</p> <p>(ii) Postman, cobbler, soldier, police constable</p> <p>4. Do you think the classification of economic activities into primary, secondary and services sectors is useful? Explain how.</p> <p>5. For each of the sectors that we came across in this chapter why should one focus on employment and GDP? Could there be other issues which should be examined? Discuss.</p> <p>6. How is the service sector different from other sectors? Illustrate with few examples.</p> <p>7. What do you understand by underemployment? Explain with an example each from the urban and rural areas.</p> <p>8. The workers in the unorganised sector need protection on the following issues: wages, safety and health. Explain with examples.</p> <p>9. A study in Ahmedabad found that out of 15,00,000 workers in the city, 11,00,000 worked are in the unorganised sector. The total income of the city in this year (1997-1998) was Rs 6000 crores. Out of this Rs 3200 crores was generated in the organised sector. Present this data as a table. What are the ways for generating more employment in the city?</p> <p>* Read the 2nd part of page 37 from 'while service sector importance' and comment on it.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₃</p> <p>AS₂</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
4	Climate of India	1) Read the following statements and mark if it is an example of weather or climate a) During the last few years many glaciers have melted in Himalayas b) During the last few decades drought in Vidarbaha region has increased	AS ₁
		2) Match the following. Use maps if you cannot locate the places. (There could be multiple correct answers) a) Trivandrum is farther from the equator and temperature would be lower in winter b) Gangtok is closer to the equator but not close to the seas and has low rainfall c) Anantapur is closer to sea, and climate has big impact of the seas	AS ₅
		3. Describe India's climate controls.	AS ₁
		4. Write a short note on factors influencing climatic variations in hilly areas and deserts.	AS ₁
		5. How are human activities contributing to global warming?	AS ₄
		6. What are disagreements between 'developed' and 'developing' countries about AGW?	AS ₁
		7. How is climate change causing global warming? Suggest measures to minimise the influence of the global warming.	AS ₄
		8. On an outline map of India, show the following: (i) Areas recorded with more than 40°C annual mean temperature (ii) Areas recorded with annual mean temperature less than 10°C (iii) The direction of the south-west monsoon over India.	AS ₅

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		9. Observe the following climograph and answer the following questions. A. Which month received highest rainfall? B. Which months experience highest and lowest temperature? C. Why is the maximum amount of rainfall between June and October? D. Why is the temperature high between March and May? E. Identify relief conditions causing variation in temperature and rainfall.	AS ₃
5	Indian Rivers and Water Resources	1. Create a table to describe major river systems in India with the following items: direction of flow, countries or regions through which they pass through, and relief features of the areas. 2. Identify and list arguments that would support or oppose use of groundwater in various contexts, such as agriculture, industry etc. 3. What are the different inflow and outflow processes in the context of water resource? 4. Which of the inflow or outflow processes has most impact in the context of groundwater resources? 5. Make a list of challenges faced in the water resources in the Tungabhadra basin. Identify the solutions that have been discussed in the context of these problems either in this chapter or elsewhere in different classes. 6. There has been various ways in which changes occurred in the context of water resources. Describe the positive as well as negative social changes that got reflected in this chapter. 7. Which aspects of farming practices were regulated in the context of Hiware Bazar to improve the water	AS ₅ AS ₁ AS ₁ AS ₁ AS ₁ AS ₁

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>conservation?</p> <p>8. How significant are the laws, people’s actions, in the context of water resources? Write a short note based on the ideas discussed in the last two sections of the chapter.</p> <p>9. If you have access to internet, visit www.aponline.gov.in and learn more about Andhra Pradesh WALTA Act.</p> <p>10. In what ways is water bought and sold in your area and for what purposes? Do you think there should be some checks and balances for this? Discuss.</p>	<p>AS₁</p> <p>AS₃</p> <p>AS₄</p>
6	The People	<p>1. Identify the false statements and correct them:</p> <p>a) Census data is collected every 10 years</p> <p>b) Sex ratio refers to the number of female in adult population</p> <p>c) Age structure shows us the distribution of people according to their age</p> <p>d) Population density is higher in mountains as people like the climate there</p> <p>2. Based on the following table answer the questions below.</p> <p>World historical and predicted populations (in millions)</p> <p>.....</p> <ul style="list-style-type: none"> • Identify roughly how many centuries it took for the world population to double for the first time. • In earlier classes you had studied about colonisation. Look at the table and identify in which of the continents the population decreased by 1800. • Which continent has been most populous for most period of time? 	<p>AS₁</p> <p>AS₃</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<ul style="list-style-type: none"> • Is there any continent that is projected to show a significant decrease in population in future? 3. List out the impacts on society if sex ratio is too low or too high. 4. Compare Indian literacy rates with other countries: Brazil, Sri Lanka , South Africa, Nepal , Bangladesh, Norway , Chile , Indonesia What similarities and differences do you note? 5. Which areas of Andhra Pradesh have high density of population and what may be some of the reasons behind it? 6. Distinguish between population growth and population change. 7. Compare the population pyramid of India with data of three other countries given here. <ul style="list-style-type: none"> ● Which country’s population is likely to grow? ● Which country’s population is likely to reduce? ● Compare the gender balance: What can you tell about each country’s family and welfare policies? 8. Map work: <ul style="list-style-type: none"> a. On a blank map of India showing state boundaries, plot the state-wise population density based on the 2011 census by taking five ranges. b. On a blank map of Andhra Pradesh showing district boundaries, plot the population distribution using the dot method (one dot is equivalent to 10,000 population). * Read the 1st para of page 81 from 'the third component distribution of population' and answer the following : How do you understand this divergent thinking on migration? 	<p style="text-align: right;">AS₄</p> <p style="text-align: right;">AS₁</p> <p style="text-align: right;">AS₁</p> <p style="text-align: right;">AS₁</p> <p style="text-align: right;">AS₃</p> <p style="text-align: right;">AS₅</p> <p style="text-align: right;">AS₂</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
7	People and Settlement	1. What is a settlement? 2. How did human life styles change with settlement? 3. Define site features and situation features. Give one example for each from the place you live in. 4. How does the Census of India define various kinds of places? How does it organize them in order of size and other characteristics? 5. What is an aerotropolis? How is it structured? * Locate the following on the map of India. A) Chennai B) Bangalore C) Delhi D) Hyderabad E) Kolcutta * Locate the following on the map of World. A) Thailand B) Egypt C) U.K. D) U.A.E. * Read the last para of page 92 from 'Infact.... expanding' and comment on it.	AS ₁ AS ₁ AS ₁ AS ₁ AS ₁ AS ₅ AS ₅ AS ₂
8	People and Migration	1. Draw a table with following items and summarise various examples in the context of migrant labourers: (1) migrant labour; (2) reasons for the migration (3) living standards of the migrants (4) economic impact in their lives (5) economic impact on the lives of people from where they migrated. 2. Compare and contrast the migration from rural to urban areas and rural to rural areas. 3. Which of the following could be considered as seasonal migration? Why? <ol style="list-style-type: none"> Women moving from their parents' house to husband's house due to marriage Turmeric harvesters moving from one district to another district in TamilNadu for three months in a year 	AS ₃ AS ₁ AS ₁

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>c. Cycle rickshaw pullers in Delhi coming from rural parts of Bihar for six months a year</p> <p>d. Women from Nalgonda district come to work as domestic maids in Hyderabad</p> <p>4. Do you think migrants are trouble makers/ trouble shooters in their destinations? Justify your answer.</p> <p>5. The following are migrants of different types. Classify them into internal and international migrants.</p> <p>a. People going from India to Saudi Arabia to work as technicians.</p> <p>b. Agricultural labourers going from Bihar to Punjab</p> <p>c. Brick workers going from Odisha to Andhra Pradesh</p> <p>d. Teachers coming from China to India to teach Chinese to Indian Children</p> <p>6. 'Most children of migrant families become drop-outs.' Do you agree with this statement? Justify your answer.</p> <p>7. How does rural to urban migration increase the purchasing power of people in rural areas?</p> <p>8. Why only professionals are able to go to developed countries? Why cannot unskilled workers migrate to these countries?</p> <p>9. Why are only unskilled workers from India wanted in West Asian countries?</p> <p>10. Why are workers from three states able to go to a considerable extent to work in the West Asia?</p> <p>11. Describe the similarities and differences between the impacts of internal and international migration.</p> <p>* Read the 1st para of page 109 from 'the men..... all the time' and say, how far the household work done by the women in this circumstances is justified?</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₂</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards																																
9	Rampur :A Village Economy	<p>1. Every village in India is surveyed once in ten years during the Census and the details are presented in the following format. Fill up the following based on information on Rampur.</p> <p>a. Location:</p> <p>b. Total area of the Village:</p> <p>c. Land use (in hectares):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Cultivated Land</td> <td>Land not available for cultivation</td> </tr> <tr> <td style="width: 25%;">Irrigated</td> <td style="width: 25%;">Unirrigated</td> <td rowspan="2">(Area covering dwellings, roads, ponds, grazing ground)</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">26 hectares</td> </tr> <tr> <td colspan="3">d. FACILITIES</td> </tr> <tr> <td colspan="2">Educational</td> <td></td> </tr> <tr> <td colspan="2">Medical</td> <td></td> </tr> <tr> <td colspan="2">Market</td> <td></td> </tr> <tr> <td colspan="2">Electricity Supply</td> <td></td> </tr> <tr> <td colspan="2">Communication</td> <td></td> </tr> <tr> <td colspan="2">Nearest Town</td> <td></td> </tr> </table>	Cultivated Land		Land not available for cultivation	Irrigated	Unirrigated	(Area covering dwellings, roads, ponds, grazing ground)					26 hectares	d. FACILITIES			Educational			Medical			Market			Electricity Supply			Communication			Nearest Town			AS ₃
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Electricity Supply																																			
Communication																																			
Nearest Town																																			
		2. Why are the wages for farm labourers in Rampur less than minimum wages?	AS ₁																																
		3. Talk to two labourers from your region. Choose either farm labourers or labourers working at construction sites. What wages do they get? Are they paid in cash or kind? Do they get work regularly? Are they in debt?	AS ₃																																
		4. What are the different ways of increasing production on the same piece of land? Use examples to explain.	AS ₁																																
		5. How do the medium and large farmers obtain capital for farming? How is it different from the small farmers?	AS ₁																																

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		6. On what terms did Savita get a loan from Tejpal ? Would Savita's condition be different if she could get a loan from the bank at a low rate of interest?	AS ₁
		7. Talk to some elderly persons in your region and write a small report on the changes in irrigation and changes in production methods during the last 30 years.	AS ₃
		8. What are the main non-farm production activities taking place in your region? Write a brief report on any one such activity.	AS ₃
		9. Imagine a situation where labour is the scarce factor of production instead of land. Would the story of Rampur be different? How? Discuss in class.	AS ₁
		10. Gosaipur and Majauli are two villages in North Bihar. Out of a total of 850 households in the two villages, there are more than 250 men who are employed in rural Punjab and Haryana or in Delhi, Mumbai, Surat, Hyderabad or Nagpur. Such migration is common in most villages across India. Why do people migrate? Can you describe (based on your imagination and previous chapter) the work that the migrants of Gosaipur and Majauli might do at the place of destination?	AS ₁
		11. Land is also required for production of goods in an urban area. In what ways is the use of land different from a rural area?	AS ₁
		12. Read again the meaning of “land” in the production process. Give three examples, other than agriculture, where this requirement is most significant in the process of production.	AS ₁
		13. Water, a natural resource for production, particularly agricultural production, now requires greater capital for its use. Can you explain the statement?	AS ₁
		* Groundwater levels are depleted dangerously day by day. If this is continued, what would be the consequences?	AS ₄

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
10	Globalisation	<p>1. What were the reasons for putting barriers to foreign trade and foreign investment by the Indian government? Why did it wish to remove these barriers?</p> <p>2. How would flexibility in labour laws help companies?</p> <p>3. What are the various ways in which MNCs set up, or control, production in other countries?</p> <p>4. Why do developed countries want developing countries to liberalise their trade and investment? What do you think should the developing countries demand in return?</p> <p>5. “The impact of globalisation has not been uniform.” Explain this statement.</p> <p>6. How has liberalisation of trade and investment policies helped the globalisation process?</p> <p>7. How does foreign trade lead to integration of markets across countries? Explain with an example other than those given here.</p> <p>8. Globalisation will continue in the future. Can you imagine what the world would be like twenty years from now? Give reasons for your answer.</p> <p>9. Supposing you find two people arguing: One is saying globalisation has hurt our country’s development. The other is telling, globalisation is helping India develop. How would you respond to these arguments?</p> <p>10. Fill in the blanks. Indian buyers have a greater choice of goods than they did two decades back. This is closely associated with the process of _____. Markets in India are selling goods produced in many other countries. This means there is increasing _____ with other countries. Moreover, the rising number of brands that we see in the markets might be produced by MNCs in India. MNCs are investing in India</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₄</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>because _____ . While consumers have more choices in the market, the effect of rising _____ and _____ has meant greater _____ among the producers.</p> <p>11.Match the following.</p> <p>(i) MNCs buy at cheap rates from small producers (a) Automobiles</p> <p>(ii) Quotas and taxes on imports are used to regulate trade items (b) Garments, footwear, sports</p> <p>(iii) Indian companies who have invested abroad (c) Call centres</p> <p>(iv) IT has helped in spreading of production of services (d) Tata Motors, Infosys, Ranbaxy</p> <p>(v) Several MNCs have invested in setting up factories in India for production (e) Trade barriers</p> <p>* Locate the following on the map of the world. A) China B) Japan C) Mexico D) Brazil E) South Africa</p>	<p>AS₁</p> <p>AS₅</p>
11	Food Security	<p>1. Correct the false statements</p> <ul style="list-style-type: none"> ● Increase in food production alone ensure food security ● It is important to encourage mono-crop cultivation to ensure food security ● Low calorie intake is higher among people with low income ● Legislations have an important role to play in ensuring food security ● PDS system could be used to address the issue of child nutrition 	AS ₁

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		2. The consumption of calories has consistently _____ in rural areas. The average per capita calorie consumption in 2004-05 is _____ than the required calories. The minimum calorie consumption for persons living in urban areas is 2100 calories. The difference between actual calorie consumption in 2004-05 and the required calorie consumption in urban areas is _____.	AS ₁
		3. Supposing the foodgrain production has been affected in a particular year, because of a natural calamity. In what ways can the government ensure higher availability of foodgrains for the year?	AS ₄
		4. Use an imaginary example from your context to describe the relationship between underweight and access to food.	AS ₁
		5. Analyse a week's food habit of your family. Create a table to explain nutrition elements included in it.	AS ₃
		6. Describe the relationship between increase in food production and food security.	AS ₁
		7. Give reasons to argue for the following statements "Public Distribution System can ensure better food security for people".	AS ₁
		8. Make similar posters about food security.	AS ₆
		* Read the 2nd para of page 149 from 'over the years.... millilitres of day' comment on the para by analysing the relation between the food production and availability.	AS ₂
		* Locate the following on the map of India. A) Karnataka B) Odissa C) Gujarat D) Maharashtra E) Madhya Pradesh F) West Bental G) Chattigarh	AS ₅

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards												
12	Sustainable Development with Equity	<p>1. Identify at least ten food items that you consume and find out how far they have travelled from their place of production to reach your plate.</p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Food item</th> <th>Distance traveled</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>Rice</td> <td></td> </tr> <tr> <td>b</td> <td>Cooking oil</td> <td></td> </tr> <tr> <td>c</td> <td>Bananas</td> <td></td> </tr> </tbody> </table> <p>Many people have argued for localisation of food production rather than food travelling long distances. How is localisation of food connected to the environment? Find out more about the localisation movement in food and organise a discussion and debate in the classroom. (If you have access to internet you may like to listen to following talk by Helena Norberg-Hodge available in youtube website: https://www.youtube.com/watch?v=4r06_F2FIKM.)</p> <p>2. Why did the people of Jalsindhi village refuse to move out of the village?</p> <p>3. “This is the land of our forefathers. We have a right to it. If this is lost, then we will only get spades and pickaxes, nothing else...” says Bava Mahaliya. Can you explain the statement?</p> <p>4. “Last, but not the least, the key to environmental problem lies in changing lifestyles that will minimise waste and pollution.”</p> <ul style="list-style-type: none"> • What are the various ways in which our lifestyles affect the environment? Use examples from your own context to explain. • Find out about the various ways in which the problems of garbage and emissions are being dealt with around the world. 	S.No	Food item	Distance traveled	a	Rice		b	Cooking oil		c	Bananas		<p>AS₃</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p>
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Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>5. Rapid extraction of minerals and other natural resources would adversely impact the future development prospects. Do you agree?</p> <p>6. Why do you think the effects of climate change may be felt by all countries?</p> <p>7. Should the average temperature of the earth be treated as a natural resource for all people?</p> <p>8. What are the lessons to be drawn from the alternate PDS initiative at Zaheerabad mandal in Andhra Pradesh?</p> <p>9. “Environment is crucially important for the lives and livelihoods of the local communities and the lifestyles of local communities are harmonious with the environment.” Explain.</p> <p>* Locate the River Narmada and Sardar Sarovaram on the map of India.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₅</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
Part - II Contemporary World and India			
13	The World Between Wars 1900-1950 : Part - I	<ol style="list-style-type: none"> 1. Correct the false statements <ul style="list-style-type: none"> • At the beginning of 20th century disparity across the world was marked by west and the rest • 20th century saw the rise of democracy and instances of dictatorship as well as making of new kingdoms • Socialist societies wanted to build on the idea of equality and fraternity • Army members of countries fighting belonged to many different countries and not just those which directly participated in the war. • After or during the First World War many countries changed over from monarchy rule to democracies 2. Make a table to show allies, axis and central powers, participated with following countries on different sides of the world wars: Austria, USSR (Russia), Germany, Britain, Japan, France, Italy, USA 3. How did the idea of nation states and nationalism influence desire for war during World Wars? 4. Write a short note on various causes of two World Wars. Do you think any of these features are prevalent even today in countries around the world? How? 5. What are the different impacts of wars during the first half of 20th century? <ul style="list-style-type: none"> * Locate the following on the map of India. <ul style="list-style-type: none"> A) Germany B) Italy C) Austria D) U.S.A. E) China F) Russia G) Britain * Prepare a few slogans on the prevention of wars and promotion of peace. 	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₅</p> <p>AS₆</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
14.	The World Between Wars 1900-1950 : Part - II	<ol style="list-style-type: none"> 1. Russian revolution brought in many changes in their society. What were they? And what challenges did they face? 2. Compare different points of view about Great Depression, which one would you agree with? Why? 3. In what ways were Jews persecuted during the Nazi Germany? Do you think in every country some people are differentiated because of their identity? 4. List the measures taken under idea of welfare state under Great Depression and explain how similar or different they are from that of the reforms that emerged under the USSR? 5. What challenges were faced by Germany during Great Depression and how did Nazi rulers and Hitler make use of it? 6. What were the political changes brought under the Nazi rule? Often people argue that a single powerful leader can resolve the problems of a country. Based on the experiences narrated in the context of Nazi Germany how do you respond to this vision? <p>* Read the para 3 of page 188 from 'with this language, etc. and write your opinion on it.</p> <p>* Observe the map-1 of page 198 and answer the following questions.</p> <ol style="list-style-type: none"> 1) Mention any two countries which are not under the control of Japan. 2) Mention any two countries which are under the control of Japan and lying on its western side. 	<p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p> <p>AS₂</p> <p>AS₅</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
15	National Liberation Movements in the Colonies	<ol style="list-style-type: none"> 1. Match the following <ul style="list-style-type: none"> o Sun Yat-sen Militarised the nation o Chiang Kaishek Environmental movement o Mao Zedong Nationalism Democracy and Socialism o Ken Saro Wiwa Peasant revolution 2. Trace the changes in the role of women seen in China over the decades. Why is it similar or different from that of USSR and Germany? 3. After the overthrow of monarchy, China had two different types of regimes. How were they similar or different? 4. Countries discussed in the above chapter were all mostly dependent on agriculture. What were the measures taken in these countries to change these practices? 5. Who owned industries in countries discussed above and what policies were brought in to change the systems? Make a table to compare them. 6. Compare the national movement in India and Nigeria - can you explain why it was stronger in India? 7. What are the challenges faced by the independent Nigerian nation? In what ways is it similar or different from the challenges faced by independent India? 8. Unlike Vietnam or India, Nigeria did not have to struggle so hard for freedom. Can you find some explanations for this? 9. What role did schooling play in national movement of the countries discussed above? 10. Freedom struggle in these countries involved wars against the rulers. Briefly describe its impact. <p>* Read the first five lines of the para under the title 'the civilising mission' and say, how you agree with it? why?</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₂</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
16	National Movement in India– Partition & Independence	<ol style="list-style-type: none"> 1. Make a table and show how different groups, and individuals in India responded to World War II What dilemmas were faced by these groups? 2. Given the brutal manner in which particular communities like Jews and others were treated in Germany, do you think it would have been morally right to support Germany or Japan? 3. Make a list of various reasons for the Partition of the country. 4. What were the different ways in which power sharing among different communities was organised before Partition? 5. How did British colonialists practice their ‘divide and rule’ policy in India? How was it similar or different from what you have studied about Nigeria? 6. What were the different ways in which religion was used in politics before Partition? 7. How were workers and peasants mobilised during the last years of freedom struggle? 8. How did Partition affect the lives of ordinary people? What was the political response to mass migration following Partition? 9. Integration of various princely states into the new Indian nation was a challenging task. Discuss. <ul style="list-style-type: none"> * Locate the following on the political map of India. <ul style="list-style-type: none"> A) Kasmir B) Hyderabad C) Junagarh D) Bengal E) Telangana * Appreciate the role of Subash Chandra Bose in the freedom movement of India. 	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₅</p> <p>AS₆</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
17	The Making of Independent India's Constitution	<ol style="list-style-type: none"> 1. Find the odd one out: <ul style="list-style-type: none"> ● Indian Constitution adopts from experiences of freedom struggle ● Indian Constitution adopts from already existing constitutions ● Indian Constitution has remained the same since its drafting ● Indian Constitution provides principles and provisions for ruling the country 2. Correct the false statements: <ul style="list-style-type: none"> ● There was unanimity of opinion on all provisions during CA debates ● The makers of Constitution represented only certain regions of the country ● Constitution provides certain provisions to amend articles in it ● Supreme Court of India has said that basic features of Constitution may also be ammended 3. Describe the unitary and federal principles of Indian government as discussed in the CA debates. 4. How does the Constitution reflect the political events of the time? Draw from previous chapters on freedom struggle. 5. What difference would it have made to the making of our Constitution if the Assembly had been elected through universal adult franchise? 6. Write a short note on basic principles of Indian Constitution. 7. How has the Constitution defined and changed political institutions in the country? 	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>8. While Constitution provides basic principles it is the engagement of people with the system that brings in social change. Do you agree with this statement, give reasons.</p> <p>* Locate the following on the map of the world. 1) Nepal 2) Japan 3) Delhi 4) U.S.A.</p> <p>* Observe the Bar graph given in the page 246 and answer the following questions. 1) In which year the most number of constitutional amendments took place? 2) How many more number of amendments took place in the decade 1971-80 when compared to 1961-70?</p> <p>* Prepare a poster on the implementation of equality in your school.</p>	<p>AS₁</p> <p>AS₅</p> <p>AS₃</p> <p>AS₆</p>
18	Independent India (The First 30 years - 1947-77)	<p>1. Identify statement or statements in bracket that are relevant to statements in italics on left</p> <p>a) <i>political equality can be identified with</i> (right to get admission in any school, principle of one person one vote, right to be enter any religious worship place)</p> <p>b) <i>universal adult franchise in the Indian context meant</i> (allowing all people to vote for any political party, allowing all people to vote in elections, allowing all people to vote for Congress party)</p> <p>c) <i>Congress dominance would include</i> (being able to attract people from various ideologies; being able to win most state, assembly seats after elections; being able to use police force during election)</p> <p>d) <i>Emergency imposed</i> (restrictions on people's rights; ensured eradication of poverty; accepted</p>	AS ₁

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>by all political parties)</p> <p>2. What measures were taken to bring in socio-economic change during the initial years after independence?</p> <p>3. What do you understand about one party dominance? Would you consider it as dominance only in elections or also in terms of ideology? Discuss with reasons.</p> <p>4. Language became a central rallying point in Indian politics on many occasions, either as unifying force or as divisive element. Identify these instances and describe them.</p> <p>5. What were the major changes in political system after 1967 elections?</p> <p>6. Think of other ways in which states could have been created and how would they be better than language based reorganisation.</p> <p>7. What measures of Indira Gandhi are called 'left turn'? How do you think this was different from policies of previous decades? Based on your economics chapters describe how it is different from the current policies.</p> <p>8. In what ways was the Emergency period a set back to the Indian democracy?</p> <p>9. What were the institutional changes that came up after the Emergency?</p> <p>* Locate the following on the Map of India. A) Maharashtra B) Gujarat C) Bihar D) UttarPradesh E) Jammu-Kashmir F) Nagaland G) Punjab H) Meghalaya</p> <p>* Analyse the advantages and problems faced by the people due to the Multi-party system in India.</p> <p>* Read the para 2 of page 252 and comment on it.</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₅</p> <p>AS₄</p> <p>AS₂</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards								
19	Emerging Political Trends 1977 to 2000	<p>1. Match the Following</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">economic liberalisation</td> <td style="width: 50%;">restriction in foreign import tax</td> </tr> <tr> <td>arbitrary dismissal</td> <td>of state governments by central government</td> </tr> <tr> <td>ethnic cleansing</td> <td>towards people who are different from themselves</td> </tr> <tr> <td>federal principle</td> <td>greater autonomy for state governments</td> </tr> </table> <p>2. Identify the major changes in party system during the second phase of Independence.</p> <p>3. What are the major economic policies discussed in this and the previous chapters of various governments at the centre and the state. How are they similar or different?</p> <p>4. How did regional aspirations lead to the formation of regional parties? Compare the similarities and differences between the two different phases.</p> <p>5. In order to form governments it becomes necessary for political parties to attract people from different sections of society. How did different political parties realise these objectives in the second phase after independence?</p> <p>6. What were the developments that weakened the inclusive nature of Indian polity? How is the ability to accommodate different communities and regional aspirations changing?</p> <p>7. How do different types of regional aspirations draw from cultural, and economic dimensions?</p>	economic liberalisation	restriction in foreign import tax	arbitrary dismissal	of state governments by central government	ethnic cleansing	towards people who are different from themselves	federal principle	greater autonomy for state governments	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p>
economic liberalisation	restriction in foreign import tax										
arbitrary dismissal	of state governments by central government										
ethnic cleansing	towards people who are different from themselves										
federal principle	greater autonomy for state governments										

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		<p>8. In the early half of India after independence there was importance given to planned development. In the later part emphasis was given to liberalisation. Discuss and find out how does it reflect political ideals?</p> <p>9. Study newspapers and magazines to identify at least one example each of moderation in policies due to coalition and how do different political parties in coalition emphasise their regional demands?</p> <p>* Prepare an Album by collecting the photos of Prime Ministers of India and write their specialities.</p> <p>* Read the para under the title 'Andhra Pradesh' from In Andhra Pradesh office of the congressparty of page 268 and comment on it.</p> <p>* What are the effects of changes of 'Telecom Revolution' on the Human life styles.</p>	<p>AS₁</p> <p>AS₃</p> <p>AS₃</p> <p>AS₂</p> <p>AS₄</p>
20	Post - War World and India	<p>1. Choose the correct answer: Which among the following statement about the Cold War is wrong?</p> <p>a) Rivalry between US and USSR. b) USA and USSR engaged in direct war. c) Triggering off an arms race . d) An ideological war between the two super powers.</p> <p>2. Who amongst the following is not involved in the West Asian crisis? a) Egypt b) Indonesia c) Britain d) Israel</p> <p>3. What was the nature of shift in power in the world after the second world war?</p> <p>4. What are the different roles done by United Nations in order to build peace in the world?</p>	<p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		5. Given the idea of democracy do you think a few countries should have special powers in making the decisions?	AS ₁
		6. How were the super powers benefited by military alliances?	AS ₁
		7. How did Cold War produce arms race as well as arms control?	AS ₁
		8. Why West Asia became a center of tensions in the world?	AS ₁
		9. By the end of the 20 th century there is only one single power that dominates the world. In this context what do you think would be the role of NAM?	AS ₁
		10. "Formation of NAM was not merely in the context of military alliances but also in the context of economic policies". Justify the statement.	AS ₁
		11. Make a table to show relation between India and neighbouring countries with following items: issues of conflict; events of war; events of help and co-operation.	AS ₃
		12. "The ethnic conflicts affected India's relations with Sri Lanka". Justify.	AS ₁
		* Locate the following on the map of the world. 1) Poland 2) USSR 3) Vietnam 4) Spain 5) Latin America 6) Afghanistan	AS ₅
		* Observe the graph 2 of page 294 and answer the following. 1) Which country's Military expenditure is high? 2) What do you observe in the military expenditures of the two countries as percenty of GDP?	AS ₃
		* Read the last para of page 295 and comment on it.	AS ₂

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
21	Social Movements in Our Times	<p>1. Here are list of items that you can use for making a table on social movements. Find out similarities and differences amongst the movements:</p> <p>Main area of focus of the movement; location; main demands; modes of protest; important leaders; response from the state; possible impact on society;</p> <p>2. Kannayya, Ramya and Salma have a debate. They have different expectations. Whom would you agree with and give reasons, from the context of human rights? Ramya argues it is okay to restrict the freedom of the press etc but ensure people do not live in poverty. Salma argues that food alone is not important but equally important to have freedom of press because there is no other way people would know if there is violation of dignity of people in different parts of the country. Kannayya says, how will it make a difference if press belongs to the rich and powerful people, why would they cover things that ordinary people expect.</p> <p>3. What are the basic feature of social movement?</p> <p>4. How is the role of ordinary individuals described in the above case studies?</p> <p>5. How are the rights of black people in USA and Meira Paibi movements similar or different?</p> <p>6. Democracies have been identified as most promianent political systems across the world. Do you think it has been able to take care of all expectations of people? Based on the examples sited in these chapters write a short note on ‘democracy and social movements’.</p>	<p>AS₃</p> <p>AS₂</p> <p>AS₁</p> <p>AS₁</p> <p>AS₁</p> <p>AS₄</p>

Sl. No.	Unit/ Lesson	Questions/Exercises	Academic Standards
		3) What is identified as information? How is this generated in Government Departments? Would it include oral communication between senior and junior officers?	AS ₁
		4) Why are the State and Central Information Offices given autonomy?	AS ₁
		5) This Act resembles the true spirit of democracy. How do you justify?	AS ₁
		6) What steps have been taken to ensure that any citizen can access information from the different government departments in the country?	AS ₁
		7) How do you think the Legal services Authority would help the people in seeking legal aid?	AS ₁
		8) What is the purpose of Lok Adalat?	AS ₁
		9) What do you think on the eligible criteria for free legal services and nature of cases under this Act?	AS ₂
		10) Compare and contrast the procedures of conflict / cases resolution by the Village community elders and by courts. Which do you prefer and why?	AS ₄

Note :

AS₁ = Academic Standard 1 (Conceptual Understanding)

AS₂ = Academic Standard 2 (Reading the given text understanding & interpretation)

AS₃ = Academic Standard 3 (Information Skills)

AS₄ = Academic Standard 4 (Reflection on Contemporary issues and questioning)

AS₅ = Academic Standard 5 (Mapping Skills)

AS₆ = Academic Standard 6 (Appreciation and Sensitivity)

Resources help to conduct teaching learning processes effectively in the class room. Resources help to provide additional information to students, to make students to understand, to make children to react to material, to make teaching effective, to make children to collect additional information, to develop skills in children, to know about any item/content, and to question.

Resources required for Class 10 :

Geography and Economics - Part - I

Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
1.	India - Relief features	<ul style="list-style-type: none"> • Existence. • Former geographical situation. • Prime Physical Parts. • Himalayan Mountains. • Plane of Ganges-Sindhu. • Penensullian Plateau. • Thar Desert. • Coastal Planes and Islands. 	<ul style="list-style-type: none"> • Relief maps of Physical map of India. • Reading about geographical characteristics of India. • Atlas, Globe. • Photos of Physical forms, Photos of Himalayas. Photos of Persons who climbed everest.
2.	Ideas of Development	<ul style="list-style-type: none"> • To what development give assurance? • Different people, different objectives. • Income and other objectives. • How to compare different countries and states. • Income and other items. • Public Comforts. 	<ul style="list-style-type: none"> • World Political map. • World Physical map. • Atlas and Globe. • Field trips. • Additional Information on development. • Clippings of news papers on development.

Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
		<ul style="list-style-type: none"> • Report on Human development. • India and neighbouring countries basing on 2013 data. • Development in the direction of progress from past. 	<ul style="list-style-type: none"> • World report on development - 2012 census tables - 2011.
3.	Production and Employment	<ul style="list-style-type: none"> • Sectors of economic system. • GDP • How to count GDP ? • Chages in importance of sectors. Values of service on commodities produced, and people's employment. • Employment : life of hard work. • Employment in organised and unorganised sectors n India. How could be created more employment oppertunities and good situations. 	<ul style="list-style-type: none"> • Field trips. • Reading about production and employment content. • Clippings of news papers. • Photos of unorganised sectors.
4.	Climate of India.	<ul style="list-style-type: none"> • Climate and atmosphere. • Clymographs - India. • Components which effect climate and atmosphere. Distance of latitudes from equator. • Relation of water, earth, physical status, recurrence of surfacial atmosphere. • Winter • Summer • Advancing Monsoon • Retreating Monsoon 	<ul style="list-style-type: none"> • Physical map of India. • India - Climate - Map. • Reading about Climate and atmosphere. • Clippings of News Papers on climate. • Photos • Atlas • Globe

Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
		<ul style="list-style-type: none"> • Global warming & change in climate. • AGW and change in climate. • Effect of change on India. 	
5.	Rivers in India, Water sources.	<ul style="list-style-type: none"> • Rivers of Himalaya, system of Sindhu river, system of Brahmaputra. • Peninsullian rivers. • Utilisation/usage of water. • Inflow and out flow. • Utilisation/usage of water in • A study on utilisation of water. High ware Bazar in Maharastra. • Water is a common source. 	<ul style="list-style-type: none"> • Map showing rivers and other water souces in India. • Field trips. • Reading about rivers and information on water resources. • Photos on Dams, Natural Calamities. • Clipping of News papers. • Internet.
6.	The People	<ul style="list-style-type: none"> • Survey on our own place (population). • What should be shown by census? • Construction of age. • Gender ratio. • Rate of literacy. • Life span - Increase in population & processes in change of population. • Changes in quality of population. • Density of population. 	<ul style="list-style-type: none"> • Field trips. • Reading census-2011. • Local map. • Atlas.
7.	People and Settlement	<ul style="list-style-type: none"> • What is meant by Habitation? • How Habitations are started? • Expansion of agriculture and formation urbans. • How habitations were 	<ul style="list-style-type: none"> • India map showing important towns, cities. • Photos or pictures of different houses. • Field trip.

Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
		<p>transformed?</p> <ul style="list-style-type: none"> • What type of regions are attracted as Habitations? • How the Habitations are associated/united? • Urbanisation in India. • Habitations in India-order of ranges. • Problems of Urbanisation. 	<ul style="list-style-type: none"> • Read subject content. • Urbanisation & pictures on problems. • Atlas.
8.	People, Migrations	<ul style="list-style-type: none"> • Migration - One case study. • Counting trends of migration & classifying them. • Migrations in India (2001-2011 census). • Village - Urban migrations. • Migrations due to monsoons & temporary migrations. • Persons who purchase sugar cane in Maharashtra. • What happens when people are migrated. • International migration. 	<ul style="list-style-type: none"> • Case study. • Political map-India. • Reading on migrations. • Clippings of news papers. • Pictures related to migrations. • Atlas. • World political map.
9.	Rampur - A village economic system	<ul style="list-style-type: none"> • Story of Rampur village. • Agriculture in Rampur. • Land & other natural resources. • Land distribution in Rampur. • Production establishment. <ul style="list-style-type: none"> a) Land b) Machines, tools c) Raw material & money d) Science/knowledge & organisation. • Labour : Infields & for wages. 	<ul style="list-style-type: none"> • Pictures of Village. • Field trip. • Pictures. • Pictures of village occupations. • Atlas.



Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
		<ul style="list-style-type: none">• Investment : Physic arrangement of physical and working investments.• Large production or loss to farmers.• Small scale industries in Rampur.• Shopowners in Rampur.• Transportation.	
10.	Globalization	<ul style="list-style-type: none">• Production of different countries.• Co-ordination of production of different countries.• Foreign Business & unity of markets.• What is meant of globalisation.• Technology.• Simplification of foreign business and foreign investment procedures.• Internation (universal) administrative institutions.• World trading organisation (WTO)• Effect of Globalisation India. Small producers.• Compains/struggle for clean globalisation.	<ul style="list-style-type: none">• World political map.• Reading about globalisation.• Clipping of newspapers on globalization (essay).• You tube.• Atlas.• Maps - Pictures.
11.	Food Security	<ul style="list-style-type: none">• Food security for country.• Growth in production of food grains.• Availability of food grains.• Other food stuff/materials.	<ul style="list-style-type: none">• Field trips.• Reading additional content of food security.• Pictures.• Information tables.

Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
		<ul style="list-style-type: none"> • Obtaining/acquiring food. • Public distribution system. • Situation of Nutritional food. 	<ul style="list-style-type: none"> • Charts & pictures on nutritious food.
12.	Sustainable development with Equity	<ul style="list-style-type: none"> • Developmng again. • Environment & Development. • People's right to enviroment. • Towards sustainable development with justice. • Alternative to public distribution system. 	<ul style="list-style-type: none"> • World map. • Atlas. • Field trip. • Reading about continuous development. • Pictures indicating urbanisation, development. • Information, pictures on local compigns/struggle.

History and Political Science - Part - II

13.	The World between wars 1900-1950 Part - I	<ul style="list-style-type: none"> • World Wars : unbelievable facts. • Comparing reasons for two world wars. • Deep nationality feeling, monarchism, secret alliences, weapon competetion, military. • Special situations for second world war. • Versail's treaty. • League of Nations. • Challenge of Germany for cruel authority. • Socialism & fear from USSR. • Results of World Wars. • Forming of democratic principles basing on values of individuals. • Balance in New Power. • New International institutions. • Creating right to vote for women. 	<ul style="list-style-type: none"> • Pictures - World war. • Flow chart on way of world war. • Atlas. • Globe. • World map. • Clippings of News papers.
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Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
14.	The World between wars 1900-1950 Part - II	<ul style="list-style-type: none"> • Russian Socialism Revolutions. • Huge Financial Crises/Fiscal deficit. • Formation of Nazyism in Germany. • Defeat and conclusion. 	<ul style="list-style-type: none"> • World Political map. • Atlas, Globe. • Reading content. • War pictures, time line chart. • Clippings of newspapers.
15.	National liberation movements in the colonies	<ul style="list-style-type: none"> • China : Two different stages. • Formation of Republic. • Formation of China Communist party. • Formation of new democracy - 1949-54. • Land reforms. • Vietnam : Against two migrated rulers. • Experiences of migrationism. • Birth/Formation of National struggle/fight of Vietnanies. • New Vietnam republic. • Entrance of America in war. • Nigeria : Unity against migrated rulers. • British migrationism, organisation/formation of nation. • Independence & weak democracy. • Oil, environment & Politics. 	<ul style="list-style-type: none"> • World map. • Pictures, clippings of newspapers. • Reading content information. • Globe • Atlas • Flow-chart

Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
16.	National Movement in India - partition of Independence	<ul style="list-style-type: none"> • Had the Indians supported war? 1939-42. • Muslim - league. • Hindu Mahasabha and RSS. • Decision of Pakistan. • Who made the British to leave? • People rebellion 1946-48. • Muslim league & congress : Negotiations for power transfer. • Division - alternative ways. • Division & Migration. • Merging of Samstaus. 	<ul style="list-style-type: none"> • Political map - India. • Reading content information. • Pictures of leader's of freedom fight. • Time line chart.
17.	The making of Independent India's Constitution	<ul style="list-style-type: none"> • Need of Constitution. • Revising Indian Constitution. • Nepal Constitution - preamble 2007. • Japan Constitution - preamble 1946. • Reading Constitution Assembly debates. • Draft of Constitution. • Constitution tomorrow. • Debates on Fundamental Rights. • Constitution today. 	<ul style="list-style-type: none"> • Reading the conceptual Information. • Pictures. • Information tables. • India Map, Atlas. • World map. • Portraits of Constitution makers.

Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
18.	Independent India (First 30 years 1947- 1977)	<ul style="list-style-type: none"> • First general elections. • Election procedures. • Single party magjority in political system. • States re-formation demand. • States re-formation act 1956. • Foreign policy - wars. • Protest against Hindi. • Green revolution. • Regional parties - Regional protests. • Bangladesh war. • Emergency. 	<ul style="list-style-type: none"> • Political map - India. • Time-line chart. • Pictures. • World map. • Pictures of country leader. • Atlas. • Clippings of Newspapers. • Andhra Pradesh map.
19.	Emerging Political Trends (1977-2000)	<ul style="list-style-type: none"> • After emergency again democracy. • 1977 elections -conclusion end of emergency. • Some important parties in 1970 - BLD congress, CPI(M) DMK, Jansangh, SAD. • Regional parties-Andhra Pradesh. • Assom fight. • Punjab-Andolan. • New actions during the period of Rajiv Gandhi. • Religious feelings - Increase of curruption in higher positions. • Complex political century. • Mandal, Mandir & Market. 	<ul style="list-style-type: none"> • Emergency information. • Pictures. • Clippings of News Papers. • India map. • Pictures of Leaders.

Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
20.	Post - War World and India	<ul style="list-style-type: none"> • UNO • After second world war. • Indirect war (1945-1991) • Indirect elections. • Army treaties. • Weapon, space competetion. • League of Nations. • West Asia Confrontations. • Increase of National fights in middle-east. • Peace compaign. • Downfall of USSR. 	<ul style="list-style-type: none"> • World map. • India map. • Model (Mock) UNO. • Atlas. • Globe. • Additional information. • Pictures of UNO. • Clippings of Newspapers.
21.	Social Movements in our times	<ul style="list-style-type: none"> • Civic rights & other in 1960. • Human Rights in USSR. • Movement against atomic and • Globalisation, expelled people, environment. • Green peace movement in Europe. • Bhopal gas accident. • Related movements. • Silent valley movement 1973-85. • Movement against construction of dams our Narmada river. • Women movement for Social justice. • If women were united. • Making social understanding on Human rights. • Meria - Pybi. 	<ul style="list-style-type: none"> • World map. • Reading content. • Paper clippings. • Charts. • India, Andhra Pradesh maps. • Some success stories.



Lesson/ Chapter No.	Name of the Lesson	Key Concepts	Teaching resources and TLM
22.	Citizens and the Governments.	<ul style="list-style-type: none">• What is meant by information?• Who are responsible?• Exception for not revealing information.• People and RTI.	<ul style="list-style-type: none">• Interview.• Survey.• Paper clippings.• Charts.• India map, Andhra Pradesh map.• Some success stories.

Resources required for classes 9 & 8

- Video of space
- Atlas
- Charts
- India map
- Chart showing fixed and variable assets
- Map of Africa
- Different forms related to driving license
- World map
- Different types of rocks
- Globe
- Cereals
- Map of Europe
- Traffic signals
- World map (physical and political)
- Atlas (Oxford)
- India map (political and physical)
- Andhra Pradesh map (political and physical)
- Movements of the earth (Videos CDs) a) Rotation of the earth b) Revolution of the earth
- Available Raw materials / minerals
- Currency - coins - notes old / new (according to availability)
- Cheque
- Cash deposit form
- Bank pass book
- A/c opening application form etc
- Copy of Indian Constitution
- Photo of parliament
- Model Form of FIR
- Copy of RTE Act
- Different musical instruments
- Different varieties of sports material
- Different pictures related to natural calamities collected from, news papers / magazines
- Globe
- Charts
- Particulars of populations 2011
- Barometer
- Samples of different soils
- Stationary of bank transactions
- Draft
- Cash withdrawal form
- ATM Card
- Photos of National leaders
- National symbols
- Photo of president palace
- BMI chart
- Copy of RTI act
- Pictures video of different dance forms of India

Resources required for social studies

1. Reference books
 - Geography, History, Civics and Economics text books of Intermediate I&II years
 - Degree Telugu Academy text book on geography
 - Yojana
 - India Today
 - CBSE NCERT Books
 - ICSE Books
 - Ekalavya Books
 - Daily News papers
 - Articles in news papers
2. Social studies forums/clubs
 - Social studies forums/clubs
 - Teachers Unions
3. Resource centres
 - SCERT, HYD
 - DIET
 - District libraries
 - School libraries
4. Human Resources
 - Bank staff
 - Advocates
 - Police staff
 - Public representatives
 - MRO, MDO, MEO
5. Media
 - Teleconferences
 - Subject wise CDS
 - MANA TV
 - Saptagiri channel

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6. Websites
- www.weekly.com
 - www.aravindaguptatoys.com
 - www.pbs.org/teachers
 - [www.new/teaching strategies](http://www.new/teachingstrategies)

In addition to the above resources, social studies teachers must know some more details to strengthen their teaching learning processes. Designing social studies educational plans, lesson plans and the details of organisations, designing textbook material are important. Similarly they should know the details of publishing companies, reference books, suitable movies, and websites. Teaching learning process can be made more effective with help of these details. Let us know them.

Website

- www.weebly.com
- www.pbs.org/teachers
- www.askgerography.com
- <http://www.nationalgeographic.com>
- <http://www.animalplanet.co.uk>
- <http://www.britanica.com>
- www.siethyd.ap.gov.in
- www.neok12.com/History-of-India.htm - has many videos on topics in social science
- Eklavya publications, <http://www.eklavya.in>
- Sangati interactive teaching learning skills, <http://avehiabacus.org/about.html><http://scholls.indiawaterportal.org/>
- Me and my city - Sunitha Nadhamuni and Rama Errabelli
Janagraha center for Citizenship and Democracy, www.janaagraha.org
- Water related projects and resources, <http://schools.indiawaterportal.org/>
- Heritage related resources
The Indian National Trust for National culture heritage, <http://www.intach.org/>

- Curriculum based story books: IETS publications
<http://www.ilfsets.com/solutions.asp?secid=1&menuid=1&childid=2&pageid=345>
- <http://www.worldsocialscience.org/>, the site of the Internatio Social Science Council.
- UNESCO's Social and Human Sciences page, <http://www.unesco.org/new/en/social-and-human-sciences/> and Education page, <http://www.unesco.org/en/education>
- The IEA's Civic Education study link is, <http://www.iea.nl/icces.html>.
- Bombay Natural History Society, <http://www.bnhs.org>
- Kalpavriksha Environment Action Group, <http://www.kalpavriksha.org>
- Center of Environment Eduction, India, <http://www.ceeindia.org/cee/index.html>
- www.aravindaguptatoys.com
- [www.newteachingstrategies](http://www.newteachingstrategies.com)
- <http://www.school.discovery.com>
- <http://www.incredibleindia.org>
- <http://www.greenpeace.org>
- <http://www.arvindguptatoys.com>
- Down to Earth magazine, <http://www.downtoearth.org.in>
- Center for science and environment, India, <http://www.cseindia.org>
- Kotagiri shekar youtube
- Gurudeva.come new
- www.khanacadem.com

Organisations that Work on Social Sciences at School Level - On Curriculum and Material Development Issues

Sl.No.	Name of Organisation	Location
1	Eklavya	Bhopal, MP
2	Uttrakhand Seva Nidhi	Almora, Uttarakhand
3	Nirantar	New Delhi
4	Khoj	Mumbai
5	Avehi Abacus	Mumbai
6	Swanirbhar, Organisation based in Noth 24 Pargana	West Bengal
7	SAHMAT, Safdar Hashmi Memorial Trust	New Delhi
8	Vidya Bhawan Society	Udipur, Rajasthan
9	Digantar	Jaipur, Rajasthan
10	Pravah	Delhi

Schools that have used Innovative Methods to Teach Social Science

Sl.No.	Name of School	Location
1	The School	Chennai
2	Rishi Valley School, (Social Science and History curriculum for classes 4 to 7)	Madanapalle
3	Shishu Van	Bombay
4	Center for Learning	Bangalore, Hyderabad
5	Aadharshila	Sendhwa, MP

(Most of these schools have their websites where contacts and materials can be accessed)

Publishers in Social Sciences

- **Granthshilpi** - New Delhi
- **Bharat Gyan Vigyan Samiti** - Delhi
- **Publication division** - New Delhi

- **Children’s Book Trust** - New Delhi
- **Books on Social Science education by Sage Publications**, New Delhi
- **Books published for Children by Oxford University Press**, New Delhi
- **People’s History series, Tulika Publications**, Chennai
- **Katha**, New Delhi
- **Navayana**, New Delhi
- **Eklavya**, Bhopal
- **NCERT**, New Delhi
- **National Book Trust**, New Delhi
- **Tara**, Chennai

Some useful Books

- **Samjik Adhayan** - 6, 7 and 8 - Text books developed and published by Eklavya, Bhopal (Hindi)
- **Textbook of Social Science** for class 6, 7 and 8 (English, 1994) : Eklavya, Bhopal.
- **Textbooks of Social Science** for classes 6 & 7, developed by Eklavya for Lok Jumbish Parishad, Rajasthan, 1999 / 2000
- **Samajik Adhayan Sikshan** - Ek Prayog, published by Eklavya
- **Hamari Dharati, Hamara Jeewan**, textbooks for classes 6, 7 & 8, Uttarakhand Sewa Nidhi, Almora
- **Workbooks** for Rajasthan textbooks for classes 6, 7 & 8
- **Workbooks** for Haryana for Class 6, 7 & 8 (2008)
- **Text Book of Chattisgarh** for classes 3 to 8 : EVS and Social Sciences, SCERT, Raipur
- **Textbooks for Ladakh Hill council** on Environmental Studies Part-II for classes 4 & 5
- **Out Tribal Ancestors** - Prehistory for Indian Schools, Part 1 & 2, Rishi Valley Education Series
- **Sangam Age and Age of the Pallavas** - TVS Education Society & Macmillan

- **The Young Geographer Series**, Haydn Evans, Wheaton - Pergamon
- **Geography Direct** - Colins Educational
- **Khushi-Khushi** for class 3, 4, 5 : Eklavya, Bhopal
- **Apne As pas**, textbook for classes 4 & 5, Digantar, Jaipur
- **Kuchh Karen**, Vidya Bhawan Society, Udaipur
- **Textbooks** of NCERT for class 3 to 8 : NCERT, New Delhi
- **Textbooks** of EVS and Social Science for classes 3 to 8, SCERT, Delhi

Some Resource & Reference Books

- **Itihas ke Srote**, bhag - 1, A resource book for teachers, published by Eklavya
- **People, Places and Change** : An Introduction to World Cultures by Berry and Ford
- **Puffin History of India** series by Puffin Books, Delhi
- **Social Science Learning in Schools** - Documentation of the Eklavya's social science experiment, Edited by Prof Poonam Batra and published by SAGE
- **Teaching Social Science in Schools** - by Alex M George and Amman Madan, Published by SAGE
- **Walk With Me** - A guide for inspiring Citizenship Action - Pravah, New Delhi
- **Writings of Teachers Ideas for the Classroom** - East West Books, Madras
- **Social Studies Instruction in the Elementary School** by Richard E Servey
- **Learning from Conflict** by Prof Krishna Kumar
- **Turning the Pot Tilling the Land** by Kancha IKAI AH - Narayana Books
- **Different Tales Series** - Anveshi and D.C.Books, Kerala
- **Localised Resource Books as Models for Creation**
- **Our City Delhi** - Narayani Gupta - Oxford University Press

(Source : Azim Premji Foundation News Letter Issue XV August - 2010)



