

Teacher's HandBook

Social Studies 8, 9 Classes

Discipline should enable the performance of, and be conducive to, the task at hand. It should enable freedom, choice and autonomy for both teacher and child. It is necessary to involve children themselves in evolving rules, so that they understand the rationale behind a rule, and feel a sense of responsibility in ensuring that it is followed. In this way they would also learn the process of setting codes of self-governance and the skills required to participate in decision making and democratic functioning. Similarly, the children themselves could also evolve mechanisms for conflict resolution between teachers and students, and among students. The teacher should ensure that there are as few rules as possible, and that only rules that can be reasonably followed are created. It does no one any good to humiliate children for breaking rules, particularly when there are good reasons for the rule being broken. For instance, 'noisy classrooms' are frowned upon by teachers as well as headmasters, but it is possible that rather than the noise being evidence of the teacher not being in control, it may be evidence of a lively and participatory class.

- NCF - 2005

State Council of Educational Research & Training

Andhra Pradesh, Hyderabad

Teacher's HandBook

Social Studies 8, 9 Classes



State Council of Educational Research & Training

Andhra Pradesh, Hyderabad



Vision of the State

The vision of AP is that All children should receive high quality education and become responsible citizens with an acute sense of the other. They should be aware of their environment and think about it critically. They should listen carefully and speak fearlessly. They should be able to understand what they hear and read; but they should also be able to questions it. Teachers should promote these skills, provide meaningful teaching learning processes in natural and friendly environment that enable children to express themselves freely and ask questions. Teachers are collaborative learners and reflective practitioners. Parents and community should have sense of ownership and participate in the life of the school. In a world which is becoming increasing instrumental, materialistic and competitive, school should become a space for reflection, cooperation and promotion of human and ethical values.

PREFACE

The new text books are written according to the curriculum and syllabus prepared as per the guidelines given in NCF 2005, RTE 2009 and APSCF 2011. The new text books for classes 6th and 7th introduced during 2012-13. This academic year 2013-14, the books for classes 8th and 9th are coming.

These new text books are helpful in studying various dimensions of the social life. The chapters in these books discuss different issues in a detailed way that are related to land forms, diversified life of people, livelihoods, collective needs of the people, organize to achieve equality in the unequal society, worshipping different gods and goddesses in different ways and maintaining relations with each other in the society and so on.

These books are also helpful in understanding agricultural and industrial development along with service activities, banking agencies, credit policy, budget and taxation procedures, and how it affects the livelihoods of the people. These books discuss the things like various revolutions, effect of colonialism in different continents, democracy, human rights and especially women protection laws in a detailed way.

This module is helpful to the teachers to understand the new text books in a comprehensive way so as to use them in a right way. It is necessary to understand the academic standards for the teachers, then only they know how to apply them in the classroom transaction. This module discusses how the teachers have to prepare, what are the teaching learning materials and how to use them properly in the classroom. Teaching strategies to be used according to the lessons are also discussed in this module. By reading this module, the teachers come to an understanding on how to observe the students, discuss the contents and how to organize Continuous and Comprehensive Evaluation.

Training is necessary for the teachers to have a concrete idea of comprehensive understanding. So I wish the teachers participate in the training programmes and understand all the areas discussed so as to achieve quality education among the children.

G. Gopal Reddy

Director

State Council of Educational Research and Training.

Resource persons involved in the development of the module

Sri. M. Narasimha Reddy, GHS, ZPHS, Pedajangampally, Y.S.R. Kadapa.

Dr. R. Ganapathi, SA, ZPHS, Ladella, Warangal.

Sri. A. Laxman Rao, SA, GHS, Dhangarwadi, Karimnagar.

Sri. U. Ananda Kumar, SA, ZPHS, Sujatha Nagar, Khammam.

Sri. P. Rathangapani Reddy, SA, ZPHS, Polkampally, Mahaboobnagar.

Sri. N.C. Jagannath, Teacher, GHS, Kulsumpura, Hyderabad.

Sri. S.Panindracharyulu, S.A., MPUPS, Hasthanpur, Medak.

Smt. S. Laxmi, Teacher, G.P.S., Baghmusarimo, Hyderabad.

CO-ORDINATOR

Sri. M. Papaiah,

Lecturer, SCERT, AP, Hyderabad

EDITING

Dr. N. Upendar Reddy

Professor,

Curriculum & Text Book Dept.

S.C.E.R.T. - A.P., Hyderabad

Sri. S. Vinayak

Co-ordinator,

Curriculum & Text Book Dept.

S.C.E.R.T. - A.P., Hyderabad

ADVISORS

Sri. G. Gopal Reddy, Director,

S.C.E.R.T. - A.P., Hyderabad.

CONTENT

Sl.No.	Topic	Page No.
1	Nature of Social studies-Teaching Objectives	1 - 5
2	Introduction of Textbooks-Study of philosophical aspects	6 - 23
3	New Textbooks-designing of lessons –analysis	24 - 33
4	Understanding academic standards	34 - 43
5	Readiness of teachers- Resources	44 - 48
6	Strategies of Social Studies	49 - 54
7	Understanding Steps in teaching a lesson, model lesson/period plan	55 - 94
8	Continuous Comprehensive Evaluation Model Question Paper	95 - 112

Along with the interactions between the child, teachers, parents and the community, interactions must also take place between the child and the learning resources. AP SCF believes that there is a set of underlying cognitive abilities such as analytical skills, logical reasoning and inference building which in different forms underlie all system of knowledge. After completion of school education children should develop a scientific temper, specific attitudes, physical skills, language abilities and abstract thinking. In addition to that children should be able to appreciate diversities in the society with a humanitarian perspective, and to think critically and creatively. They should become responsible citizens and rational human beings. The knowledge that is generated from the school must be based on child background and their experiences. Crafts, arts, play, work, health are also key areas in school curriculum along with subject specific areas. Assessment is also an integral part of the learning process and of ensuring equality education.

— APSCF - 2011

1. Nature of Social Studies-Teaching Objectives

What is Social Studies?

The comprehensive study of geography, history, civics and economics is called social studies.

- *Secondary Education Commission*

“Social Studies is a special science.” It is a study of interrelated issues related to geography, history, and politics and economics of different societies. It provides overall development of the future citizens. It explains about the incidents occurred in the past and provides understanding about the future and explains the relationship among them.

Social Studies provides knowledge to the children about the surrounding , people, social institutions, and similarly the bio-diversity, style of living, culture and climatic conditions of people living in different countries in the world. It makes the children understand the background of the present society, the future mankind and their social conditions and adopt themselves to the changing conditions , develop skills, attitudes in tune with the future needs. They will understand the attitudes and skills of our ancestors and to know how to cultivate those attitudes and skills in the present society.

Social studies explain the relationship between the people and their biological, physical, social surroundings and bring equilibrium and importance among them. It moulds the children into perfect human beings by inculcating positive attitude, skills and concepts through good human relations.

- * What is Social studies?
- * What issues does it explain?
- * What are the advantages of studying social studies?
- * What are the expected changes in the minds of the children?
- * Explain the nature of social Studies?
- * “Social studies is different from other sciences.” Explain.
- * What are characteristics of a social studies teacher?

Social studies, by its very nature, is “Basis of social life.” It alerts the people about their social responsibilities. It makes the people understand the social conditions and their origin and progression. It explains the evolution of the society. It reminds the people of their social responsibility towards the future generations by creating social consciousness.

Internal relationship

Social studies is the combination of various subjects like history, geography, political science and economics. Every subject has its own distinct characteristics, methods and perceptions. Despite being different from one another we can develop the internal relationship. We can understand the back ground of various Subjects. This enables us to analyse different issues related to different critically and find solutions for various problems.

Comprehensive

In order to establish relationship among various branches of social studies we should have comprehensive knowledge about all the branches. It helps us to understand various social phenomena in various perspectives. So that we will not deviate from what we have intended to learn from it. It helps us to take comprehensive look at the world so that we can learn to think sensitively and be empathetic towards the problems the people around us.

Objectivity

Social Studies studies the society by using accurate methods. It is qualitative as well as quantitative. After studying every aspect quantitatively, fixed and reliable conclusions and generalizations are made with the help of statistical methods. Therefore, social phenomena are studied with all the evidences of statistical data. Social issues are studied through direct observation, direct and indirect personal interaction and by analyzing the reports and printed material.

Methods

The methods adopted in the study of social studies are surveys. Collecting large amounts of amples an analyses related to different croess section of the society, deeply and keenly observing every segment, comparing their chronological changes, monitoring the contemporary issues, acquiring the facts through historical documents etc. are some of the most important things among them.

Broader perspective

Social studies have encouraged determinism and rigidity for several ages. It has been a hallmark in teaching of social sciences to follow geographic determinism. It is necessary to remove it. It replace with multiple reasoning and broader perspective. It should not be analysed in the historical, political and economic perspective. So we should remove the barriers among different branches of social sciences and initiate measures to coordinate them.

As far as social sciences are concerned the vital aspect is that every social interaction should be observed in the multiple perspectives but not in single perspective. It should be done according to the democratic norms. Multiple perspectives are more comprehensive and meaningful. They are helpful to identify and utilize different resources effectively. They will enrich analytical and critical thinking.

Every social phenomenon will have multiple effects on human beings in the society. It depends on the position in which a person lives. For example, if it is inflation, it has its effects differently on different people in the society.

Therefore, it is necessary to think in multiple perspectives and respond in multiple ways. Social studies is the perfect subject which helps us to analyse the resources in a coordinated manner and to think in a critical manner.

Correlation of ancillary subjects

We can give more clarity to the nature of the subject matter of social studies only when we study different aspects of social studies deeply. Reforming social sciences depend on the understanding the origin and historical background of different branches of social sciences and anlysing them comparatively. Then only, the relationship between different branches of social sciences can be strengthened and one subject should be studied from the perspective of all other branches of social sciences.

Different varieties of teaching methods and strategies can be evolved when different branches of social sciences are correlated with common characteristics and become correlated aspects. This way, we can newly classify and coordinate different branches of social sciences. It gives us scope to look at it in a different perspective and apply it.

Objectives of teaching social studies

1. To develop skills to show causes in the social background and explore reasons for them
2. To apply the current social development with the trends in the world.
3. To understand the divergent human experiences belonging to different places and times
4. To understand the world through different perspectives
5. To understand the influence of social evils on different sections of the society
6. To develop skills to evaluate collected data, projects, imaginary aspects
7. To develop skills to organize/ manage printed matter, data, diagrams/picture (to present the information in different forms like pictures, diagrams and apply them and draw inferences)
8. Integrating with constitutional and social values

History

1. To understand the processes of social change
2. To understand why and how the society is changing
3. To understand how different sections of the society are affected due to changes in the society
4. To understand how to study history through recognized methods
5. To understand how a recognized method influences in building history
6. To understand the scope of human structure and its importance
7. To follow critical and keen methods to understand history with resources
8. To understand the methods that influence history, writings of social context, rebuilding the past

Geography

1. To understand human societies, natural surroundings and the dynamic relation between them.
2. To know the space, physical order, natural regions change and how human societies utilize them for their benefit.

3. To understand the society and field relations. It means the relation between a colony and city and town
4. To expose the comprehensive and divergent human society before the children and to develop mutual relation among human society
5. To develop the ability to understand social and historical context of in geographical research.
6. To develop the skills of reading maps and globes, to develop drawing and measuring skills, and to develop the skill of using and manipulating geographical instruments.

Teaching objectives of Social and Political life

1. To give preface to social and economic analysis methods
2. To introduce basic constitutional values, goals to the children
3. To develop understanding on democratic administration and statutory rules
4. To develop the ability to compare the facts at the field level with the ideal standards
5. To develop the ability to understand diversity of human life from different life styles in the world.
6. To consider and accept without keeping the issues of disputes aside.

10-Fundamental principles of National Educational policy 1986

- | | |
|--|---------------------------------|
| 1. Indian independence movement | 2. Constitutional obligations |
| 3. Aspects that promote national integration | 4. Indian cultural heritage |
| 5. Equality, democracy and secularism | 6. Equality of male and female |
| 7. Protection of environment | 8. Removing barriers of society |
| 9. The concept of small family | 10. Scientific temper |

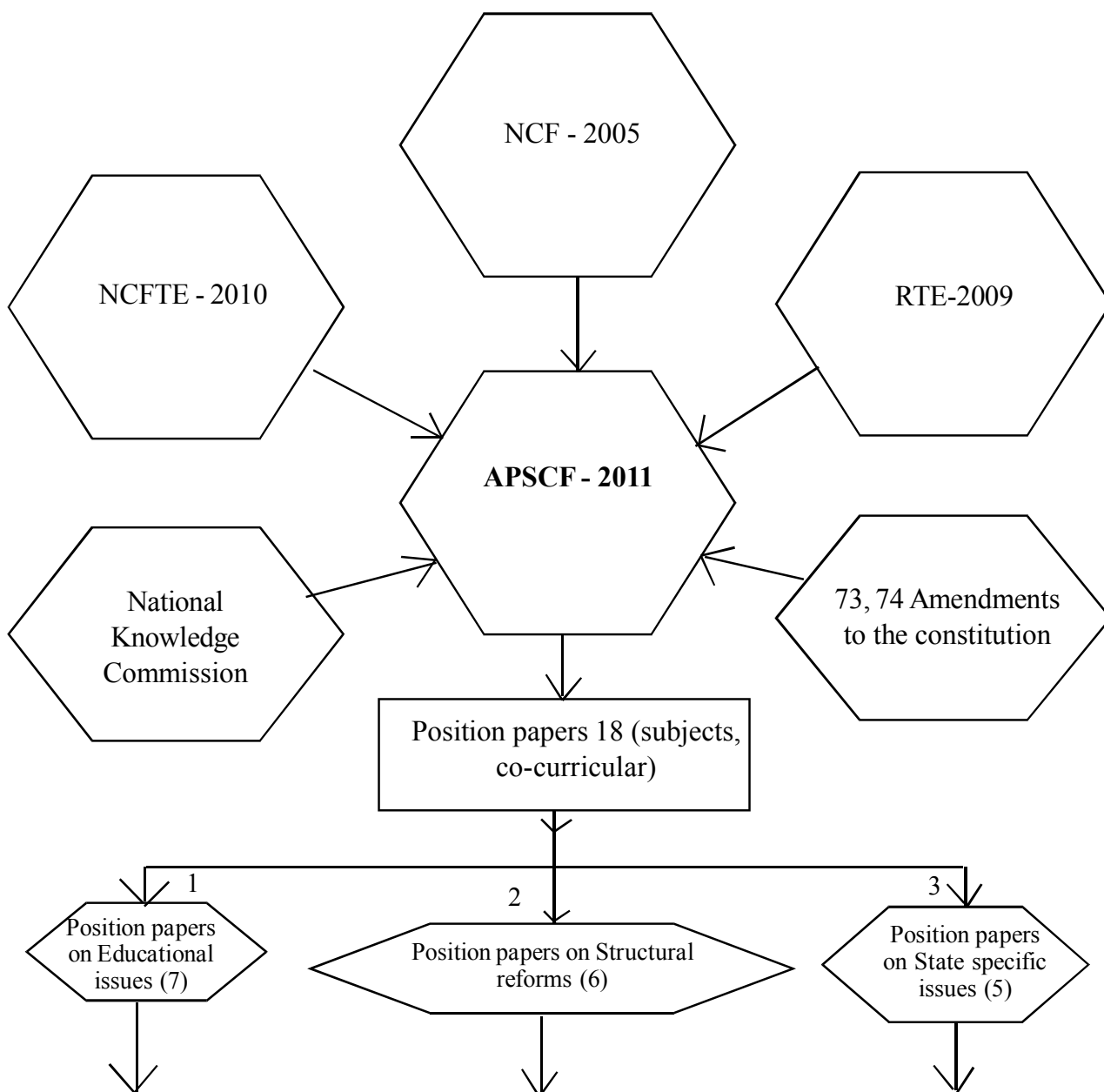
2. Introduction of Textbooks-Study of philosophical aspects

‘Quality education is to be provided to every child to enable to grow into a responsible citizen.’

Perspective of the Government of Andhra Pradesh

Our state strongly feels that it is necessary to provide quality education to all the children in order to make them grow into responsible citizens who have the right attitude to respond to the problems of the people around them. They must be able to analyse and explain the problems of anything they have heard. We would provide them favourable atmosphere where the children question freely. They should construct knowledge on their own by sharing their experiences with their peer group. Providing information is not equal to providing knowledge. The Textbooks are designed in such a way that they develop a sense of responsibility towards the society and respond to its problems.

- * Need for new textbooks.
- * What are the guidelines on which the new text books are revised?
- * What are the guidelines of the NCF - 2005?
- * What are the key issues mentioned in RTE - 2009? Right of Children to Free and Compulsory Education - 2009?
- * What are the key concepts of the APSCF-2011?
- * What are the main features of position paper on social studies?
- * Critically examine the social textbook.



1. Position papers on curricular areas

- 1.1 Position paper -Language – Language teaching
- 1.2 Position paper on Science
- 1.3 Position paper on English
- 1.4 Position paper on Mathematics
- 1.5 Position paper on Social studies
- 1.6 Position paper on Environment studies
- 1.7 Position paper on Art education

2. Position papers on Structural reforms

- 2.1 Position paper on Aims of Education
- 2.2 Position on Systemic reforms
- 2.3 Position paper on Teacher Education – Teacher Professional Development
- 2.4 Position paper on Assessment for learning
- 2.5 Position paper on Educational Technology
- 2.6 Position paper on Curriculum and Textbooks

3. Position papers on State specific issues

- 3.1 Position paper on Diversities - SC, ST, Minorities. Girls and Inclusive Education
- 3.2 Position paper on Health and Physical Education
- 3.3 Position paper on Early Childhood Care and Education
- 3.4 Position paper on Work education
- 3.5 Position paper on Ethics, Values and Huma rights.

Why should we revise new text book?

It is a convention on the part of the Central and State Governments to revise the textbooks according to the changes in social and economic conditions of the society.

The earlier textbooks were loaded with content and did not provide enough opportunity for the children to construct on their own. The education was confined to text books. There was less scope for critical thinking and understanding the world. There was no scope to decide what is right and what is wrong. It leads to false beliefs and predictions. So, the text books have to play a vital role in developing the right attitude in the minds of the children. The curriculum provides clarity on all the key issues. Textbook is one of effective tools in implementing the education plans. Textbooks play an important role in achieving educational objectives and teaching learning activities. The text books have been revised to all these objectives.

Sources:

The resources useful for revising the textbooks are three.

1. National Curriculum Frame Work - 2005
2. Right of Children to Free and Compulsory Education - 2009
3. State Curriculum Frame work - 2011

Apart from the above, 73rd and 74th amendments to the constitution, Central Government's report on 'education without burden', the recommendations of the National Knowledge Commission and Teacher Education -National Curriculum Frame work - 2010 are also used.

1. The guiding principles of the National Curriculum Frame Work - 2005

1. Connecting knowledge to life outside the school
2. Ensuring that learning is shifted away from rote methods
3. Enriching the curriculum to provide for overall development of children rather than remain textbook centric
4. Making examinations more flexible and integrated into classroom life and
5. Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

2. Right of Children to Free and Compulsory Education (RTE) Act - 2009

The Right of Children to Free and Compulsory Education (RTE) Act - 2009 provides free and compulsory education to all the children in the age group of six to fourteen years as a Fundamental Right. The RTE Act came into effect on 1 April 2010. Part V of the RTE has stated the guidelines for achieving quality in elementary education. The government has framed the academic mechanism for curriculum and methods of assessment according to the guidelines of the act. The following aspects are to be kept in view in order to frame method of curriculum and evaluation.

- The values enshrined in the constitution
- Overall development of the child
- Promoting knowledge, competencies and skills in children
- Development of physical and mental abilities of the children to the fullest extent
- Friendly and child-centered activities and Learning through research and project
- Teaching through mother tongue
- Creating favourable atmosphere for the children to express their thoughts and feelings freely and remove stress and strain
- Continuous Comprehensive Evaluation to assess the ability of the children to understanding and their ability to utilize it.
- No need for any child to attend any sort of board exam till he/she completes elementary education.
- Awarding a certificate after completing their elementary education

Strengthening of Panchayat Raj institutions as per the 73rd and 74th amendments of constitution School management, increasing the accountability in education department, monitoring to improve quality education, supervision on school activities by the society as per the recommendations of the National Knowledge Commission Research on developing strategies on- in service and pre-service training programmes and educational plans as stated in the National Curriculum Framework for Teacher Education - 2010 and providing importance for ethical and professional development of teachers

3. State Curriculum Frame work -2011

There was no curriculum Frame work before 2011. We used to revise text books according to the National Curriculum Frame work. But for the first time the State Council of Education research and Training has undertaken the task of designing state curriculum frame work based on the focused groups.

Features of APSCF -2011

- Focusing on the learning abilities of the children
- Respecting the child's mother tongue
- Connecting knowledge to life outside the school
- Ensuring that learning is shifted away from rote methods
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric
- Making examinations more flexible and integrated into classroom life and
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country
- Developing social constructivism, issue based curriculum and critical pedagogy.
- Protecting and preserving diversity in flora and fauna, bio-diversity and social diversity and respecting the dignity of labour.
- Making child's language and culture as part of classroom teaching and learning

Keeping all the above SCERT has developed 18 position papers. The 5th among them is the position paper on social studies.

The position paper which was prepared according to NCF-2005, RTE-2009, APSCF-2011 discussed all the issues related to teaching and curriculum of social studies, nature and analysis of textbooks- inclusive education, objectives of teaching social studies and its relationship with other subjects, methods of teaching, evaluation and teachers' preparation.

4. Position paper on Social Studies

The Position paper on Social Studies was prepared as per the proposals made by NCF-2005, RTE-2009, APSCF-2011 and Teacher Education -National Curriculum Framework-2010. There are 9 chapters and 2 Annexes in it.

In the first chapter, the scope and the need for the study of Social Studies are discussed. It has dealt with the changes in science and technology, globalization and the challenges that are arising. It has discussed how education can be used as a tool to face these challenges, how children can understand the society out of their own experiences and the need for developing required skills among the children to analyse the social issues. It has also discussed the need for Social studies to grow into a comprehensive and broader objective of analyzing the diversity in geographical, cultural, regional dimensions of our state.

In the second chapter, the existing curriculum, syllabus, analysis of textbooks was analysed. It has considered the recommendations of the Yashpal Committee which stated that instead of increasing the content load with information the textbooks should try develop the ability of the children to analyse the social and political facts in the society. Even though efforts have been made for a long time, the text books have failed to make the children critically understand the society and remove the disparities of gender, caste and religion. So, it is against this background that they have proposed to reform the curriculum, the textbooks and the evaluation methods completely. Accordingly, it is necessary to prepare the teachers, keep the necessary resources in the schools and to change the procedure of assessment.

In the third chapter, the nature of Social Studies is discussed which is a combination of various subjects. Respecting the unique characteristics and perspectives of each subject, it was decided to develop the issues and maintain the internal relationship among different subjects. They have stated that the study of Social Studies is quantitative and qualitative which should be an integral part of teaching this subject. Social studies have been in a rigid frame for a long time which should be changed. It should be made dynamic. It should look at everything in multiple perspectives rather than in a fixed perspective. They said that it needs to study every aspect deeply. They suggested that even though the children study Social Studies in integrated manner by including history, geography, civics and economics at school level they can pursue them separately at higher secondary level.

The fourth chapter discussed teaching of Social Studies and integration method. They said that this method can be continued up to 8th class. It can be studied in different parts from class 9th and above.

The fifth chapter discussed the teaching of Social Studies and its broader objectives. It mainly discussed some of the broader aspects, such as, stating the background of social causes to facilitate the comparative study of the society, developing the skills of searching for the causes, applying the immediate social development to the present trends in the world, understanding them in different perspectives, developing information skills and integrating with social and constitutional values.

The sixth chapter discussed the relationship of Social Studies with other subjects along with language skills, mathematics and sciences.

The seventh chapter deals with the methods of teaching Social Studies. It is suggested that Social studies should focus more on construction of knowledge rather than on rote-learning and transmission of information. It has underlined the need for construction of knowledge in which the children should engage in creative activities, share their experiences and apply them in their daily life. The teaching methods and inclusive education should promote critical thinking. The children should go beyond the text books and utilize the challenging and divergent resources. In designing the teaching strategies utmost care should be taken to respect the child's language. While retaining the multilingualism in the classroom importance should be given to the child's mother tongue.

The eighth chapter dealt with Continuous Comprehensive Evaluation proposed in RTE-2009. It suggested system of open book examination.

The last chapter discussed teacher education and issues related to development of the teacher. It stated the need for the formation of subject forums to develop their professional skills.

This position paper has given new direction to revise the Social Studies curriculum to develop the children with a view to preparing them with human values and comprehensive outlook towards the society and have the ability to face the challenges in the globalised world.

The new textbooks are revised in tune with guidelines of NCF 2005, RTE 2009, APSCF 2011 and the position papers.

Methods followed in revising the textbooks

- Integrated approach
- Connecting real life experiences to the text books
- Keeping away from rote-learning and learning in a meaningful context
- Discussion between teachers and the children
- Questioning by the children
- Children read and understand on their own
- Scope for self evaluation
- Conducting experiments and projects under the guidance of the teachers
- Fixing goals for further learning
- Designing lessons in such a way that the children understand them easily
- Integrating with other subjects
- Continuous comprehensive evaluation

Integrated approach

The study of geography develops the skills to recognise the scope of different geographical areas, draw maps and explain them read maps. They should make use of the maps not only as a tool which provides information about a geographical area but also the ability to draw maps under certain social contexts.

Balance should be maintained in teaching local, regional, sub continental and global issues. The children should critically study the social historical aspects. This should help to discuss the social groups, culture, science and technology, folklore, politics social and economic conditions.

The objective curriculum is to give the knowledge of social, political and economic issues related to the in which the children are living. So, politics, economics and sociology are included in this curriculum.

The social sciences are in various disciplines. One discipline of social science is integrated with the other discipline. So, we have to maintain a balance among all these disciplines.

Since one discipline of social science is integrated with the other discipline the teacher has to know the contemporary issues while teaching family, agriculture, history and geography. Earlier we used to discuss topics related to agriculture, industries and population in geography and economics. Similarly, administration, law, justice culture and arts were discussed in history and civics.

Sometimes one topic was discussed in two places. But in new text books integrated approach is followed to avoid repetition of a topic because some topics in geography and economics are closely related. In the same way there is a relationship between history and political science.

In classes 6 and 7 social studies text book, lessons were not designed in parts. It provides an opportunity to learn a particular lesson thoroughly. So, under which part a particular lesson is taught is not important.

Instead of incorporating the lessons separately under geography, history, economics and civics they have been integrated in one single whole.

Integrated approach is understood in two ways. One, when we want to learn about a particular area we will learn about its geographical conditions, historical background and political and administration aspects.

Two, we will know all the four aspects at a time.

For example: Polar Regions, the 4th chapter of class 8. This chapter deals with geographical aspects like seasons in Tundra Region, the summer, vegetation: social issues like the people and their social life, religion, beliefs: economic issues like hunting, fishing: political issues like their relations with other world: cultural issues like dressing, fine arts. When observe the above chapter we cannot say that a particular aspect comes under a particular part.

In classes 6 and 8 the chapters are discussed under 6 different themes. But in classes 9 and 10 the Topic Method is used in designing chapters in the textbooks.

Social Studies - Classes 6 and 7, themes

S.No.	Themes	Objectives
1.	Diversity on the Earth	<p>a. Understanding the diversities in the world with the help of the following</p> <ul style="list-style-type: none"> - Climatic zones - Diversity in land forms - Developing zones <p>b. Understanding the relationship between aspects of nature</p> <p>c. Understanding the way through which human societies have developed by utilizing the diversities</p> <p>d. Developing map-reading and applying it to their daily life</p> <p>e. Developing skills of comparing, reading and understanding of pictures and dialogues</p>
2.	Production, Exchange and Livelihoods	<p>a. Understanding different varieties of products and livelihoods</p> <p>b. Understanding the impact of migration, globalization, the system of land lords, industrialization, nationalization of different products and livelihoods</p> <p>c. Appreciating the role of labour in development</p> <p>d. Understanding consumption and exchange and different organizations</p> <p>e. Developing skills of reading charts, graphic diagrams, tables and understanding the changes</p> <p>f. Developing understanding through acting, drawing picture and making models</p>
3.	Political Systems and Governance	<p>a. Understanding political agencies and their gradual historical development and the role of people in taking decisions</p> <p>b. Understanding democratic system and principles of democratic administration</p> <p>c. Estimating whether the democratic agencies are functioning according in the expected lines or not</p> <p>d. Developing skills in conducting interviews, surveys, collecting information from newspapers and magazines and other documents</p> <p>e. Developing skills in explaining historical resources and identifying the changes taking place through newspapers for a long time</p>

S.No.	Themes	Objectives
4.	Social Organisation and Inequities	<ul style="list-style-type: none"> a. Understanding and appreciating social and cultural diversity b. Understanding inequalities in the form of gender, caste, section, social region and discrimination and social boycott c. Developing the perspective of unity and equal justice in the society d. Understanding issues related to ideals and social ethics e. Understanding the issues which affect the development of marginalized sections and low income groups in the society f. Estimating the measure to protect the oppressed sections, low income groups and the people who are living away from the mainstream of the society g. Developing skills in conducting interviews, surveys, collecting information from newspapers and magazines and other documents
5.	Religion and Society	<ul style="list-style-type: none"> a. Appreciating diversity in different religious beliefs, habits and practices b. Understanding the religious practices and ideals and how different religions are changing gradually c. Understanding mutual exchange of religious thoughts and how people belonging to different religions make them part of their life. d. Understanding the causes for the communal clashes and how communalism developed in the present society
6.	Culture and Communication	<ul style="list-style-type: none"> a. Appreciating the diversity in Indian culture and its greatness b. Understanding folklore, customs, regional cultures and how c. Indian culture has developed with influence of the other cultures which came to India long ago d. Understanding the origin of our culture and its changes and the impact of social and political conditions e. Understanding in impact of patronizing of arts on arts Study of local arts, architecture and building f. Developing skills in reading, comparing, applying social experience

The above table indicates the syllabus of classes 6 and 7. You may have noticed that the entire syllabus is divided into 6 themes which have been selected as per the guidelines of the NCF -2005, APSCF-2011.

- **Designed lessons according to the daily life experiences**

The lessons are designed according to the daily life experiences in the society. The topics were incorporated in such a way that they will strengthen the previous knowledge of the children and the lessons will progress according to the level of the class. The children are expected to have some knowledge about various aspects in the society.

For example: The lesson on Money and Banking in class 8 - the students will compare self-help groups, public health and the activities of Primary Health Centers under the government with the knowledge given in the lesson.

In class 9 'Agriculture in India,' the students will compare various crops grown in their area with crops given in the lesson. In 'Standard of Living' the students compare their family budget with the knowledge given in the lesson.

- **Do away with rote –learning and promotes meaningful learning**

The teaching and learning activities are designed in such way that they do away with the rote-learning and promote meaning learning. There is no scope for rote learning. The questions in the chapters are thought provoking link them to their life experiences. 'Improve your learning' given at the end of the chapter do not have answers directly. There may be divergent answers for the same question. The children have answer questions based on their experiences and perceptions.

For example: Let's observe the question 2 in 'Improve your learning' of 'Social and Religious Reform Movements' in class 8.

'What was the importance of printing press in the development of reform movement?'

The children have to answer this question by reading the information given in the box given in page 1 of the chapter and analyse the relation between social and religious reforms. Each child has to give separate answer.

Similarly, for question 3 in 'Colonialism in Latin America, Asia and Africa' in class 9. 'What role did trade play in the colonisation?'

The children have to understand the entire chapter before they answer this question. In this way, every question, activity, project and work have been given in such a way that they cannot be answered directly. No child can bi-heart and answer any question. So, children will ultimately get away from the rote learning get closer to the meaningful and independent learning.

- **Scope for discussion between the teacher and children**

There are thought provoking questions and picture in the beginning and in the middle of each chapter. The discussion should take place. The teachers have to ask appropriate questions and discuss and share their experiences with the children.

- For example:
1. Conducting discussion on 6.1, 6.2, &6.3 in class 8 ‘Minerals and Mining.’
 2. Let’s see a question given in box after case study-2 in ‘Service Activities in India’ in class 9.
 - * Who, in your opinion should set up new medical institutions – private sector or government? Why?’
 3. Let’s see a question given in ‘Rights Approach to Development.’ ‘Discuss how the information regarding a road construction or building of houses is maintained by contractors.’

- **The children should be able to question**

Children should not be confined to mere listening but they have to question and know the information and knowledge. The new text books provide scope for the children to question in every activity and situation.

- For example:
- * the children have to prepare a questionnaire to know about the advantages and disadvantages of mining activities.
 - * They should prepare a questionnaire to get the information from the bank employees about a bank when they visit it.

- **The students are able to read and understand on their own**

The students have to read the given information of matter and understand on their own. The language, the chapters, the pictures, the examples, the activities are given in such a way that the students can understand easily without much resistance from vocabulary. They need not consult a dictionary for everything. The complexity is minimized.

For example: In chapter 23 ‘Disaster Management’ of class 9. In this, the children know disasters due to human beings calamities related to accidents, traffic rules, measure to be taken at the time of train, bus and fire accidents, things should not be done. Even they

know about the threats from the terrorists through pictures, tables, graphs, colour pictures, thought provoking pictures, cartoons, fiction stories, real stories case studies, projects and real experiences of the children with the help of the new textbooks.

- **Scope for self assessment**

At the end of each chapter certain items are given to provide opportunity for self assessment. Even in the middle of the chapter certain questions are given for self assessment to know his /her level of understanding. It promotes further learning.

For example: In 9th chapter of class 9, 'Credit in the Financial System'. The children will assess and understand by reading the concept 'who get what?'

- **Children conduct experiments and projects under the guidance of the teachers**

The lessons provide space for the children to conduct projects, experiments, and activities under the guidance of the teachers. This leads to meaningful learning in the classrooms and outside it.

For example: The 7th chapter of 8th class on 'Money and Banking.'

- * Visit a bank or invite a bank officer to your school and know the following things.

A project in 'Understanding Poverty' in 17th chapter.

- * Visit ration shops in you locality and know the following things.

In chapter 2 of 9th class 'The Natural Realms of the Earth'

- * Collect information from different newspapers and magazines about earth quakes and volcanoes and arrange it in proper order and say how they are formed and how they are influencing the human life?

- * In chapter 12 of the same class 'Changing Cultural Traditions in Europe 1300-1800' Collect pictures of great artists of the renaissance era and paste them in your note book.

- **Setting goals for further learning by the individual**

The lessons in the next books provide scope for the children to set their own goals for further learning after doing several activities, projects, discussions, field trips , collecting information and doing so much work. They will be willing to learn many thing on their own. The new text books promote self learning among the children.

For example: in class 8 Money and Banking

- * We can transfer money not only through transfer of cheques but also through drafts and online transfers. Know the information.

In 9th class ‘Biosphere’

- * How can we protect forests?

- **Lessons can easily be understood by the learners**

The colour pictures, diagrams, photos taken real life situations, illustrations, and simple exercises help the children understand the lessons easily. Similarly, The number of lessons, font size, quantity of the text book, quality, attractive pages, the language, front and back cover pages and the logo make the learners read the text book and understand easily.

For example: In class 8

- * The photo 1.1 showing Africa, Europe and America in ‘Reading and Analysis of Map’ in class 9.
- * Cartoons were used in ‘Landlords and Tenants under the British and the Nizam.’
- * The logo of the Indian Government is used in ‘The Indian Constitution.’

In class 9

- * The painting on a ‘club of thinkers 14.1’ in ‘Democratic and Nationalist Revolutions: 19th Century’.
- * Logo is used In ‘Human Rights and Fundamental Rights’, Wall poster on child rights is used in the same lesson.
- * The picture 18.9 of the real life situation on the meeting of the mill workers of Lancashire and Gandhiji and expressing their solidarity to the Indian Independence Movement in 1931 is given in ‘Impact of Colonialism in India.’

- **Integrating with the other subjects**

Lessons are designed integrating social studies with other subjects like language, mathematics, health and environment. This is necessary to enrich a particular topic.

For example: In 8th class

- * In ‘Energy from the Sun’ Mathematics and Physics are integrated with Social Studies to measure and record temperatures and prepare graphs.

In class 9:

- * The study of Biology is necessary to teach the lesson on ‘Biosphere.’

- **Developing Map Reading Skills – skills in reading diagrams and pictures**

The new text books promote skills in reading, diagrams and pictures. The earlier the text books focused only on identifying certain places on a given map. But the new text books develop skills not only in identifying places on a map but it also develops skills in drawing and reading maps.

For example: in class 8

- * In page 55 of the 5th chapter ‘Forests: Using and Protecting them’ Look at the map of Andhra Pradesh given in the next page showing the distribution of forests. Find out if your district has any forest and if yes what kind of forest.

In class 9:

- * Read the world map given in page 155 of lesson 12 “Changing Cultural Traditions in Europe 1300-1800.”

Question: Read the map 2 and prepare a list of explorations of sea routes.

- **Understanding the concepts more easily and effectively through pictures**

The new text books are designed in such a manner that the pictures used in them are very helpful for the children to understand the concepts easily, to promote innovative thinking, to bring out natural abilities and to develop creativity in them.

For example: in class 8

- * In page 53 of 5th chapter ‘Forests: Using and Protecting them’ the children observe the four pictures and analyse the relationship between the human beings and their surroundings.

In class 9th:

- * Caricature of Otto von Bismarck in the German Reichstag (Parliament), from Figaro, Vienna, 5 arch 1870 given in page 180 of 14th chapter 9th class ‘Democratic and

Nationalist Revolutions 19th Century.' How does the caricature show the relation between Bismarck and the elected deputies of the parliament? What does the artist comment on the democratic process?

- **The text books develop the power of imagination and thinking.**

The questions new text books are in are set in such a manner that they will enable the children to predict different situations, consequences that will take place. The questions will promote higher order thinking and noble ideas. The children will think divergently, creatively and intellectually. Let us take a look at some of the questions given in 8th and 9th classes.

For example: In 8th class.

- * In page 8 : Can you suggest how maps can be used to plan setting up new schools and colleges? What different kinds of maps would have to be studied for this?
 - * In page 116, Imagine and describe the condition of the landless tenants of the ryots.
 - * In page 139: To what extent was the Salt satyagraha successful in its objectives? Give your assessment.
 - * In page 147: Was Telangana Armed Struggle only for removal of the grievances of the peasants or did it have other aims?
 - * In page 185: While the slogan 'Land to the Tiller' meant that the tenant will get the land, what will happen to the landless agricultural worker, who works for wages?
 - * In page 201: Could you suggest some more ways of improving the PDS?
 - * In page 222: How in your opinion were the movements of social reform effective in ridding Indian society of social evils? What social evils do you find today? Which reform movements should be started to combat them?
 - * In page 253: Prepare a pamphlet on the consequences of commercialisation of cricket.
- In class 9:
- * In page : Can you imagine why life is not possible on the Moon?
 - * In page 58: How can we protect natural resources?
 - * In page 79: Why did Mahatma Gandhi lay emphasis on spinning yarn and weaving khadi?

- * In page 142 : How would VAT reduce the evasion of taxes on goods?
- * In page 158 : How did printing of the Bible influence the ideas about God and Church?
- * In page 170 : Would you agree with the view that the message of universal rights was beset with contradictions? Explain.
- * In page 186 : Discuss the developments in Britain and in other parts of the world in 18th century that encouraged British Industrialisation.
- * In page 210 : How the Mandro theory protected the Latin Independence. Is it put limitations to their Independence.
- * Prepare a chronological table which shows the revolt of tribal people in different parts of India. Know the places where revolts of tribal people took place and indentify them on the map of India.

- **Scope for Continuous Comprehensive Evaluation**

The activities, projects, experiments, explorations given before introducing each concept, middle and end of the topic and at every point of time in the new text books provide enough scope for Continuous Comprehensive Evaluation which facilitates further learning. All the lessons in the text books are designed in such a manner that the child estimates his/her performance which leads to continuous comprehensive assessment. ‘Self assessment’ and ‘Improve your learning ‘are introduced to facilitate continuous comprehensive evaluation.

- **Conclusion**

Children should not be encouraged to memories the things and reproduce in exams. The knowledge they acquire in the classrooms should be connected to their real life and find solutions for their problems. They should be able to question everything by linking the contemporary issues to the lessons in their text books. The new text books are developed in such a way that geography, history social, political life and economic issues are not to be studied separately but they are to be studied keeping their influence on human relations. The themes are also selected to fulfill these objectives. The lessons are developed keeping the necessary philosophical concepts in mind to promote the best civil society. The teachers have to bear this in mind while conducting teaching and learning activities in the classroom.

3. New Social Studies Text Books - Designing –Analysis

Following the guide lines of NCF 2005 and RTE 2009 SCERT AP has initiated to revise the textbooks of all classes recognizing the necessity of the comprehensive revision of textbooks and designing them meaningfully the SCERT AP developed subject wise position papers on the basis of the guidelines of AP SCF 2011.

Developing new textbooks - guidelines

- * Text books should be useful in utilizing the natural abilities and thoughts of the children.
- * Textbooks should be less burdened in content. They should provide an opportunity for the child to collect information, analyze and interpret the information.
- * Textbooks should help the children in constructing knowledge and providing opportunity to apply it in their daily life.
- * Children should not confine themselves to textbooks. The textbooks should provide opportunity for the children to go beyond the textbooks for further learning.
- * They should refer to reference books, magazines, dailies and other relevant material and interact with the members of the society for additional information.
- * The language used in the textbooks should be simple. It should take multilingualism into account.
- * The topics should be away from discrimination of caste, creed, religion, colour and gender. They should build up the confidence and improve their ability to think and develop their understanding about human rights.
- * Topics should inculcate in children the ability to reflect, think critically, dialectically, and creatively and develop their communication skills.
- * The topics should provide appropriate exercises to achieve expected academic standards.
- * The activities, projects, explorations, experiments should enable the children to think divergently and respond.

• How were the new social studies textbooks developed?

Following the position paper on social studies, keeping the experiences of children and their diverse backgrounds and languages SCERT AP has decentralized the development of

new social studies textbook. It has convened several meetings with various universities, educational institutions, intellectuals, academicians, teachers, social activists, teachers unions and voluntary organizations. It has taken up wider consultations and discussions in order to develop the textbooks. It is noticeable that the selection of lessons and the process of framing textbooks is the collective effort of some groups but not some subject experts only. In modernizing the lessons the teams kept in view the experiences of the children, their difficulty levels, ability to understand, realities of the classroom and the readiness of the teacher.

- * In order to reduce the pressure due to the over loaded information, the four divisions of the previous text books of 6th, 7th and (Geography, history, civics and economics) have been coordinated and summed up plan was divided into six themes. In class 9, besides geography, economics, history and politics there are item wise lessons on human rights, women protection act, disaster management, road safety education.

Introduction of lesson:

- * Every lesson begins with a situation, incident, picture, story, brainstorming and thought provoking questions.

Ex. The 5th lesson of 8th class 'Forests: Using and Protecting' them has been started with questions to examine previous knowledge and thought provoking questions. The 1st lesson of class 9th 'Our Earth' begins with a picture, questions on it and discussion there on.

The 6th lesson of class 8th 'Minerals and Mining' has been introduced through conversation on minerals available at our home and in our surroundings.

Language:

- * The language used in lessons is colloquial, simple easy for the children to understand. The concept of multilingualism has also been considered.

Explanation of the concepts:

- * In every lesson teaching items and concepts are divided into small paragraphs under subheadings.

Internal questions to generate divergent thinking:

- * As a part of teaching learning process, thought provoking additional information boxes, learning activities, question boxes to know to what extent they have understood

are given in the middle of the lesson under every subheading. They will be helpful for continuous comprehensive evaluation. Questions like “Know” help the student to think divergently and respond, application of local issues and express their experiences.

Ex. In 13th lesson of class 8th ‘Indian Constitution’ “know” box of divergent thinking questions, first copies of constitution for additional information, speeches of great people like Mahatma Gandhi, Dr. B.R. Ambedkar, Jawaharlal Nehru and obtain additional information on ‘preamble of constitution’. In 12th lesson the boxes with additional information about ‘Women in Telangana Struggle’ will increase curiosity in the minds of the students to study the boxes.

Scope for the children to express own opinions:

- * An opportunity is provided for the children to express their views on contemporary issues and to develop their ability to understand through discussion. Ex. In 12th lesson of class 8 ‘Freedom struggle in Hyderabad’, the box questions like “Which languages are spoken in your area?” “Do you feel that it is necessary to teach in mother tongue?” will sharpen the young minds.

Explanation of local issues as case studies:

- * Every lesson is designed in such a way that they reflect newness. ex. In 17th lesson of class 8 “Understanding Poverty”, case studies of Ramachari and Chandraiah under the heading “Poverty in rural Areas” has been described as if we were involved in it. If such people are in the availability students will surely try to know about them.
- * In 18th lesson of class 8 “Rights Approach to Development” Pavan, in lesson 22, class 9 “Women Protection Acts”, through the caption “early child marriage- a success story” how Mamidipudi Venkata Rangaiah Foundation’s (MVF) tried to stop the marriage of Raviralla Kavitha, the children will understand that the child marriages are illegal.

The utility of graphs:

- * Attempt has been made to introduce the topics through graphs contextually.

E.g. Lesson 8 ‘Impact of Technology on Livelihoods’ in class 8: The bar diagrams, information tables, pie diagrams used in this lesson are helpful to have comprehensive understanding about the impact of development of technology on employment.

In the same class, lesson 9 ‘Public Health and the Government’: The presentation of flow charts of different departments of the Family, Health and Welfare Ministry improves the learning of the students. With the help of pie diagrams, quantitative descriptions are provided to explain the means through which people meet their hospitalization expenses.

Inspiring the children through success stories:

- * In class 8, lesson 23, ‘Sports: Nationalism and Commerce’: The interview with G.H. Vihari and his success story is useful to inspire the children and to develop their information gathering skills. It will make them realise the popularity of cricket over other games and know how games and sports promote national integration, nationalistic feelings and lift the glory of India.

Conceptual understanding through pictures:

- * Several pictures are given in class 8 and 9 lessons of social studies text books. Read sentences which are below the pictures. Read the sentence about a picture given below all the pictures . Ex Observe the picture 8.5 and 8.6 given given in 8th lesson of 8th class, technology and its impact on employment. These two pictures show women who are doing embroidery. Compare their work and their standard of living. These types of pictures generate interest in the minds of the children and make them think and express their ideas. These type pictures of Gandhiji are given in lesson II B. Say which are photos and which are pictures. What do they tell about Gandhiji. What information do they give about Gandhiji? There is Picture of Nehru speaking from the Red Fort given in the same lesson. We know that every year the prime minister of our country addresses the nation from the Red Fort. What are the changes between the 1947 Independence Day celebrations and the present Independence Day celebrations? Why did these changes occur?

Cartoons:

- * Several cartoons are incorporated in the new Social studies textbooks. Discuss how they are different from photos and what their uses are. Different cartoons along with comments are incorporated to introduce some special topics. What do the children understand from the cartoons given in the concept formation of Democracy in Lesson 20 of class 9? What experiences do they get? They express their opinion critically through cartoons. The cartoons drawn in lesson 10 of class 8 “the landlords and

tenants during the regime of the British and Nizams” are given a vivid description of social and economic conditions of the people. The thoughts of the people are expressed along with comments.

Projects:

- * In class 8, lesson 16 “Abolition of Zamindari system” the children undertake a project on Land Reforms act with the help of the elders hen collect information, analyze present a report. This activity develops certain qualities like cooperation, mutual respect, sharing, expressing, taking collective decisions etc.

Key words:

- * Main points in the form of Key words are given at the end of each lesson. By knowing the meanings of these keywords the children can get their doubts clarified and improve their vocabulary or terminology.

Improvement of conceptual understanding through evaluation:

- * The questions given under the caption “improve your learning” is meant for evaluation. These questions are meant to achieve expected academic standards. These questions are incorporated in such a way that the children have to discuss, think in different dimensions and write according their own perceptions instead of learning by heart. The individual activities, group activities and project works are also designed according to the topics in the lesson.

Earlier topics in the old text books and changes in designing the new text books:

- * Let us observe the topics incorporated in the newly introduced class 8 and 9 textbooks from this academic year and the topics in the earlier text books, the topics “Money and Banking” in economics of class 9 pervious text book is introduced in class 8 as Money and Banking under the theme “production exchange and livelihood”. Let us observe the methods of teaching learning introduction of the topics in both the classes to “improve your Learning” given at the end of the topic.

Designing of new Textbooks:

Introduction of new lesson “Money and Banking” in class 8 through articles and incidents.

Different topics are introduced through different articles, examples, Mohan and Shyamala

characters, trade in Srikakulam district, the goods exchange between farmers and artisans to satisfy their needs. The teaching learning activity is further improvised through the discussion on questions given at the end of the lesson in a box. They are all just like the daily experiences of the children. The difficulties in barter system are discussed through pictures.

Understanding Different concepts:

The main topic is divided into different sub topics to make the children understand the concepts in small paragraphs.

Explanation through dramatization:

Cash transactions are discussed through the characters of Gopal and Sitamma. For additional information the transactions between Hari and fertilizers dealer. These things will make the children understand what cash transactions are taking place in their surroundings.

Explanation through examples:

Suitable examples were given to discuss how food grains, live stock and metals were accepted as goods of exchange. The coins which were accepted as currency in different periods are given to make the children think deeply and discuss. As a part of CCE to conduct meaningful teaching learning activities questions are given in boxes to estimate the performances of the children.

Additional information through box items:

Various issues like scope for discussion on contemporary issues, the conditions that led to setting up of banks, examples of gradual changes in times and the functioning of the Amsterdam Bank with imaginary characters were discussed. To provide additional information box items are given under the caption “plastic or polymer bank notes” through which the difficulties of paper notes were discussed. To make the children think the logo of Reserve Bank of India is policies and functions was given. The questions given in the box at the end of the lesson are meant to discuss the problems that we came across in establishing the banks. This improves the learning of the children.

Scope for children’s participation:

By using the questions given in the question box the children discuss and know the introduction of banking system then they will know comprehensively about the physical features of banks, functions of its employees and transactions of the customers. The main purpose of this activity is to draw the attention of the children towards the topic and create interest about

the banking system to make them ready to understand.

Create direct experiences:

Maintaining accounts, using cheques instead of cash in financial transactions and model cheque given to Sujata by Naresh explaining how to write a cheque are mentioned. Some inbuilt questions are given in box are meant for the children to discuss and to provide more understanding about the cheques. Apart from this the process of bank transactions, bank counters and customers are given for the children to know more information.

Incorporating updated topics:

Several online services done through electronic telecast media such as ATM, debit card, credit card, net banking and phone banking. An example is discussed with the children on how a customer Ragu paid his phone bill through online and how financial transaction have been made easier. The questions given in the box are discussed to know to what extent the teaching learning activities become fruitful. A picture showing how money is withdrawn form an ATM is given to make the children discuss and to realise the uses of ATM.

Explanation through real life situations:

Through the story of Manaswini, issues like how money increases and how interest on deposits is paid are discussed. Management of deposits, details of interest and how these are beneficial to the people in emergency situations are discussed through box items.

Explanation of the lesson through projects/ projects:

In the topic Types of Loans, granting loans to the public is the main function of the banks is discussed. Collection of deposits from various agencies and individuals and the loans are distributed to the public and interest is charged etc. are discussed through the characters like Rahim(farmer, Leela (employee) and Shantha (Self- Help Group). Question boxes are provided to discuss the performance of the commercial banks by giving an activity and asking them to collect the data in order to make them understand it.

Key Words :

By giving keywords, more information was given on important concepts, by understanding these words, students will get comprehensiveness on the lesson, they can also

use these vocabulary in new situations also.

Scope for achieving academic standards:

Under the caption ‘**Improve your learning**’ at the end of each lesson, questions are provided to know whether the expected academic standards are achieved or not. Six academic standards are provided to give homework which focuses on application of their knowledge in their real life and self expression.

Preparation of field trip reports-presentation:

Project works are conducted and reports are prepared with the information on topics like functions banks, accounts, cheques, performance, online transactions and interest rates. This helps the students to learn information skills, preparation of tables and analysis. Apart from achieving these academic standards, it develops participatory learning and cooperative spirit among the children.

Designing of old text books and analysis:

Let us observe how ‘Money and Banking’ lesson was designed in the old text book of 9th class social studies.

Explanation through examples:

Lesson Introduction : with the help of ‘Goats and Potatoes’ they explained, in the early stages how human beings satisfied their daily needs through barter system and the problems they faced in it and how it led to the emergence of the paper currency. There was no scope for the children to participate and express their views.

Management-Presentation and explanation of concepts:

They explained the definition of money, four functions of money, and functions of banks. But they did not use colloquial and simple language. They gave importance for explanation. There was no opportunity for the children to participate in activities. The lesson was filled with information. There were less scope for the children to respond and express their thoughts and views.

Explanation through technical terminology:

In topic ‘Classification of money’ while explaining different kinds of money they used the terms like ‘legal tender’ and ‘optional’. These words not properly understood by the

children. So, the teacher had to explain them. The children were not able to understand the concepts like 'debentures', 'bonds', 'bill of exchange' etc.

No student participation:

Though the lesson 'functions of Reserve Bank' was simple to understand, the children to opportunity to participate in activities. So, the learning process was imperfect.

No link to the real life situations:

Even though 'The function of Banks' was explained through charts in the teaching learning process, there was no scope to link them to real life situations.

No pictures:

No pictures were provided to make the children to understand the concepts. So, there was no opportunity for the children for self learning.

No questions at the end of the lesson:

It was explained through the co-operative system and structure chart that the banks provide three types loans to satisfy the financial needs of the farmers. There were no Box items, no self learning activities and inbuilt questions in the lessons of old text books.

No local issues:

Even though they tried to give clarity on co-operative banking system-structure- Land development Banks, the local issues were not linked to the lesson. So, the children would not show interest in the lesson.

No scope for field study:

The explanation was limited to rural banks only. They did not incorporate the functions of rural banks, collection of deposits, granting loans and credit facilities. The Box item which provides additional information was not given. There were no case studies for the children to participate though there is a lot of scope for field study, it was not provided.

Summary was given:

At the end of each lesson, the summary of the lesson was given. It contains all key concepts but it restricted the learning of the children.

No scope for activities and projects:

Some exercises were provided to know to what extent the expected outcomes were achieved. The competencies of the child were assessed on the basis of informative questions, blanks, multiple choice questions. These questions could help the children memorise the information and understand the concepts but not to achieve the expected academic standards. There was no scope for collecting information, activities on contemporary issues and projects.

So far, you have read the designing of text books from introduction of a lesson to evaluation. You would have understood, which lesson of the above two text books is filled with information, which lesson has given more scope for student's participation, which lesson has given importance for local issues, case study, field study, continuous comprehensive evaluation, self assessment, collecting information skills, reports. Through which lesson of the above text books the students achieved the expected academic standards.

Let us observe once again the experiences we have gained by discussing the following issues:

1. Compare and discuss the new and old text books of 8th and 9th classes.
2. Discuss the organization of new text books thoroughly.
3. Read any lesson and explain the importance given to local issues.
4. How do pictures, photographs, and diagrams help children in teaching learning process?
5. What kind of attitudes and skills are promoted through project work given in the text books?

We have discussed the lesson 'Money and Banking' in the module. Similarly, read 'Indian constitution' given in 9th class old text book and ' Indian Constitution ' given 13th lesson of 8th class new text book and write in detail the issues that you have observed in designing the text books.

4. Understanding Academic standards of social studies

- * Why should we teach social studies? What is the purpose?
- * What do we expect from students?
- * How do we achieve the expected objectives?
- * How do we know whether we have achieved them or not?

Social studies text books are designed not just to give information but they are designed for construction of knowledge among the children. Since different activities like individual activities, group activities , discussions, drawing diagrams, reading tables and analyzing are given prominent place in teaching learning process they will develop critical and logical thinking.

Academic standards in social studies are fixed on the basics of the resolutions made in position paper of social studies, NCF - 2005, APSCF - 2011. The teaching learning activities are to be conducted by dividing the class room time in the planed manner in order to achieve the six academic standards of social studies. But keeping academics standards in mind we should ask such sort of questions which will provide an opportunity for the child to think from different perspectives and answer. we should give questions which promote divergent thinking it means if we ask all the children the same question they think differently and answer differently. This type of questions can make realise the expected academic standards. There is no such rule as to chive all the academic standards in one class .communication skills must be developed by conducting projects, fieldtrips , interviews etc. These communication skills are very essential when they are collecting the information. Let us know the academic standards which are required.

Academic standards

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

Let us have detailed discussion on the above.

I. Conceptual understanding:

Why should we have conceptual understanding?

The students should be able to understand and explain the key words and key concepts, showing reasons, classifying, giving examples, compare, differentiating, analyzing, predicting, explaining etc. will come under the conceptual understanding.

- The pupil can explain the incident he/she has seen the work he/she has done in his own words.
- The pupil can think logically when he is listening to somebody.
- The pupil can recognize the relationship among the different aspects that he has observed
- The pupil can state the characteristics of an object or thing he/she has observed, classify it and can compare and differentiate it from others.
- The pupil can say the main points from the topic which he has listened.

How should we develop conceptual understanding?

Conceptual understanding is developed by discussing the questions given at the end of the topic in groups.

eg1. How are the maps useful to the army at the time of war?(pg. 8 of class 8th)the children discuss this type of questions in groups and write the answers.

Eg2. What differences do you find between Nilagiri trees -tea plants and gardens-forests? Discuss in class.(pg.57 of class 8th)a part from discussion the following activities can be conducted to create conceptual understandings.

- Observing pictures and discussing
- Understanding the concepts by reading
- Different offices

e.g. Understanding different concepts like police station, court, through observation.

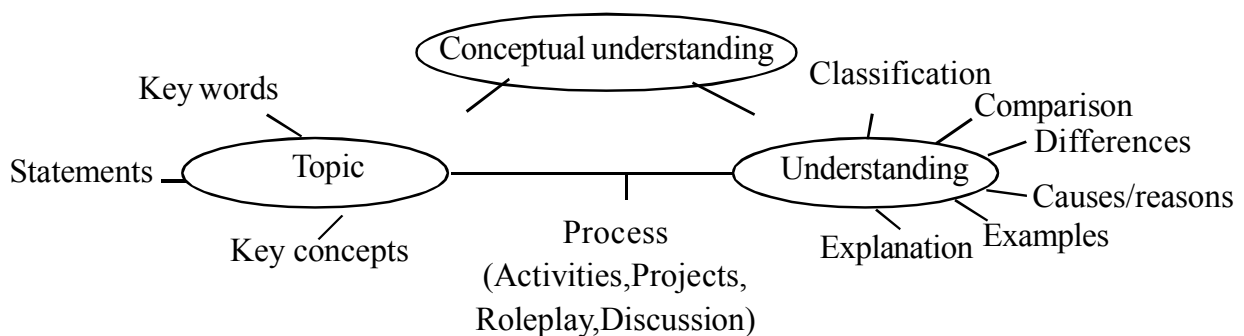
- Doing projects and presenting them in the class.

How does the teacher help the children? (Role of the teacher)

- * The teachers should not make the children depend on them for information. They should encourage them to learn independently.
- * The activity should be designed in such a way that they create concepts in the minds of the children.
- * The teacher should encourage the children to question, to take up group activities and to discuss in groups.
- * They should not discourage the children when their responses are irrelevant. They advise them to think in a right way if necessary the teacher should participate in the discussion.
- * After completing field trips, interviews and projects based on their own experiences opinions and analyses. After completion of the above they should to present it and appreciate them in the class.

Let us observe some examples.

1. Page 48 in class 8: Based on what you studied about equator regions in Class VII how is polar region different?
2. Class 8: How did the cheques simplify the exchange of money?
3. Page 58 in class 8: what is the reason for the tribal people no paying the taxes imposed by the government?
4. Class 8: State the different landforms and classify them.
5. Give examples for herbivores. (class 8)



Every child has long term and short term memory. The topic that they are discussing should be connected to long term memory through short term memory. The students actively in discussions participate in teaching and learning activities, share their experiences. So, they can construct knowledge on their own. It becomes a meaningful learning and active learning because the child involves in it completely and willingly.

II. Reading the given text, understanding and interpretation

The child should interpret the text given to him on the basis of his/her experiences on different situations after reading and understanding the given text.

1. The government runs the ration shops, supplies the food grains (through public distributions system) and pays at subsidized prices. (page 130 in class 9)
 - * Is it justifiable to give subsidy to the poor? How?

The teachers should the pupils to give their opinion. It should be like mechanical response but should be like comment on the basis facts.

2. Another example is that polluting the air, water and soil with toxicants and industrial wastes. Several industries use metals and toxic chemicals. These toxin wastes released by the industries are mixed in the rivers. As a result, the proportion of pollutants in rivers is increasing. The mercury and other chemical toxicants enter the bodies of micro organisms and in the water. They are transmitted into the human bodies through fish when they happen to eat them. There is a possibility for this mercury levels increase to such an extent that it will harm the human health.
 - * What are the harmful effects of pollutants released by the industries? Do you agree with the aspects given in the paragraph?
3. What opinion have you got after reading about Asim in page 99 and 100 (class 9)? Write in your own words.

Generally we read articles from news papers, and magazines and comment on them. These academic standards are like that.

III. Information gathering and processing skills

1. Why do we need information gathering skills?
2. How do we develop information gathering skills?

It is necessary to gather required information. It should be tabulated in a systematic manner keeping the analysis in mind. Reports are to be made after reading, analyzing and conforming the information tables. The children cultivate the habit of questioning, speaking and working together in groups.

A project is a whole-hearted purposeful activity proceeding in a social environment. The children explore experiment, collect necessary data on a given topic and understand it in a natural learning situation. It is a voluntarily undertaking which involves constructive effort or thought and eventuates into objective results. The main focus of this strategy is socializing the child and developing the problem solving ability.

The project is an amalgam of all the five aspects such as gathering information, recording, analysis, preparation and presentation of the report.

We can do the information skills in the following manner.

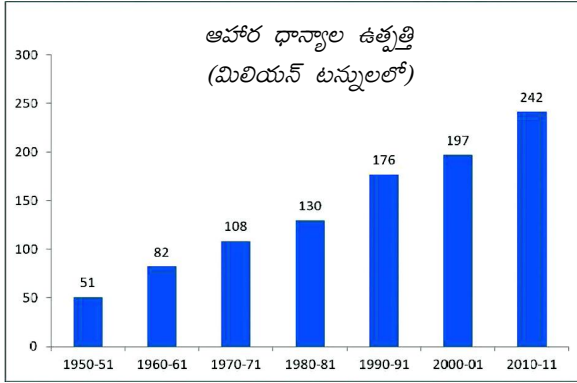
- E.g: 1. Text to table 2. Table to questions 3. Table to graph 4. Graph to questions.
5. graph to table 6. Graph to text. 7. Text to graph.

e.g.

1. Prepare a list of crops grown in your area and arrange them in a table given below.

Sl. No.	Types of crops	Crops
1.	Main crops	
2.	Pulses	
3.	Oil seeds	
4.	Commercial crops	

2. Production of food crops



Observe the above graph and answer the questions given below

1. How many million tons of food grains have increased from 2000-01 to 2010-11?
2. In which decade is the percentage of increase in production is high?
3. Approximately how many times did the production increase from 1950-51 to 2010-11?

The questions should not reflect only aspect. But the questions should be set in such a way that they are covering different angles of the concept and there should be scope for analysis.

3. Change in handloom units

Change in the handloom units		
State	1988	2009
Andhra Pradesh	5,29,000	1,24,700
Gujarat	24,000	3,900
Karnataka	1,03,000	40,500
Maharashtra	80,000	4,500
Madhya Pradesh	43,000	3,600
Punjab	22,000	300
Tamilnadu	5,56,000	1,55,000

Read the above table and answer the following questions

1. In which state has the number of handloom units decreased?
2. Which are the states that have highest and lowest number of units in 1988?
3. The number of units did not increase in any state in 2009. Do you know why? Analyse it.

IV. Reflection on contemporary issues and questioning

- * Give some examples for contemporary issues.
- * How do we link social studies topics with the contemporary issues?
- * What is the importance of responding and question the contemporary issues?

School should be connected to the issues related to daily life. The incident related to a particular period must be correlated to the class room while teaching a lesson. The children should be encouraged to question. While they are discussing the life style of a particular region they should be asked to compare it with the life style of their region so that contemporary issue can be questioned. When they are discussing the democratic movement in Myanmar, they should be encourage questioning, thinking deeply and reflect on the democracy in India.

The children have to understand the lessons deeply and critically and acquire the knowledge to solve the problems they encounter in their real lives. The children get benefitted only when they analyze the contemporary issues instead of confining themselves to the text book lessons. They can anticipate the consequences. They can apply the values to their personal life. They can express their opinion on contemporary issues.

E.g. Class 9, lesson 24: ‘ Road safety education. ‘While teaching this topic the children discuss the accidents in Hyderabad city. They should be made to question. What are the reasons for the significant increase in accidents at that particular point of time? They should also be encouraged to raise other questions.

2. In class 9 lesson 15: ‘Industrialisation and Social Change. While teaching this chapter we discuss the condition of child labour in India in page 193. They should be encouraged to question the conditions of child labour and ask to speak about child labour in their area.
3. Class 8, lesson 7: ‘Money and Banking’. While teaching Money and Banking and speaking about Rahim, Leela, and Santa we have to ask them to say if there are any such conditions in their area. Discussions should be initiated on their condition.

V. Mapping skills.

- * Why mapping skills?
- * Do we have mapping skills in every chapter?
- * What activities can be organized to promote mapping skills?

Diagrams, pictures and maps are given in social studies text book. They are provided not for attraction but to read, discuss and speak about them. They are helpful to understand the concepts easily.

There are 3 aspects in mapping skills

1. Map drawing
2. Map reading
3. Map pointing

How to develop map drawing skills?

1. Colourful maps are given in the text books. They can be made to read and write different aspects about different places.
2. They can be made to recognize rivers, routes of transport and different places.
3. They can be made to analyse crops, minerals industries etc. with the help of signs and symbols.
4. They can be made to recognize/read political maps analysis, boundaries, bordering districts/states and expansion empires.
5. They can be made to do activities with the help of atlas and wall maps.

E.g.

Map drawing : 1. Draw the outline map of India.

Map Reading :

2. Identify the regions in Italy. Page 145, lesson 12 of class 9.
 - a) What are the islands shown in the map?
 - b) Name the different cities and towns in Italy.

Map Pointing :

3. Identify the following iron and coal industries in the map of India.

Bhadravathi b. Bhilai c. Rurkela d. Bokaro e. Jemshedpur

VI. Appreciation and sensitivity

This academics standard can be achieved by inculcating activities and characteristics like working groups, respecting the opinions of others, questioning freely and helping people in need.

What should the teachers do achieve this academic standard?

- * Make the children to prepare slogans, posters and pamphlets on different problems to express their reflections.
- * Make them write letters to news papers and officers analyzing different problems.
- * Promote constitutional values such as liberty, equality, fraternity, justice, national integration etc.
- * Encourage them to participate in meetings and seminars.
- * Promote life skills.
- * Develop the attitude of appreciating the people and neighbor who have done good deeds.
- * Promote the human values like love and compassion.
- * While discussing topic different images in the minds of the children. Make them write down or say those images orally.

E.g. Questions

1. How should we honour the artists?
In lesson 21 of class 8: What is the condition of the artists now a days?
2. Preparation of pamphlet as to what to do to achieve communal harmony in your area.
(Class 8, lesson 20)
3. Write two slogans on the concept of “equality.” (Class 8, lesson 13)

Academic standards are meant not just to give questions in exam papers and questioning them at the time exams. The teachers have to identify which academic standards are mentioned and where it is mentioned and keep them in mind while teaching social studies. They should think where contemporary issues are to be discussed.

They should plan thoroughly on which aspects are to be focused in mapping skills and information skills and what point of time. By the time, they complete the lesson they should to it that all the 6 academic standards are discussed. Assessment is meant not just to know what the child has learnt but they should bear in mind that it promotes further learning.

5. Teacher's preparedness – Resources

The teachers have to adopt different innovative methods, read reference books and collect additional relevant material to update their knowledge in order to be successful in the field of teaching. The children are not able to learn the things properly due to lack of preparation on the part of the teachers. So, we are not able to provide quality education to them. Let us look at a situation where the teacher lacks preparation.

It was a Zilla Parishad school. The teacher entered class 8. He took the text book from the children and started teaching the topic on geographical regions of Andhra Pradesh in Geography. He was explaining the content given in the text book in a lecture method. Suddenly, he remembered the geographical map of Andhra Pradesh. Immediately, he called Ramesh and told him to go to office room and bring the map. Ramesh searched for it in the office and came back and reported that it was not found. The teacher said that it was there in the office. He told him to go back and search for it once again. Ramesh went back. He was searching for it and the class over in the meanwhile.

Let us think

Have ever faced this type of situation?

Has the teacher prepared himself/herself to teach the lesson?

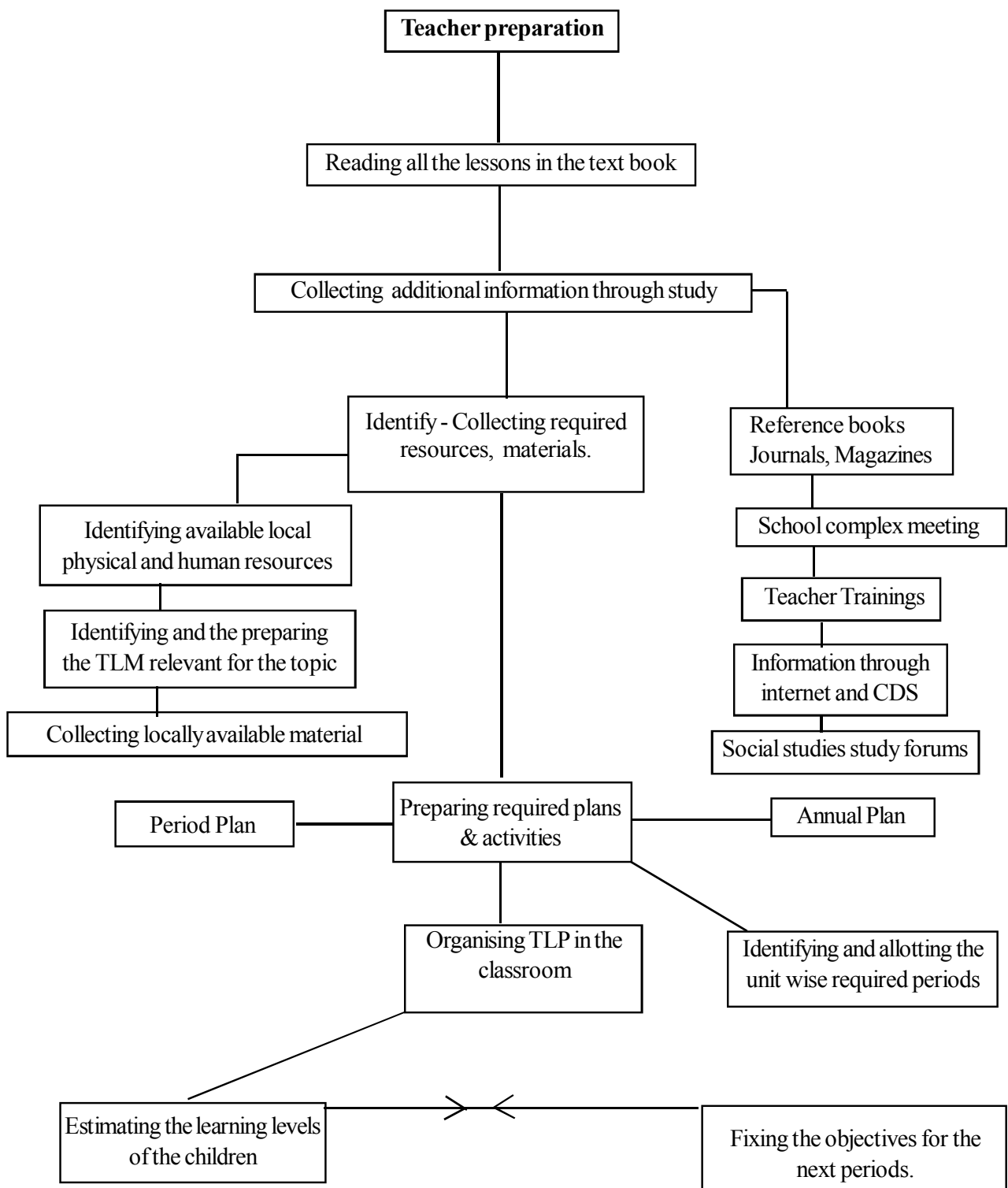
Who will lose if the teacher does not prepare properly?

Why should a teacher prepare for the class?

How does a teacher prepare for the class?

When the teacher is not prepared sufficiently it is the children who will lose. There is no scope for the teacher to grow as a professional if there is no preparation on the part of the teacher. Teacher should not be confined to text book only. He / she has to collect additional information by reading reference books otherwise, he/she cannot conduct teaching learning activities effectively.

Let us see how teacher should prepare for the class. Teacher preparation doesn't mean reading the text book only. He/should have a comprehensive idea about the teaching learning activities that he/ she has to conduct in the class.



Resources

Various resources are essential for the teachers to prepare for the class.

Let us think

- * Do we need resources for teaching new text books? Why?
- * Which resources are necessary to teach new text books?
- * How do we collect / gather these resources for teaching new text books?

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 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 fora/clubs
 - Social studies fora/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
- 6. Websites
 - www.weekly.com
 - www.aravindaguptatoys.com
 - www.pbs.org/teachers
 - www.new/teaching strategies

Resources required for class 8

1. World map (physical and political)
2. Globe
3. Atlas (Oxford)
4. Charts
5. India map (political and physical)
6. Particulars of populations 2011
7. Andhra Pradesh map (political and physical)
8. Baro meter
9. Movements of the earth (Video CDs)
 - a) Rotation of the earth b) Revolution of the earth
10. Available Raw materials/ minerals
11. Samples of different soils
12. Currency-coins-notes old/new (according to availability)
13. Stationary of bank transactions
 - a) Cheque b) Draft c) Cash deposit form d) Cash with drawl form
 - e) Bank pass book f)ATM Card g) A/c opening application form etc.
14. Photos of National leaders
15. Copy of Indian Constitution

- | | |
|--|-----------------------------------|
| 16. National symbols | 17. Photo of parliament |
| 18. Photo of president palace | 19. Model Form of FIR |
| 20. BMI chart | 21. Copy of RTE Act |
| 22. Copy of RTI act | 23. Different musical instruments |
| 24. Pictures videos of different dance forms of India | |
| 25. Different varieties of sports material | |
| 26. Different pictures related to natural calamities collected from news papers/ magazines | |

Field trips

- | | | |
|--------------------------------|--------------------|----------------|
| 1. Coal mines | 2. Forests | 3. Banks |
| 4. ATM centre | 5. Hospital | 6. Factory |
| 7. Police station | 8. Court | 9. Ration shop |
| 10. Cinema theatre (projector) | 11. Printing press | |

Resources required for class 9

- | | |
|--|-----------------------------|
| 1. Video of space | 2. World map |
| 3. Atlas | 4. Different types of rocks |
| 5. Charts | 6. Globe |
| 7. India map | 8. Cereals |
| 9. Chart showing fixed and variable assets | 10. Map of Europe |
| 11. Map of Africa | 12. Traffic signals |
| 13. Different forms related to driving license | |

Field trip

- | | |
|--------------------------------------|------------------------------------|
| 1. Planetarium | 2. Beaches (if it is possible) |
| 3. Any one Industry | 4. Office of the forest department |
| 2. Interacting with Self help groups | 6. Income Tax office |

Note: Material is identified from 8th and 9th class text books. Similarly, identify the material from the 6th and 7th text books.

6. Teaching strategies of social studies

The new text books are designed according some themes. So there is a lot of variety in the lessons. It is not a right thing to teach all the lessons in the same method. The teachers have to adopt different strategies in order to realise the expected goals. And also the children will actively participate in teaching learning activities. So let us look at the following teaching strategies to teach social studies.

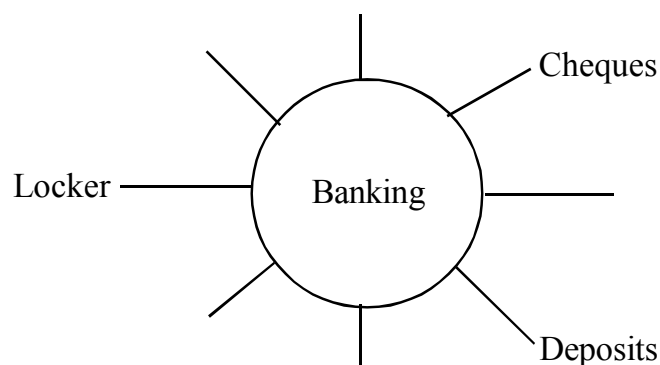
1. Mind map
2. Seminar
3. Meet the press
4. Youth parliament
5. Model elections
6. Field trip
7. Posters and brochures
8. KWL
9. Quiz
10. Mono action
11. Class room Work shop
12. Reading and rewriting the texts

Now let us discuss each teaching strategy in detailed manner

1. Mind mapping :

The teacher selects a topic / concept and makes the children think and gets responses.

Then synchronises all the ideas or thoughts and gives conclusion. For example: While teaching the chapter banking and they ask them what they know about banking. Then children think about it. The teacher takes the responses and writes them around the mind map.



There are many advantages of a mind mapping. This is said to be the natural constructivism because they collect different thoughts and ideas about one single concept and come to a decision. The children think and actively participate in teaching and learning. it

becomes an active learning which becomes meaningful as they link their previous experience with newly acquired knowledge. This is a child centered approach of teaching as the learners themselves take part in the teaching and learning process. The teacher acts as a facilitator. All the children involve in it. Therefore the mind mapping technique can be used differently by the teacher in the teaching learning process.

2. Seminar : (conducted by the children)

The teacher gives a topic to the children and provides them some resources and ask them prepare a seminar paper. The copies of the paper should be according to the number of students in the class. Then they should be distributed among the students. Then the student gives explanation on the seminar paper he has prepared followed by the doubts expressed by the other students. The presenter of the seminar paper offers explanation on the doubts. The teachers have to extend their cooperation and guidance to conduct the seminars in the class on topics like Banking, Laws, Justice, Poverty, Rights, secularism and Cinema. Similarly in class 9, seminars can be conducted on chapters like loans, prices, taxes, human rights, women laws and natural disasters. This gives scope for the children to think deeply on about a particular topic and collect information on them.

3. Meet the press :

Meet the press is one of the interesting teaching strategies which provide an opportunity to participate actively. We should select some students as press reporters and ask them to prepare on those topics which allotted for them. Some of the students are selected as leaders. On topic each should be assigned. The remaining children should be asked to observe carefully.

Process of conducting the meet the press:

The students who are selected as leaders should be asked to sit on the stage. Each one of them is asked to speak on the topic which is allotted to them. After completion of their speeches the students who are selected as press reporters should ask their questions and get them clarified by the leaders. Each question is to be those students who are entrusted with that topic. The remaining students have to observe the questions that the students (press reporters) are asking and the students (leaders) who are answering and note down in their notebooks. In this way, all the students will have comprehensive about the given topic.

For example: Freedom movement in the state of Hyderabad, law, justice, women protection laws and road safety education.

4. Youth parliament :

Youth parliament is an interesting activity which is conducted with an active participation of those students who are active, enthusiastic, interesting and fluent in speaking under the guidance of the social studies teachers. It is conducted on the similar lines of Lok Sabha at the centre and the Assembly at the state level.

Who should take part in the youth parliament?

- * Active and interesting students
- * Interested in school
- * Villagers
- * Parent

Sharing responsibilities/ process of preparation

- * Planning
- * Preparation
- * Presentation/ implementation
- * Evaluation

Planning

- * Selecting who are interested to participate
- * Selecting some of them as ministers and some of them as MLAs
- * Seeking the permission HM's Inform
- * Informing the other teachers
- * Collecting the required material
- * Informing the parents and the villagers
- * Planning should be made at least 10 days in advance
- * Preparing the questions they are planning to raise

Process

1. Seating should be arranged for the speaker, CM, opposition leader, ministers (including the body guards), MLA's press (cards/ charts, boards should be displayed)
2. Introducing the members with the permission of the speaker
3. Question hour programme in which questions are raise related to all the important portfolios

4. Answers by the ministers
5. Address by the opposition leader
6. Adjournment of the house

5. Model Elections :

By conducting model elections in the classroom the students will know about the process of conducting elections from village, state and central levels.

e.g. In 14th lesson of 8th class of the 3rd theme Parliament and central government can be taught through the technique of model elections.

Class leader can be elected in a democratic manner.

6. Field trips :

Field trips are useful for the children to get firsthand experience through direct way they provide scope for the children to link their previous knowledge to their direct observation and construct knowledge on their own. So, the teachers should arrange field trips for the children. E.g. banking, public health, courts, parliament, agriculture-crops, market-prices, road signals etc.

7. Posters and brochures :

The children should be provided an opportunity to make posters and brochure on their own in order to bring awareness about anything. More things are known to people in less time. Similarly, it is helpful to discuss a particular thing deeply in future. Eg. Women rights- preparing posters related to laws. Preparing brochures to bring awareness on women laws.

We can encourage the children to prepare posters and brochures on different issues in the society. In other words, the teacher has to make the children prepare the posters and brochures in the classroom. The children can understand more effectively as they involve themselves in the preparation.

8. Quiz :

It is essential to include quiz programme as one of the teaching strategies in the teaching of social studies. The teacher has to announce the quiz programme to the children one day in advance. The next day, the children have to be divided into groups (3 or 4) and conduct the quiz competition among them. The remaining children observe the competition, think about

the answers and note down the questions. If the participants failed to give the correct answer these students should be given an opportunity to give the answer. The teacher has to prepare the questions in advance to make the programme effective and successful.

9. KWL :

The children can read and understand the new text books on their own easily. So the teachers can adopt the strategy of KWL to bring the surroundings into the classroom.

K means 'What I know?'

W means 'What I have to know?'

L means 'What I have learnt?'

The children can know what they know, what they have to know and what they have learnt with the help of this technique.

E.g. in class 8, Forests: Using and Protecting them, understanding livelihoods and poverty etc.

In class 9, Agriculture in India, Service activities in India, Road safety etc.

10. Mono action :

Expressing the feelings of a character by a single actor is called Mono action.

Mono action is a very appropriate strategy to enact the historical characters like Alluri Seetha Rama Raju, Komaram Bhim etc.

11. Classroom workshop :

Workshop is meant to be conducted to make the children make required learning material according to the lessons given in the text books. The teacher should plan thoroughly before conducting the workshop. All the necessary material should be kept ready for the children at the time of the workshop.

E.g. preparing the tables.

The children may be asked to prepare tables related to 6, 7, 8 and 9th class.

12. Reading and rewriting the texts :

Simple language is used in the text books in order to enable the children to read easily. This strategy can be adopted to teach those lessons which are suitable for the level, background and surroundings of the children. According to this strategy the children should be asked to the lesson first. Then they will be asked to say what they have understood. The children can cultivate self learning.

Identify which lessons are convenient to adopt this strategy in classes 6, 7, 8 and 9.

The social studies teacher has to adopt a suitable strategy according to the nature of the lesson in the text books. Then the children participate in the teaching learning process actively.

7. Steps in Teaching a Lesson – Understanding, model lesson plan and period plan

The objective of social sciences is the comparative study of the society. Is the present methodology equipping the children to think critically and question meaning fully about society, knowledge systems, legislature, scientific development, production, judiciary etc. Can we achieve the objective of social sciences by following the lecture method, i.e., teacher himself reading and explaining? Please think over.

To achieve the above objective, teacher first needs to plan every lesson and thus effectively implement the year plan. So, it is easy to prepare a period plan if one allot the periods, read the lesson completely and make a grid to plan what to do in each period. Thus one can make the teaching learning process effective. We can achieve the expected result in children only if we can make them think critically, collect information, acquire map skills, think over contemporary issues, discuss and question. So, now let us see how we can make a lesson plan grid to the first lessons in newly introduced class 8 and 9 textbooks.

Class 8

1. Reading and Analysis of maps.

Period allotment - Plan

S. No. of Periods	Topic	Homework
1.	Differences between pictures and maps History of maps Uses of maps (Page 1 to second paragraph in left part of page 3)	<ul style="list-style-type: none"> • 1, 2 questions in improve your learning • Make a comment on maps made in different times • Locate countries on the world map
2.	Page 3 to the insertion in page 6 Latitudes and longitudes Grid Map study Drawing maps	<ul style="list-style-type: none"> • 4th question in improve your learning • Observe the map • Locate different countries • Read the map of Europe and prepare a table showing through which countries the latitudes and longitudes are passing

S. No. of Periods	Topic	Homework
3.	Projection Colonization, Exploration and military use of making maps (Insertion in page 6 to Use of maps in our times in page 8)	<ul style="list-style-type: none"> • 2 and 5 questions in improve your learning • Study the map of India made during the British times
4.	Uses of Maps Thematic maps Use of maps in our times in page 8 to penultimate paragraph in page 9	<ul style="list-style-type: none"> • Question 6 (commentary) • Improve our learning • Responding on use of maps • Appreciating the greatness of those who made the maps
5.	Population density Symbols Contour lines Last Para in page 9 to two paragraphs in page 13	<ul style="list-style-type: none"> • Population density • Commenting on symbols
6.	Atlas Average annual rainfall Soils Minerals Para 3 in page 13 to page 16	<ul style="list-style-type: none"> • Collection of information on various topics • Soils types (differences) • Conceptual understanding • Imagine the life style of people in Arunachal Pradesh (Commenting)
7.	Improve your learning Questions in page 17	<ul style="list-style-type: none"> • Conceptual understanding • Commenting • Map skills • Responding

Period planning is easy if grid format for every lesson is written. Therefore make a grid to all the lessons.

In the same way the teachers need to have better understanding on steps of teaching to carry out the teaching learning activity thoroughly in the class room. Let us take a look at the steps to be followed in the teaching of social studies.

Model Lesson – Stages

Objectives of the unit :

(Objectives of the lesson should reflect the six academic standards)

I Introduction

1. Greeting :
2. Mind mapping / revision questions :
3. Announcement of the topic :

II Reading the Topic: Identifying new words/ concepts

1. Identification :
2. Understanding the above identified :

III Conceptual Understanding Discussion

1. **Speaking** : Make the children speak on the topic read by them.
2. **Questioning** : Make the children ask questions on the topic read or on the aspect which is not clear to them.
3. **Questions on understanding the concepts of the lesson** :

Writing the questions made by the teacher on the concept of the topic or picture or a map the board linking the academic standards.

4. Practicing the skills :

Information skills :

Mapping skills :

IV Home work

So far you have learnt the steps in teaching, now let us know how to execute these steps in the class room in a detailed fashion.

I Introduction:

Teacher should greet the children on entering the class room. He / she should know the previous knowledge or experiences of the children on the topic to be discussed through mind mapping or concept mapping so that the teacher will have an idea of what they know. This helps the teacher to know what is to be taught to the students. In the same way when the same topic is being continued the second day the teacher should ask revision questions on the topic discussed in the previous period. Then announce the topic and write it down on the black board.

II Reading the lesson, identifying the new words/ concepts:

The lesson to be discussed should be read by every individual child in the class. Ask them to understand the content, pictures, Tables, Maps or Graphs studying the same carefully.

Ask the children to underline the concepts, technical terms, new words which they did not understand. Teacher should conduct whole class activity on new words and the concepts underlined by the children. The teacher should write down the new words as the children are saying one by one. He / she should make the children discuss and make them understand.

III Understanding the concepts – discussion :

The Teacher should make the children speak on the topic. He / she should encourage them to participate. They should be encouraged to question on the topic which they did not understand and also on the related contemporary issues. The teacher should write them on the black board. Write some thought provoking questions to comprehend the concept/ picture/ map/ graph/ table. Conduct this as a whole class activity. Teacher should write the answers given by children when children do not produce proper responses teacher should add his/ her response. Thus by writing concept map on the board the teacher should create conceptual understanding.

Practicing Skills :

The teacher should give practice on information skills and mapping skills in the class room. The teacher should make the children practice analyzing the tabular information through questions, showing a graph based on the tables, giving questions to analyze graphs etc,. If any lesson hasn't got a scope for information skills then the teacher should make children collect such tables, text or graphs. Thus the children acquire skills such as information collection, recording it, analyzing and drawing conclusions.

In the same way in acquiring map skills children should study, identify, analyze and draw the textual maps. If at all there are no maps in a lesson teacher should collect related maps and make the children practice. The children should be given practice to draw a simple map of the class room to the map of India.

IV Home work :

The teacher should ask the children to write answers to the questions related to discussion in the class, pictures/ maps/ graphs or tables. If the time is not sufficient they will write the answers at home and bring them back to the class.

Now we have come to know the stages of teaching. Let us see how we have to write a period plan. Before writing period plan learning objectives for the entire lesson should be written. Through this the teacher comes to know what competencies should be improved in the children apart from the overall understanding of the lesson. The objectives of the lesson should be written in tune with the six academic standards.

Class 8

Reading and Analysis of the maps.

Objectives of the Lesson :

I Conceptual understanding

- * Differentiate pictures and maps.
- * explain the history of maps
- * classify the maps based on types (themes)
- * analyze geographical conditions, climate with the help of maps.
- * analyze the geographical conditions and climate using ancient maps.
- * describe the specialties of ancient civilization using ancient maps.
- * Say the reasons for the rise of necessity of making maps
- * Explain about symbols

II Reading the topic, understanding and interpretation

- * speak on maps which are made during different times.
- * speak on colonization and exploitation of resources in colonies

III Information skills.

- * make a list of countries and longitudes and latitudes passing through them.
- * Gather or collect information on average annual rainfall, soils, forests and minerals.

IV Reflecting and questioning on the contemporary issues

- * reflect on the consequences of using the maps.
- * Question on map drawing

V Map skills

- * Locate countries on a world map.
- * Colour the states with high population density on a map of India.
- * Observe and analyze the facts related to average annual rainfall, forests, soils and minerals on a map of India.

VI Appreciation - Sensitivity

- * Appreciate the greatness of maps makers

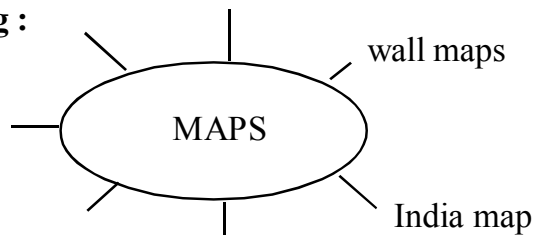
Period Plan - 1

I Introduction

1. Greeting :

Good morning children. How are you? How have you spent your holidays? Have you been to anywhere during the holidays? What do you do to reach new areas or cities? Today we should learn about maps from our new text books. Before we do so, say what you know about maps.

2. Mind mapping :



3. Announcement of the topic :

Study of maps

(Teacher should write it on the board)

II Reading the topic and indentifying new words and ideas :

Children — open your text book. Read from Page 1 to second paragraph on the left part of the page 3. Identify and underline the new words.

Example: Sumerians, conquer

Children have you all identified any new words? Please say one by one.

(Teacher should write these words at the corner of the board on the right side and discuss the words one by one with the children)

III Conceptual understanding – discussion :

1. Make the children speak :

Children — you have read the lesson and looked at the pictures! Now, tell me what you have understood. Teacher should encourage the participation of all the students in classroom discussion.

2. Questioning :

Children, ask questions related to the concept to know more about the concept given in the text.

(Teacher should encourage all the children to ask questions and he / she write them on the board.)

3. Questions to understand the concept of the lesson :

- * Say the differences between pictures and maps.
- * What are the reasons for making different maps on clay tablets in the olden days?
- * What are the different references taken into consideration for making maps?
- * Greeks and Romans showed interest in map making – why?

(The teacher should write the questions on the black board. He / She should make them discuss the questions in groups as well as in whole class. The Key words given by the children should be written around the concept map and then discuss all the questions in this manner)

4. Practicing Skills :

- * Mapping skills

Children you have observed the world map drawn based on Hecattius. Are you able to draw this? Try it. Identify the following in it.

- 1) Libya 2) Europe 3) Arabian Sea 4) India 5) Greece

IV Home work

Children ____ we have discussed various issues related to maps. Now try writing answers to conceptual understanding questions

(The Teacher should make children write the answers in the class room, if the time is not sufficient give it as a home work)

Period Plan – 2

I Introduction :

1. **Greeting:** Good Morning Children – How are you? In the previous class you have come to know about the study of Maps. Now say what you have understood.

2. **Revision questions :**

- * Say two differences between pictures and a map
- * Why are maps made?
- * Who had shown interest in making maps?
- * What aspects were taken into consideration while making maps?

Well said Children. Shall we learn more about maps today?

3. **Announcement of Topic:** Children today we shall learn in detail about making of maps.

Map Making

(Teacher should write the topic on the board.)

II Reading the lesson, identifying new words/ideas concepts.

Children Open your text book. Read page 3 from maps which are useful to sailors up to the box given in page 6.

Identify the new words / ideas and underline them. Ex: Meridian, Sailors

Have you finished? Now, stand and say what you have underlined, one by one.

(Teacher should write the words given by students on the board and conclude by discussing each word / concept with the children.)

III Conceptual understanding – Discussion

1. **Make the children speak.** Children have you all read the lesson. Now one after another say what you have come to know.

(Teacher should encourage children to speak.)

2. **Questioning:** Children now ask some questions to know about the maps.

(Teacher should encourage children to question and write the questions posed by them on the black board)

3. Questions for Conceptual understanding. Questions based on picture.

Children you have posed some questions now let me add some more questions. Observe them from the board.

- * Meridian means _____
- * Why the books written by Ptolemy became famous during ancient times in Greece?
- * Which aspects did Al Idrisi show in the drawing of the World map? How? Explain
- * Which new traditions flourished during the 15th century?
- * What are the reasons behind it?
- * Observe the model of the earth according to the Bible, Write the details.
- * What is Mercator's projection?

(Teacher should make them discuss the questions in groups as well as in whole class. The Key words given by the children should be written around the concept map and then discuss all the questions in this manner)

4. Practicing skills

Information skills

Collect details of maps made by scientists of ancient times and write in the following table.

S.No	Name of the person who made the map	Details shown in the map	Name of the map
1.			
2.			
3.			
4.			
5.			

IV Home work

Children..... Now you have learnt many details on map making. Write answers to the questions given on "conceptual understanding". Also write answer to question 4 in "improve your learning". (Teacher should make them write in the class if there is sufficient time. Otherwise, give it as homework.)

Period Plan - 3

I Introduction

1. **Greeting :** Good morning Children. Did you understand yesterday's lesson? Can you answer some questions on the topic we have learnt in the previous class?
2. **Revision questions:**
 - * Why were Ptolemy's books famous?
 - * How many oceans and continents are shown in the picture drawn by Al Idrisi?
 - * Imagine the reason for showing Sri Lanka bigger than India.
3. **Announcement of the Topic :** Very good children. You have done well. Shall we learn today in detail about map making?

Map Making

(Teacher should write the topic on the board)

II Reading the lesson to Identify new words / ideas and concepts.

Children take out your textbooks. Read the text from the box in the page 6 to use of Map in our times in Page 8. Underline the words or concepts new to you. Ex: Insertion, Explore, culminating etc:

Children have you finished identifying. Now one by one stand and read those. (Teacher should write those words in the right corner of the black board and discuss each word with children)

III Conceptual Understanding – Discussion

1. **Make the children speak :** Children —— have you read the lesson. Now say what you have understood.

(Teacher should encourage participation of all the students)

2. **Questioning :** Children, now raise questions on the topic or issues related to the topic

(Teacher should encourage questioning and write the questions posed by children on the black board)

3. Questioning on Conceptual understanding.

Children you have posed questions. Now let me write some more questions on the board. Please observe.

- * projection means _____
- * Why had European countries shown interest on map making?
- * How did maps help in exploration and colonization in the medieval period? What were the consequences of it?
- * How did it come to light that the Everest is the highest peak?
- * Is it good to make maps available to all? What is your opinion?
- * Observe the questions in page 8. Discuss in groups.

(The Key words given by the children should be written around the concept map and then discuss all the questions in this manner)

4. Practicing skills.

Map skills

- * Draw the map of India and write the boundaries

IV Home work

Children, did you understand the lesson? Write answers to the questions we have discussed and also to Question 3 at the end of the lesson.

(This is to be done in the class if time permits, otherwise give it as Home work.)

Period Plan - 4

I Introduction

1. **Greeting:** Good morning Children. How are you? We are learning many new things about making maps. Say something that you have learnt.
2. **Revision questions**
 - * What is the shape of the earth?
 - * Which is the highest peak in the world?
 - * What did Europeans do to exploit resources in their colonies?
 - * When did the necessity of maps increase?
3. **Announcement of Topic:** Well answered children. Today we shall learn about uses of maps.

Uses of Maps

(Teacher should write the name of the topic on the board)

II Reading the lesson and identifying new words / concepts

Children open your book. Read from page 8 Use of maps in our times to penultimate paragraph in page 9. Underline new words / concepts.

Ex. Micro wave, Thematic.

Children have you all finished the task!

(Now, one by one stand and say the words/ concepts underlined. Teacher should write the words given by the children on the right corner of board. Explain each word through discussion.)

III Conceptual understanding – discussion

1. **Make the children speak:** Children now you have finished reading the lesson. Say what you have understood.

(Teacher should encourage participation of all the children in discussion)

2. **Questioning:** children well said. Very good. Now pose questions to learn from the lesson.

(Teacher should encourage children to ask questions and write the same on the black board)

3. Questions based on Conceptual Understanding :

- * Why are maps being used now?
- * Read the questions given in the box. Think over them.
- * What is your response on use of Maps?
- * How many types are the thematic maps classified into?
- * Observe the table and discuss which colour is used for what purpose.
- * Say about the greatness of the people who made the maps.

Children you have posed some questions. Shall we discuss the questions which I have written on the black board?

(Teacher should make them discuss the questions in groups as well as in whole class. The Key words given by the children should be written around the concept map and then discuss all the questions in this manner)

4. Practicing Skills

Map Skills

Children we have learnt many interesting things on maps. Now colour the Vindhya, the Satpura and the Himalayan mountains.

IV Home Work

Children now write answers to the topics we have discussed, and make a population map following the instructions given in page 9.

(Teacher should get these done by children in the class itself or give them as home work.)

Period Plan - 5

I Introduction

1. **Greeting:** Children how are you? Are you studying well. Before we start a new topic will you say what you have learnt in the previous class.
2. **Revision questions**
 - * What are thematic maps?
 - * Why are maps studied?
 - * What does light blue colour on a map indicate?

Well said children. shall we learn new topic now?

3. **Announcement of the Topic :** shall we learn about population density and symbols, today?

Population density and symbols

(Teacher should write the name of the topic on the board)

II Reading the text. Identifying new words / concepts.

Children open the text book. Read from last paragraph in page 9 to third paragraph in page 13. Identify and underline the new words /concepts. Also observe the map of India and its Index.

Ex Population density, Index

Children have you finished the task. Now, stand and read the words aloud one by one.

(Teacher should write the words on the right corner of the Black Board. Conclude by discussing each word)

III Conceptual Understanding — Discussion

1. **Make children speak :** Children — you have read the lesson well and studied the map of India and the symbols used. Now you say what you remember from the lesson. (Teacher should encourage children to speak)
2. **Questioning:** Children you finished reading the lesson. You have read the map of India and the symbols used. Now, raise questions to understand the same.

(Teacher should encourage children to question and write those questions on the black board)

3. Question to understand the content based on the map and the symbols used.

Children you have posed some questions let me add some more. You, read them carefully.

- * Population density means _____
- * Observe population density in the table. Identify the states with greatest and least population density.
- * Observe the map of India. Write the names of the states based on the table of content.
- * Why are symbols used?
- * Observe conventional symbols.
- * What are contour lines?

(Teacher should make them discuss the questions in groups as well as in whole class. The Key words given by the children should be written around the concept map and then discuss all the questions in this manner)

4. Practicing Skills:

- * Map skills.
- * Children now you have observed the map of India. Colour the map based on the population density index

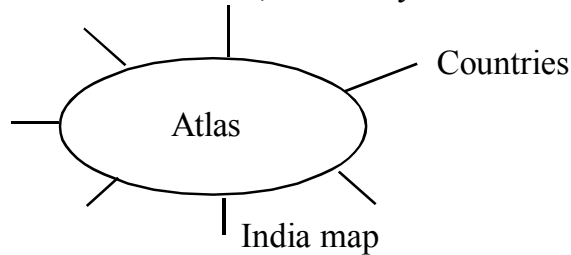
IV Home Work :

Children we had a discussion on conceptual understanding. Write them. Make a chart to display population density (Teacher should make them write in the class if there is sufficient time. Otherwise, give the same as Homework.)

Period Plan - 6

I Introduction

1. **Greeting:** Children how are you? Have you all done with your chart work? Paste them on the walls. Children you have learnt about the pictures. Lets us learn about the atlas and maps.
2. **Revision questions :** Children, what do you know about the atlas?



Children you told well. Let us learn about the same in detail.

3. **Announcement of the Topic :**

Atlas and Maps

(Teacher should write the name of the topic on the board)

II Reading the text. Identifying new words / concepts.

Children open the text book. Read from paragraph 2 in page 13 to the end of page 16.

Identify and underline the new words / concepts

Ex : Geological development, Soils

Children have you finished the task Now stand and read the words underlined by you.

(Teacher should write the words on the right corner of the Black Board. Conclude by discussing each word)

III Conceptual Understanding — Discussion

1. **Making the children speak:** Children — you have read the lesson well and studied the map of India and symbols used. Now, you , say what you remember from the lesson. (Teacher should encourage children to speak)
2. **Questioning:** Children, you finished reading the lesson. Have you observed the maps? Now, ask questions to learn more about the topic. (Teacher should encourage the children to question and write those questions on the board)
3. **Questions to understand the content based on maps and text :**

Children, you have posed some questions let me add some more. You read them

carefully.

- * What are the advantages of using an atlas?
- * Observe and write the average height of different states from mean sea level ?
- * Which regions have high average annual rainfall?
- * Which regions have black soils?

(Teacher should discuss answers to the questions. The teacher should add more information whenever there is a need. Teacher should conclude the lesson drawing the concept map using the key words from the answers given by the children)

4. Practicing Skills:

- * Map skills
- * Children, you have observed the maps and the atlas. Now you write the list of maps present in the atlas.

IV Home Work

Children, we had a discussion on conceptual understanding. Write the answers to the questions discussed using an atlas. (Teacher should make them write in the class if there is sufficient time. Otherwise, give the same as Homework.)

Period Plan - 7

I Introduction

1. Greeting :

Children we had a detailed discussion on reading and analysis of maps. Today, we should counter check the answers written in the notebooks by you.

2. Announcement of the topic: Improve your learning

(Teacher should write the topic on the black board)

II Understanding the concept

Through the questions answered. Hold a discussion on it.

(Teacher should check all the notebooks while discussing the same with children)

Thus a Grid and Period plan should be written for every lesson. Through this without wasting time we can realize the expected objectives. Learning becomes productive and meaningful as children participate in the teaching learning process. In this way we can achieve the expected academic standards in the children easily.

Class 9

1. Our Earth

Period division - Plan

Period No.	Topic	Homework
1.	<ul style="list-style-type: none">• Our relation with earth• Utilization of resources• origin of the Universe• Our Universe, the Sun, the Earth• Pages 1 and 2	<ul style="list-style-type: none">• What are the similarities and differences between man and animals in utilization of the resources on the earth?• What happens as a consequence of indiscriminate exploitation of resources?• How was the Universe originated?• Appreciating the role of the earth in the survival of the living organisms.
2.	<ul style="list-style-type: none">• Earth as a planetary body, Orbit of the Earth• Motions of the earth• The Evolution of the Earth• Page 3 and up to the colour box in page 4	<ul style="list-style-type: none">• See the picture in 1.2 and explain about the earth's orbit• How is Earth evolved according to you?• Question 2 in the box in page 4• Question 4 in page 12• Questions on evolution of the earth
3.	<ul style="list-style-type: none">• Internal structure of the earth• Layers of the earth-description• Understanding the layers of the earth through the picture in page 5	<ul style="list-style-type: none">• 5th question in page 12• differentiate different layers of the earth• Question in the box item in page 5
4.	<ul style="list-style-type: none">• Page 4 and page 5• Movements of earth crust• Arrangement of oceans and continents• Explanation of continental drift theory of Alfred Wagener• Understanding the drift of continents by observing the pictures	<ul style="list-style-type: none">• Mention some important events that took place in the history of the earth.• Read the text book last paragraph under movements of earth's crust and express your opinion• The continents and the oceans have been drifting for millions of years. Express your opinion on this movement of oceans and continents.

Period No.	Topic	Homework
	<ul style="list-style-type: none"> Page 6 and the paragraph above the Earth's grid system in page 7 	
5.	<ul style="list-style-type: none"> The earth's grid system The way Earth is shown on maps and globes Use of globes and maps Latitudes and their issues Page 7 the Earth's Grid system to 9th page to the paragraph before Longitudes (heading) 	<ul style="list-style-type: none"> Question 6 in page 12 What details can you get using an atlas? Observe the atlas and write the latitudes passing through different countries. Observe and say the names of the countries through which equator is passing? Find and say names of various latitudes in pic 1.5
6.	<ul style="list-style-type: none"> Longitudes – names of important ones 	<ul style="list-style-type: none"> Observe the Globe, Atlas Identify the names of countries through which important longitudes are passing. Observe different longitudes on a globe or in an atlas. Drawing longitudes on a map of the world with the help of the Atlas.
7.	<ul style="list-style-type: none"> Longitudes – uses Standard time 	<ul style="list-style-type: none"> Question 7 in Improve your learning Question 8 Write the information of standard longitudes of different countries and analyze. Drawing standard Meridian of different countries on a map of the world. Finding time of a place using Longitude. Reflecting on changes that occur on longitude of a place and its consequences. Read and comment on the topic. longitudes and time from the text book
8.	Improve your learning and other questions related to the topic, meet the press, Examine and conclude	

1 Our Earth

Objectives of the lesson :

I Conceptual understanding :

- * explain the human relation with our earth
- * compare and contrast man and animals in utilizing resources.
- * give examples of different resources on the earth
- * explain how the earth was originated
- * give reasons how seasons occur on the earth
- * state the differences between different layers of the earth
- * tell about some wonderful incidents that took place in the history of the earth
- * explain about earth's orbit and latitudes and longitudes
- * explain what one can learn from the Atlas

II Reading understanding and interpreting the given topic in the text :

- * Interprets the Birth of Universe
- * Interprets the arrangement of oceans and continents after reading the movement of earth's crust.
- * Interprets on the use of latitudes and longitudes after reading the text

III Information Skills

- * Collect the data related to latitudes and longitudes, countries through which they pass and differences in time and analyze it
- * Collect additional information other than the one given in the text book on our universe and the Earth

IV Reflection on contemporary issues and questioning

- * reflect on indiscriminate use of resources on the earth
- * reflect on coming to know that the earth is only a speck in this vast universe.

- * questions on occurrence of seasons on the earth
- * questions on the arrangement of Continents and oceans

V Map skills

- * identifies the countries through which important latitudes and longitudes are passing by observing an atlas
- * locate the longitudes and find the time of that region.
- * locate the Standard longitudes of different countries on a map of the world
- * observe and Analyze the Map on Time zones of the earth

VI Appreciation and sensitivity

- * appreciates the existence of life on the earth
- * appreciate the role of latitudes to locate a place and role of longitude in calculating time of a place.

1 Our Earth

Period Plan - 1

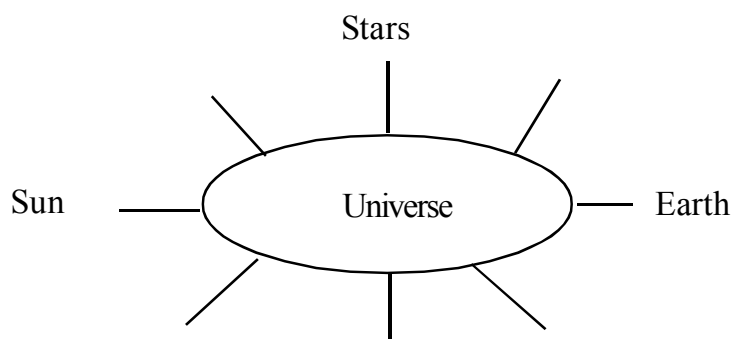
Period 1

Time 45 minutes

Sub topic: Our universe, The Sun, The Earth

I Introduction :

1. Greeting : Good morning Children. How are you? Have you enjoyed your holidays?
Ok. shall we learn about our earth today?
2. Mind mapping : First of all please say what you know about his universe



Very good. Well said children. Today, let us discuss the universe , our sun and the earth.

3. Announcement of the topic:

Our Universe, The Sun, The earth

(Teacher should write the topic on the black board)

II Reading the text, identification of new word/ concepts

1. Children open your book. Read page 1 and 2. Identify and underline new words/ ideas / concepts.

Ex. Environmental crisis

Space ship

standard of living

Have you finished the task?

2. Children, one by one read the words you have underlined

(Teacher should write the words read by children on the right corner of the black board. Then through discussion make the ideas or concept clear to the children)

III Conceptual understanding and discussion

1. **Make the children speak:** Children, now you have finished reading the lesson. Say what you have understood.

(Teacher should make the children speak) Very good. Well said.

2. **Questioning:** Children now you are allowed to question on the topic and related issues. (Teacher should encourage children to question linking the related contemporary issues to the topic)

3. **Conceptual understanding - questioning :**

Children, you arise some questions let me add some more questions to understand the content well. (Teacher should write questions in the boxes and at the end of the lesson on the board)

- * Say the differences between animals and humans in utilization of resources on the earth.
- * Mention some of the earth's resources utilized by man.
- * What will happen if we exploit our resources indiscriminately?
- * How was the universe originated?
- * Why has man got the curiosity to know about the secrets of stars and galaxies?
- * How is this earth supporting the life of humans?

Children answer the questions written on the board.

(Teacher should make them answer the questions and add information whenever there arises a need to conclude the lesson creating a conceptual understanding)

4. **Practicing skills**

Information skills:

Fill in the following table and answer the questions that follow.

Utilization of resources

Living beings	Minerals	Water	Air	Metals	Soil
Human beings				✓	✓
Animals					✓
Plants					✓

1. Who are utilizing the most resources?
2. What are the resources that plants are using?
3. What problems arise if these resources are not present?

Children we have discussed the above questions. Now, all of you write the answers in your note book.

IV Home work :

Children if you haven't answered any question do it at home. (Teacher should give the questions left to answer as home work)

1 Our Earth

Period Plan - 2

Period 2

Time 45 minutes

Sub topic: Earth as a planet, Evolution of the earth

I Introduction

1. Greeting : Good morning Children. Have you finished your homework? Yesterday, we discussed our universe, the sun and the earth. Let us check ourselves to know what we have understood. Please, answer my questions
2. Revision questions :
 1. What do you know about the origin of the Universe?
 2. What is the relation between Sun, Stars and the Earth?

Very good. Well said. Today we should learn something more about our earth.

3. Announcement of the Topic :

Earth as a planet, Evolution of the earth

(Teacher should write the topic on the black board)

II Reading the text, identification of new word/ concepts

1. Children open your book. Read page 2 and continue up to the heading internal structure of the earth . Identify and underline new words/ ideas / concepts. Have you finished the task?

Ex :

2. Children, one by one, read the words you have underlined

(Teacher should write the words read by children on the right corner of the black board. Then through discussion make the ideas or concept clear to the children)

III Conceptual understanding and discussion

- 1 **Make the children speak:** Children, you have finished reading the lesson. Say what you have understood.

(Teacher should make the children speak) Very good. Well said.

2. **Questioning:** Children, you are allowed to question on the topic and issues related to the topic. (Teacher should encourage children to question linking the related contemporary issues to the topic)

3. **Conceptual understanding – questioning :**

Children. You arise some questions let me add some more questions to understand the content well. Think of the answers. (Teacher should write the questions in the boxes and at the end of the lesson on the board)

- * Look at the picture 1.2 and explain earth's orbit.
- * What are the reasons for the occurrence of seasons on the earth?
- * How do you think the earth is evolved?

Children, answer the questions written on the board.

(Teacher should make them answer the question and add information whenever there raise a need to conclude the lesson creating a conceptual understanding.)

4. **Practicing skills :**

Information skills:

Read the following table and analyze

Earth - Importance

The Sun	The Earth
1. Star	1. Planet
2. The Earth revolves around the sun	2. The Moon revolves around the earth
3. The Sun rotates on its own axis	3. The Earth rotates on its own axis
4. The Sun is much bigger than the earth	4. The Earth is bigger than the moon
5. The Sun is a part of milky way	5. The Earth is a part of solar system

Children we have discussed the above questions. Now all of you, write the answers in your note book.

IV Home work

Children if you haven't answered any question do it at home. (Teacher should give the remaining questions to do at home)

1 Our Earth

Period Plan - 3

Period 3

Time 45 minutes

Sub topic: Internal structure of the Earth

I Introduction

1. Greeting : Good morning Children. Are you all present? Have you finished your homework?
2. Revision questions: Yesterday, we discussed the Evolution of the Earth and its importance. Let us check ourselves to know our understanding.

Please answer these questions.

1. Explain the orbit of the earth.
2. Give reasons for the occurrence of seasons.

Very good. Well said.

Today we shall learn what is present inside the Earth.

3. Announcement of the Topic :

Internal structure of the Earth

(Teacher should write the topic on the black board)

II Reading the text, identification of new word/ concepts

1. Children, open your book. Read internal structure of the Earth in page 4 to page 6
Identify and underline new words/ ideas / concepts.

Ex: Mines

Centre of the earth

layers of the earth

Silicates

Volcanoes

2. Have you finished the task? Children, one by one, read the words you have underlined.

(Teacher should write the words read by children on the right corner of the black board. Then through discussion, make the ideas or concepts clear to the children)

III Conceptual understanding and discussion

1. Make the children speak: Children, you have finished reading the lesson. Say what you have understood. (Teacher should make children speak on the context)
Very good. Well said.

2. Questioning: Children now you are allowed to question on the topic and related issues on which you have doubts. (Teacher should encourage children to question by adding questions himself on the contemporary issues related to the topic)

3. Conceptual understanding - questioning

Very good, children. You have raised some questions let me add some more questions to understand the content well. Think of the answers.

(Teacher should write questions on the board)

- * How can you say that the earth is still active?
- * Name the different layers of the earth. Say the differences between them.
- * Observe the picture 1.3 and say what you have learnt.
- * Say your opinion on Earth's crust after reading the paragraph in page 5

(Teacher should make them answer the questions and add information whenever there raise a need to conclude the lesson creating a conceptual understanding.)

4. Practicing skills

Mapping skills:

- * Make a list of mountains and the areas in which they are present after observing the physical map of the world.

Children have you understood?

Children we have discussed above questions. Now all of you write answers in your note book.

IV Home work

Children if you haven't answered any question do it at home.

1 Our Earth

Period Plan 4

Period 4

Time 45 minutes

Sub topic: Movements of earth's crust

I Introduction:

1. Greeting: Good morning Children. How are you? Have you finished your home work? Very good.
2. Revision: Now, let me examine what you have understood from the lesson.
 - * Is our earth a planet or a star?
 - * What is present inside the earth?
 - * Explain the differences between the layers of the earth.

Let us now try to understand the movements of the earth's crust and its consequences.

3. Announcement of the Topic :

Movement of Earth's Crust

(Teacher should write the topic on the black board)

II Reading the lesson: Identification of New words and concepts

1. Children open books. Read from page 6 to the Earth's grid system in page 7. Identify and underline the words and concepts that you did not understand.

Ex. Earth's crust

Continental drift Theory

Pangaea

2. Children, now that you have finished identification of new words, one by one say them aloud. (Teacher should write them on the right corner of the board)

Teacher should create an understanding of the concept through a discussion)

III Conceptual understanding — discussion

1. **Make the children speak:** Children, you have finished reading the lesson. What did you understand? (Teacher should encourage children to speak) Very good. Well said.

2. **Questioning:** Children now pose questions on what you didn't understand. (Teacher should encourage questioning by linking contemporary issues to the topic)

3. Questions on Conceptual understanding:

Children now, I will ask some questions to understand the concept better. Please think and answer. (Teacher has to write questions made by him/ her on the black board)

- * Look at the picture 1.4 and say what you have noticed?
- * Say some important events that took place in the history of the earth.
- * Look at the picture 1.4 and say in which direction is our country moving.
- * Make a comment on continents and their movements after reading paragraph two in page 5.
- * Teacher should make children discuss and write the key words of their answers around the concept map and sum up the main points.

4. Practicing skills :

Mapping skills

- * Look carefully at the map of the world. Do you find some continents that appear as two pieces of a jigsaw puzzle? Name those continents.
- * Identify Laursensia and Gondwana land on a map of the world and list the countries present in each of them.
- * Children did you understand the lesson. All of you open your note books and write answers to the questions given on the board.

IV Home work

Children if there are any more questions to be answered, do it at home.

1 Our Earth

Period plan 5

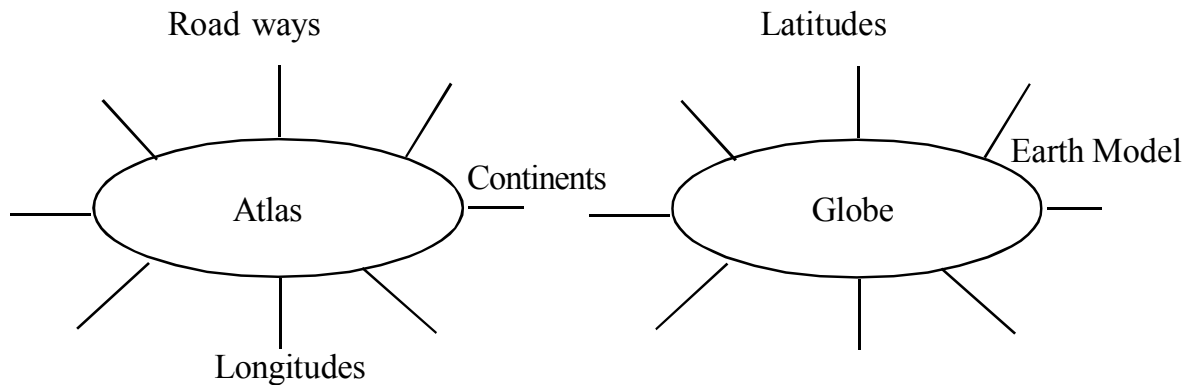
Period 5

Time 45 minutes

Sub topic: Earth's grid Latitudes

I Introduction

1. Greeting: Good morning children. How are you? Have you finished your home work? Very good.
2. Mind mapping: Till yesterday, we have discussed arrangement of continents on the earth. When we discuss of the earth we use Atlas and globe. Don't we? Now, you think and say what ideas we can get from an Atlas or a map.



Very good. You gave much information. Today we shall learn more about latitudes and longitudes and the earth's grid.

3. Announcement of the Topic :

Earth's grid system, latitudes

(Teacher should write the topic on the black board)

II Reading the lesson, finding out new words/ ideas/ concepts

1. Children open your text book. Open page 7 read from Earth's grid system to the paragraph above longitudes in page 9. Identify and underline the words / concepts that you did not understand.

Ex. Google earth Western Hemisphere

Pacific ring of fire

2. Children – have you finished identification of new words! Now, say what you have underlined.

(Teacher should write the words given by children on the right corner of the board. Through discussion create understanding on the topic)

III Conceptual understanding Discussion

1. **Make the children speak:** Children, have you all read the lesson. Say what you have understood.

(Teacher should encourage students to talk on the concept.)

Right. Well Said Children.

2. **Questioning.** Children now you pose questions on what you haven't understood.

(Teacher should encourage children to ask questions by linking contemporary issues related to the topic)

3. **Questions on conceptual understanding:**

Children let me give you some more questions for you to understand the concept. Think and answer.

(Teacher should write the questions on the black Board)

- * What can we learn from an atlas?
- * Observe picture 1,5 and mention the important latitudes.
- * What is a grid? How will it help us?
- * Read the paragraph three on page 9 and say in your own words that which you have understood.

4. Practicing skills

Map skills/ Information skills

- * Fill in the following table by observing the picture in page 8
- * Write the names of some countries through which important latitudes are passing and analyze.

Latitude	Countries through which they pass
Tropic of Cancer $23 \frac{1}{2}^{\circ}$ N	
Tropic of Capricorn $23 \frac{1}{2}^{\circ}$ S	
Equator 0°	

Observe the table and answer the following

- * Which latitude passes through most number of countries?
- * Which latitude divides the earth into two equal halves?
- * Which is the continent through which three important latitudes are passing?

Well said children.

Now write answers to the questions on the board in your note book.

IV Home Work

Children have you written the answers. If you have any questions left to be answered do it at home.



1 Our Earth

Period Plan - 6

Period 6

Time 45 minutes

Sub topic : Longitudes

I Introduction

1. Greeting: Children , How are you? Have you finished your home work? Very Good.
2. Revision: Yesterday, we discussed about Latitudes and The Earth's grid System. Let us check our understanding. I will ask some questions. Please, answer them.
 - * What can we learn by observing an atlas?
 - * What is a Globe?
 - * What do we call 90° latitudes?
3. Announcement of the Topic:

Longitudes

(Teacher should write the topic on the board)

II Reading the lesson and finding out new words / ideas/ concepts:

1. Children all of you open your text book and read from the heading Longitudes in page 9 to the fifth paragraph in page 10. Under line the new words / concepts.
Ex: Greenwich Meridian Western Hemisphere Anti Meridian
2. Children have you finished the task? Now, one by one, say what you have underlined. (Teacher should write the words on the right corner of the board. Create an understanding of the words through discussion.)

III Conceptual understanding and Discussion:

1. **Make the children speak:** Children, have you all read the lesson? Now, say what you have come to know. (Teacher should encourage all the children to express what they have learnt)



Well said. Very good children.

2. Questioning: Children, now you ask questions on what you haven't understood from the lesson. (Teacher should encourage children to ask questions linking contemporary issues to the current topic)

3. Conceptual understanding Questions: Children, for a better understanding of the topic let me add some more questions. Think and answer.

(Teacher should write questions made by him / her and the questions posed by children on the black board)

- * Observe the picture 1.6 and say what you have learnt.
- * Why is the longitude passing through Greenwich considered as 0° longitude?
- * What is the total number of Longitudes?
- * Latitudes and Longitudes are imaginary lines. What do you understand by this?
- * How will you question to know about Longitudes?

(Teacher should make children discuss to know answers to the above questions . Prepare a mind map with the key words in discussion and add extra information when ever needed.)

4. Practicing Skills

Mapping Skills:

- * Observe the globe to find out different longitudes.
- * Draw the following longitudes on a map of the world with the help of an atlas.
A) Greenwich longitude B) 60° west longitude C) $82\frac{1}{2}^{\circ}$ West longitude
- * Find out the important longitude passing through India with the help of an Atlas.

Children, have you understood the lesson? Write answers to the questions on the board in your notebook.

IV Home Work

Children, have you answered the questions? The questions left to be answered should be considered as home work.

1 Our Earth

Period plan - 7

Period 7

Time 45 minutes

Sub topic : **Longitudes, Time**

I Introduction

1. Greeting: Children, how are you? Have you finished your home work? Very Good.
2. Revision: Yesterday, we discussed longitudes. Let me see what you remember from that. . I will ask some questions. Please answer them.
 - * What do longitudes show?
 - * What we call the 0° longitude?
 - * What is the total number of longitudes?
 - * Are the Longitudes drawn on the earth? What do you say?
3. Announcement of the Topic:

Longitudes, Time

(Teacher should write the topic on the board)

II Reading the lesson and finding out new words / ideas/ concepts:

1. Children, all of you open your text book and read from the heading Longitudes, Time in page 10 to the end of the lesson. Under line the new words / concepts.

Ex: Sun overhead Time Zones IST

2. Children, have you finished the task? Now, one by one, say what you have underlined.
(Teacher should write the words on the right corner of the board. Create an understanding of the words through discussion.)

III Conceptual understanding and Discussion:

1. **Make the children speak:** Children, have you all read the lesson? Now, say what you have come to know.

(Teacher should encourage all the children to express what they have learnt)

Well said. Very good children.

- 2. Questioning:** Children, now you ask questions on what you haven't understood from the lesson.

(Teacher should encourage children to ask questions by linking the current topic to the contemporary issues)

3. Conceptual understanding Questions:

Children, for a better understanding of the topic let me add some more questions. Think and answer.

(Teacher should write questions made by him / her and the questions posed by children on the black board)

- * What is the difference between local time and standard time?
- * Say the similarities and differences between equator and the Prime Meridian.
- * What problems arise if every state in India follows their local time?
- * Read the box. Do you know from page 11 and say what you have understood.
- * Read the box Do You Know. Why did you think that Swathi works only during the nights? Say if it is good or not to work in night shifts.

4. Practicing Skills :

Map Skills / Information skills.

- * Locate the standard meridians of the following countries on a map of the world with the help of an atlas.

India	Nepal	Pakistan	England
Sri lanka	Bangladesh	China	Japan

- * Write the standard meridians of different countries in the following table and analyze

S. No	Country	Standard Meridian	Difference with Greenwich time	Is it ahead or below	By how much

- * Which country experiences the Sun rise first?
- * What is the time difference between India and Greenwich?
- * What is the time in Pakistan when it is 5 am in India?

Well answered children. Hope you understood the lesson well. All of you open your notebooks and write answers to the questions we have discussed.

IV Home Work

Children have you answered the questions. The questions left to be answered should be considered as home work.

1 Our Earth

Period plan - 8

Period 8

Time 45 minutes

Sub Topic: Improve your learning, Examine the notebooks, Projects

1 Introduction:

1. Greeting: Good morning Children. By now we have finished our lesson 1. Have you all finished your home work?
2. Recall: Let us organize a press meet. A conference on our topic Our Earth.
Vinay, Chandana, Gopi, Rama. Nitya, and Lakshmi will answer the questions posed by other people. All of you get ready with questions.

Teacher should see that the conference is organized well by children

Children who are going to answer.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Teacher should see that all the children participate. By the end of the lesson teacher should clear all the doubts.

8. Continuous and Comprehensive Evaluation-Model Question Paper

Introduction

Friends you might have observed the changes being introduced in evaluation since the time NCF 2005 has come into force. CCE is introduced to classes 6 to 8 as it is done in primary classes. Continuous and comprehensive Evaluation is a process in which all the aspects that promote the all round development of the child are assessed.

What are we going to learn from this chapter?

- * What is C. C. E. and why is it?
- * The process of conducting C. C. E.
- * Formative Assessment
- * Summative Assessment
- * Summative Evaluation and the Blue print
- * Guide lines to prepare Summative question paper.
- * Grading
- * Academic standards – Model questions
- * Summative assessment - class 9 model paper.

Observing and recording the students physical, intellectual, social, emotional development in class room, laboratory, library and playground before after and during the teaching learning process is the main objective of C.C. E. continuous and comprehensive is that which analyses the students learning process and made concerned changes to the teaching learning process based on students progress and arrange for remedial teaching through different techniques to promote all round development of the student.

C - Continuous : The evaluation begins with teaching learning process and continuous as long as the process exists.

C - Comprehensive : Along with the topics taught, life skills such as moral education, attitudes and values and evaluation of development in all co curricular aspects are also assessed.

E - Evaluation : Analyze and make report of student's progress and use it for further development of the child.

It has been the main objective of a student to secure marks in exams through rote-learning of a specific set of question and answers in the conventional mode of examinations where children are feeling that the exams are a painful and stressful process.

The present system of evaluation is only looking into the capacity of the child to remember things but not how they are able to use this knowledge in their day to day life, how they are responding towards society, environment and nature. It is to be noted that it is against the spirit of educational objectives Act if the above mentioned things are not considered into evaluation.

The system of examination should encourage children to express their feelings freely without hurting their heart, without any fear or pressure. NCF – 2005, SCF -2011 and RTE 2009 have all laid importance to implement CCE.

It is impossible and unscientific to confine educational development only by one written exam. Learning process should be constructive. Evaluation process should help the development of the child in its fullest potential to construct knowledge, standards and skills and other internal strengths of the child. To attend to above mentioned lapses we have CCE in front of us.

Grading System : To avoid unhealthy competition among the children for marks and ranks we should follow grading based on mark in the new system of comprehensive and continuous evaluation. The marks secured by children in Formative and Summative Assessments should be converted into 5 point scale. Childs' progress is graded into A⁺, A, B⁺, B and C grades. Observation and recording the progress of the child based on their standards will help enhance the learning process.

How to Conduct C C E ?

- * CCE is not just an examination but it is a convention. It is an assessment for learning which promotes children to learn well.
- * It is a process of observation and recording the physical, intellectual, social and emotional development in the class, after the class in the laboratory, library or play ground during the teaching learning and before it and after that.

- * CCE is of two types. They are Formative Assessment and Summative Assessment.
- * Formative Assessment is conducted four times a year. (July, September, December and February)
- * Summative Assessment is conducted three times a year. (October, January and April)
- * CCE measures the performance of the children in terms of academic standards.

Formative Assessment has 4 domains, 50 marks are allotted to it.

1. Participation of children and responding - 10 M
2. Written works (Note books, Homeworks, Assignments etc) - 10 M
3. Project works - 10 M
4. Slip tests/ Written tests - 20 M

- * Teacher should observe and record the observations of written works, project work in the day to day teaching learning process.
- * Questioning, Group Work, Demonstrations expressions of children should be observed and recorded.
- * Class work, Homework, Compositions should be observed and recorded.
- * The above three should be observed and recording during a specific time.
- * Formative tests should be conducted for 20 marks.
- * Summative tests should be conducted for 50 marks in primary level and for 100 marks in high school.
- * All the academic standards should be tested during Summative tests.
- * Question papers should be designed dividing the questions according to the academic standards.
- * Under every academic standard, questions should be essay type, short answer type, Very short answer type and objective type. But it is not compulsory that all types of questions are present under each category. Types of questions should be designed under different academic standards according to the possibilities.

Childrens' participation and response

Teacher should observe the children in the class room, during the teaching learning process on different other occasions and Grade them on different aspects.

Areas of observations in Social Sciences.

- * Observe questioning, speaking, interpreting skills of the children in the class during the teaching learning process.
- * Observe the map reading and explanation skills.
- * Observe if the child is sharing his / her experiences, connecting local issues to the topics taught.
- * Observe reflection on an issue and appreciation of importance of something.
- * Observe the participation of the child in group work.

The observations thus made should be recorded once in every two months (in the months of Formative Assessment)

Written works

- * Completion of notebooks (Topic wise)
- * Filling up information tables and keep them available.
- * Completing the exercises in the textbook
- * Map pointing, drawing
- * Portfolios of children, Presence of social science topics on the wall papers and posters in the class room.

Conducting Project works

- * Design of plan
- * Gathering information related to the project
- * Recording the collected data in the required order
- * Analyzing and presenting the recorded matter

Note: Project should always be given as group work.

How to conduct slip tests?

- * Slip tests are not conducted as a unit test. Prior information will not be given, it is a snap test.
- * It is to be conducted for 20 marks.
- * It can be conducted once, twice or thrice. It need not be conducted in a specific time. Whenever teacher feels like he / she can conduct it.
- * These are to be written in a notebook specially kept for the purpose.
- * As it is 20 marks teacher should select any 2 or 3 academic standards to design the question paper accordingly and evaluate. It can be conducted twice for 10 mark each or thrice dividing the marks (5 M + 5 M + 10 M)
- * Teacher has is at liberty to design the question paper.
- * For a constructive evaluation child should possess a notes for each subject to write the slip tests.
- * These note books are evaluated and the result should be recorded in grade format.

Areas of Slip tests

- * Conceptual understanding Q/ A
- * Map analyses / locate a region or a place on a map
- * Analysis on information collected
- * Understand different social issues, sharing experiences.
- * Appreciation and values

Formative assessment

- * Use the following tools for formative assessment. Observe the marks allotted.
- * Childrens’ participation and response - 10 marks
- * Written works - 10 marks
- * Project work - 10 marks
- * Slip test - 20 marks

Allot grades to children based on the formative marks.

- * Written tests are for 20 marks. Therefore teachers have to design 2 or 3 question papers for each subject according to the academic standards and evaluate.
- * The tests for formatives should be conducted by the teachers at their own convenience in the months of July, September, December and February.
- * Formative assessment details should be recorded in the following way.

Class _____ Subject _____ Formative 1st / 2nd / 3rd / 4th

S. No	Students name	Child’s participation and response (10M)	Written works (10 M)	Project works (10 M)	Slip tests (20 M)	Total150

- * To write the answers in the written test children should possess special note books. In the primary level they should possess only 1 notebook for written tests.
- * From class 6 and onwards one notes for each subject.
- * These are to be evaluated as we do the summative tests.
- * Grade should be allotted based on written works, project works through observation.

The works done by children should be preserved for evidence. EX: notebooks, portfolios, posters, creative works etc.

- * The project reports by individuals or group should be preserved.
- * Note books are to be preserved as evidence to written works.

Observations means children expressing, Questioning, explaining, participation in discussion, speech, singing, participation in group work, experiments, deducting information from globes and maps, responding giving oral answers to questions in languages (Telugu, Hindi) expressing in action, listening and understanding oral instruction etc. Depending on the nature of the subject the children interact and participate in activities. These are to be observed, and graded by the teacher. Teacher need not find evidences every day. But teacher should write about these in a dairy.

Summative Evaluation

- * Assessing the performance of the child in different subjects based on the academic standards at a particular point of time is called Continuous and Comprehensive Evaluation.
- * Summative evaluation is taken up 3 times a year i.e., in the months of October, January and April.
- * Teachers have to design a question paper on their own.
- * Summative evaluation in primary level is for 50 marks and at high School level it is for 100 marks.
- * All the academic standards are to be tested in summative tests.
- * Question paper has to be designed based on different academic standards.
- * There should be essay type, short answer type, very short answer type and objective type questions in the question paper. But all the four types of questions are not compulsory under all the academic standards.
- * While setting the questions we should keep in mind which question is suitable to assess which academic standard.
- * Blue print and weightage for each subject is given.

- * Question shouldn't be in such a way that it encourages to learn by heart and reproduce in the exam. They should be answered by the child based on understanding and application. There should not be any oral questions in summative tests. Even though there are many standards for convenience of exam they are to be shortened to 5 or 6 to design the question paper.
- * Project works should not be given as a part of Summative tests.
- * Types of questions, number of questions, marks in designing a summative question paper are given in the blue print. Observe them.

Social studies – Summative Test Blue print of questions based on different academic standards.

Academic standard	Essay type questions	Short answers questions	Very short answer questions	Objective questions	Total Marks	percentage
1. Conceptual understanding	2 (10)	2(5)	5(1)	10 (1/2)	19 (40)	40%
2. Reading the text and Interpretation	1 (10)	-	-	-	1 (10)	10%
3. Information skills	-	3 (5)	-	-	3 (15)	15%
4. Reflection on Contemporary issues and questioning	1 (10)	1 (5)	-	-	2 (15)	15 %
5. Mapping skills	-	2 (5)	-	-	2 (10)	10%
6. Appreciation and Sensitivity	-	2 (5)	-	-	2 (10)	10%

Note: Number in the bracket denotes marks.

Guidelines for the preparation of summative question paper

Social Studies ; Classes 6 to 9

- * Summative question paper should be prepared based on academic standards.
- * Number of questions and types of questions should be based on the blue print and allotment according to the academic standards.
- * Paper should include essay type questions, short answer type, very short type and objective type.
- * Conceptual understanding - 40 M (40%)
- * Reading the text and interpretation - 10 M (10%)
- * Information skills - 15M (15%)
- * Reflection on contemporary issues & questioning - 15M (15%)
- * Mapping skills - 10M (10%)
- * Appreciation and sensitivity - 10M (10%)
- * Questions should be in accordance with the blue print and following the above division.

Social sciences Blue print for class 6 to 8

Topic	Formative Assessments					Summative Assessments						
	Obse- r v a - tion	Written Works	Projects	Slip tests	Total	Conceptual under- standing	Reading the text & interpre- tation	Infom- ation skills	Reflection on contemporary issues - questioning	Mappi- ng skills	Appreciation and sensitivity	Total
Percentage	20%	20%	20%	40%	100%	40%	10%	15%	15%	10%	10%	100%
Mark	10	10	10	20	50M	40	10	15	15	10	10	100 M

Guidelines for Summative Assessment

Social studies : Classes 6 to 9

- * Question paper should be strictly in accordance with academic standards
- * Types of questions and number of questions should be in accordance with the Blue Print
- I Conceptual understanding :** Questions under this category should be essay type, short answer type, very short answer type and objective type.
- II Reading the text and interpretation :** Under this category questions should be framed where the child should read understand and interpret or answer them.
- III Information Skills :** Project works should not be given under summative assessments.
 - * Giving information in a paragraph and asking them to make or fill a table is one method.
 - * Giving information in a tabular form and asking them to analyze is another method.
 - * Analysis of the graphs, questions based on graphs, changing information tables into a graph are some other methods.
- IV Reflection on contemporary issues & Questioning :** Connect contemporary issues to the topic taught. Questions that need to apply local conditions to reflect are to be asked. These questions need not be strictly in adherence to syllabus. Questions should encourage children to research on the topic they are unfamiliar with.
- V Mapping skills:** The questions under this should test children on map reading map pointing and map drawing.
- VI Appreciation and sensitivity.** Values and importance of the content should be recognized through such questions.

Arriving at a Grade

1. Grading the answers:

If an answer is allotted 5 marks, give A + (5M) if the answer is perfect, if it is near perfect give 4 M or A grade. If it is ok give B + grade and (3M)s and if it is written only a part correct then give B Grade (2M) , if it is not properly written then give C grade (1M) .

No grade should be given to the answer if the child secures 0 for that answer. Never give any marks on child's answer sheet. Write only the grade.

If there are 2 questions of 2 ½ marks each give a combined grade. In the same way if there is one 2 ½ mark question, Two 1 mark answer questions and one ½ mark question, grade all of them combinedly.

2. Giving Grade to Academic standard

Questions shall be based on the blue print under each academic standard. Ex: Let us suppose there are 2 questions which carry 10 marks each 20 questions which carry ½ mark each under the academic standard conceptual understanding. Then add all the marks secured by the child under this academic standard and convert the mark into grade using the following table.

Table - 1

Percentage	Grade
91 - 100	A+
71 - 90	A
51 – 70	B +
41 – 50	B
0 - 40	C

Let us suppose a child got 28 marks out of 40 in conceptual understanding. Then the student gets 70 % marks and grade B should be given.

Register to record the progress

Formative and summative assessments grade should be recorded in a register. Allot a page to every student in the progress register.

In the formative assessment register write the grades obtained by the students in written works, project works and written tests. In the same way grades obtained by the student in the summative assessments are also to be recorded. Grade to co curricular activities should also be given and write a note of description.

Social studies- Academic standards- Model questions.

You have come to know about academic standards for classes 6 to 9 in different chapters. We examine to what extent the child has achieved the expected academic standards after the teaching learning process. Let us see some model questions related to each academic standard.

Academic standards- model questions.

I. Conceptual understanding.

1. What is standard time? What is Local time? What are the differences between these?
2. What is lithosphere? How did it form?
3. Write any five service sector activities. Why don't these come under agricultural activities? Explain.
4. What is the main objective of self help groups? How should they cooperate with service activities?
5. Write a paragraph comparing socialist and capitalist ideas.
6. What are called natural calamities? Give examples.
7. Do you believe that we can reduce the social differences through democracy! Express your opinion.

II. Reading the text and interpretation.

1. Read the content from page 32. Comment on the factors that influence the temperature of oceans.
2. Read four paragraphs on pressure zones from page 40. Express what you came to know about heating and cooling.
3. Read the last two paragraphs from page 113. Do you agree with that? Express your opinions.
4. Read the content from page 130. Write five important things you came to know about direct taxes.
5. Read the paragraph related to social equality in page 249. Write in your own words what social equality is.

III. Information skills.

1. Collect information on what minerals are available in your region and where they are found. Then write a table showing what industries can be established here.
2. Observe the map in page 74. Write a paragraph on establishment of industries based on what you have read.
3. Look into the table on hydrosphere in page 28. Write in a paragraph showing what is present and which quantities based on your observation.
4. Read the details on crops in page 61 and 62. Make a flow chart or a table based on your observation.
5. See the table related to agriculturalists and agricultural labour from page 65. Write the tendencies based on the table.
6. Look at the table in page 282 related to accidents in the city of Hyderabad. Based on this make a chart showing accident related information of our state.

IV. Reflection on contemporary issues and questioning.

1. Number of road accidents is increasing day by day. What might be the reasons behind this?
2. Violence against women and rape cases are increasing in the society. What might be the reasons behind these? Express your opinion on what measures are to be taken to avoid such things.
3. Environmental problems are increasing day by day in the modern world. We are the reason for this. How can we reduce these problems?
4. What problems are arising due to the decrease in cultivable land in our country?
5. You have come to know many problems being faced by girls' and women. Do you observe the same in your village or town? What are present in the laws to curb such things? What questions do you pose to know more about such things?

V. Mapping skills

1. Locate the places where iron and textile industries are concentrated in England during the industrial revolution.
2. Locate Kottagudem and illendu where coal is found on a map of Andhra Pradesh.
3. Mark the following local winds on a map of the world.

Chinook Loo Simoon Yomo Narvester Puena

4. Draw the logo or symbol of Reserve Bank of India.

VI. Appreciation and Sensitivity

1. Explain about the steps to be taken when accidents took place. Which type of help and cooperation can we provide in such situations?
2. Make a poster stating the disadvantages of child marriages.
3. Election is an important part in democracy. Write some slogans to encourage and bring awareness among the voters in utilizing the franchise.
4. Men women and thus boys and girls are all equal. It is our responsibility to respect girls and women. What steps do you take to respect women as fellow human beings and treat them equal to us?

Summative Assessment Model question paper

Class 9

Total marks 100

Subject: Social Sciences

Time 2 ½ hours

I. Conceptual understanding:

40 marks

a. Answer any two essays from the following

2 X 10 = 20 M

1. Explain the role played by oceans in the life of human beings.
2. Explain the differences between socialism and capitalism.
3. “Service sector and stable growth can make India a rich country” Do you agree with this statement? Why?
4. Explain why British government wanted to extend agriculture in India.

b. Answer any two from the following.

2 X 5 = 10M

5. Explain the importance of Road Safety.
6. What is Global Warming? What are the reasons for it?
7. Explain the differences between the loans we get from self help groups and from banks.
8. What are the reasons for struggle for democracy?

c. Answer the following.

5 X 1 = 5 M

9. Why earth is called Blue Planet?
10. What is Coriolis effect?
11. Write the two most important inventions that brought revolutionary changes in textile industry?
12. Who are serfs?
13. What is price index?

d. Choose the correct answer and write its letter in the brackets provided. $5 \times \frac{1}{2} = 2\frac{1}{2}$

14. Which of the following is not a Fundamental Right []
- | | |
|-----------------------|-------------------------------------|
| a) Right to education | b) Right to property |
| c) Right to life | d) Right to constitutional remedies |

15. A study of politics and social differences in democracy reveals ___ []
- a) Democracy and development are combined
 - b) there are no inequalities in dictatorship
 - c) there will be inequalities in Democracy
 - d) democracy is better than dictatorship
16. Barren and Narcondom volcanoes are present in which country []
- a) India b) Japan c) Ecuador d) Sicily
17. Which of the following is not a direct tax []
- a) Professional tax b) Customs tax
 - c) Wealth tax d) Income tax
18. Which age group people are considered as children []
- a) Below 14 years b) Below 18 years
 - c) Below 16 years d) below 20 years

e. Fill in the following blanks

5 x ½ = 2 ½

19. _____ volcano is called as light house of the Mediterranean.
20. _____ is the new index introduced by the government in 2009 to assess the prices.
21. Before the release, every movie must be certified by _____ board.
22. The freedom of a country to control itself is called _____
23. Steam power is used first in _____ industry.

II Readint the text and interpretation.

10 M

24. Read the paragraph and answer the questions that follow

Democracy which respects the freedom and rights of every citizen is the right way to resolve some of the complicated problems that countries are facing. Write your opinion on it?

Or

Every year around 80, 000 lives are lost in road accidents in India. This contributes around 13 % to the lives lost around the world. Around half of the lives lost are of people who are between 15 and 44 years old. Do you agree with this? Why?

III. Information skills

15M

25. Observe the table and answer the questions that follow.

5 X 2 10 M

Service sector activities	Government employment		Private employment	
	1910	2010	1910	2010
Retail and wholesale business	1.5	1.7	3.0	5.1
Transport, godowns and information	30.3	25.5	0.5	1.7
Banking, insurance corporations, property business and others	11.9	14.1	2.5	15.5
Social and technical individual services	92.3	90.5	14.9	21.4

- * Which service activity has provided employment in the year 2010? In which government service activity employment has decreased in 2010 compared to 1991?
- * In which serve activity employment has drastic improvement by 2010
- * By the year 2010 in all the service activities which private employs number is more compared to government sector?

26. The following table shows the wholesale price index of iron and steel during different years. Prepare a bar graph based on the table.

5 M

year	2005 - 06	2006 - 07	2007 -08	2008 - 09	2009 -10	2010 – 11
Wholesale price index of iron and steel	100	105	119	137	124	136

IV Reflection on comtemporany issues – questioning.

15 M

27. You have been observing various problems being faced by girls and women. Have you observed any such problems in your village or town? Express your opinion on such things.

1 X 10= 10 M

28. Fuel prices are frequently increasing in recent times. What questions do you pose to know the consequences of it? 5 X 1 = 5 M

- a) Vegetable vendor b) Scooterist c) Lorry owner
d) a bus passenger e) Auto driver

V. Mapping Skills 10 M

29. Observe the map and answer the following questions. 5X 1 = 5M

1. Locate the first Indian city reached by Vasco da Gama
2. Locate the first region in Asia reached by Magellan
3. Who is the navigator (Sailor) who first explored islands of North America?
4. To which continent does Madagascar belong?
5. Which ocean separates South America and Africa?

30. Point out the following on a map of Europe. 5X 1 = 5M

1. Country that pioneered industrialization
2. Black sea
3. Sardinia
4. Norway
5. Portugal

VI Appreciation and Sensitivity 10 M

Answer the following 5 X 1 = 5M

31. How do appreciate the efforts being led by Ang San Su ki in Myanmar to achieve democracy?
32. How do believe that democracy is the best form of government? 5 X 1 = 5M
